

CULTURAL CAPABILITY FRAMEWORK

TE IHO O TE MANAWATAKI



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

TE IHO O TE MANAWATAKI
LIBRARY



INTRODUCTION

Our University has strategic priorities that include responsibilities to Te Tiriti o Waitangi¹, mātauranga Māori and anti-racism. These are outlined within the University Strategy, Te Tiriti o Waitangi me Te Whare Wānanga o Waikato and Te Aurei, and further reinforced by our Library Plan.

As a Library we strive to provide a safe and supportive environment for our diverse user communities; a place where people from all walks of life feel they belong.

To help foster this environment, we have developed this framework to provide staff with clear expectations about the cultural capabilities² required to contribute to a welcoming, inclusive, and anti-racist space.

Given our context, as a Library and University in Aotearoa on Māori land, our cultural capability framework means focusing first and foremost, on our commitments to Tangata Whenua, Te Tiriti and mātauranga Māori, as honourable Treaty partners.

¹ Throughout this document, 'Te Tiriti o Waitangi', 'Te Tiriti' and 'the Treaty' will be used interchangeably to refer to the reo Māori document which was signed and agreed to by over 500 rangatira and representatives of the British crown in 1840.

² 'Cultural capability' refers to "the skills, knowledge, behaviours and systems that are required to plan, support, improve and deliver services in a culturally respectful and appropriate manner" (Queensland Health definition of cultural capability in relation to Aboriginal and Torres Strait Islander peoples).

THE FRAMEWORK

This cultural capability framework identifies and describes the required cultural capabilities of all staff working at Te Iho o Te Manawataki, The University of Waikato from 2024.

This framework was adapted from [Te Tōtara - Capability Framework](#) released in 2022 as part of the New Zealand Libraries Partnership Programme to strengthen the library and information sector workforce across Aotearoa. Inspiration was also drawn from The University of Newcastle's [Cultural Capability Framework 2020 – 2025](#), Jess Howie's Competency Matrix and Te Tumu Herenga's Whakamana Kaimahi Capability Framework.

Our framework has been tailored specifically to the University of Waikato and our Library context. It will be reviewed annually by Library Leadership to ensure it continues to serve the needs of our institution and our user communities.

The framework provides:

- **Consistency:** A common foundation and language to describe the cultural knowledge, skills and abilities needed to work in our Library
- **Clarity:** A clear understanding of expectations
- **Autonomy:** An equitable approach to cultural capability development, helping people identify strengths and development objectives

The framework creates a structure for all staff at Te Iho o Te Manawataki to reflect on current levels of knowledge, skill and practice and to identify areas for growth.

HOW TO USE THE FRAMEWORK

Ideally, you would revisit this framework at least once a year. ODR is an opportune time to look at it, to identify areas where you do not meet the required Library standard and areas that need to be developed further than the Library's minimum in accordance with your role.

Start of the Cycle

1. Read through the capability framework
2. Identify areas that require your attention i.e. where you are yet to meet the minimum capabilities required to work at our Library
3. Set a specific goal in the area you would like to see growth
4. Have a discussion with your manager to see whether the assessment is accurate and achievable and discuss what support is needed for the next 12 months

n.b. All staff are entitled to a development hour per week which could be used to work on ODR goals including cultural capability goals

During the Cycle

5. Revisit goals every three months to adjust development and support plan with manager approval

At the End of the Cycle

6. Reflect on goals, development and support plan alongside manager
7. Celebrate success
8. Agree on how you can share any learning and knowledge with the team
9. Update capability framework

CAPABILITY LEVELS

This framework uses 4 capability levels:



1. **Tauira** meaning 'student' or 'trainee'



2. **Mōhio** meaning 'knowledgeable'



3. **Matatau** meaning 'proficient' or 'experienced'



4. **Tohunga** meaning 'expert'



The capability levels are cumulative, meaning the capabilities at the **Tohunga** level build upon the previous capabilities at **Matatau** and **Mōhio** levels. There is an expectation that all Library staff meet at least **Mōhio** (a foundational capability level), though for some staff, the requirements of your role may demand a higher standard. If you do not yet meet, at least **Mōhio** for any of the core capabilities, you will need to work with your manager to reach the required standard.

CAPABILITY LEVELS

Capability Level	Taura 	Mōhio 	Matatau 	Tohunga 
Knowledge or skill level	Developing	Foundational	Intermediate	Advanced
Description	I have yet to meet the foundational knowledge or skill, and will add this to my development plan	I meet the expected knowledge and skillset in this area	My knowledge and skill goes beyond foundational and I can apply this to my work unsupervised	I routinely demonstrate an advanced level of knowledge and application of skill in this area and am capable to lead and advise others
Example	New recruits, student assistants	All staff	Experienced staff, specialist roles, some team leaders and managers	Specialist roles, some leaders and managers

DOMAINS

This framework consists of three domains:

- 1. Te Tiriti o Waitangi**
- 2. Te Ao Māori**
- 3. Anti-racism**

Each of these is discussed in more detail below, alongside its core capabilities and self-assessment matrix.



TE TIRITI O WAITANGI

Te Tiriti o Waitangi is often cited as our Nation's founding document, signed by over 500 rangatira and representatives of the British Crown. Te Tiriti represents the coming together of two peoples - Tangata Whenua and Tangata Tiriti, each holding differing worldviews. Increasing our understanding of Te Tiriti and our ongoing responsibilities to the agreements contained therein are crucial to working effectively as a Nation and as staff of our University and Library.

As a Library, we expect that all staff:

- Understand Te Tiriti o Waitangi and the University's Te Tiriti o Waitangi me Te Whare Wānanga o Waikato statement
- Understand the responsibilities we have to Te Tiriti and enact them in our daily work practice

We will measure these through the core capabilities in the following table.

Taurira



I have yet to develop my understanding of Te Tiriti o Waitangi.

Recommended actions:

Enrol in [MAORI150: An Introduction to the Treaty of Waitangi](#)

Look at our [Libguides](#) or other [resources online](#)

Mōhio



I understand [Te Tiriti](#), the events surrounding its signing, and know what the four articles agree to

Recommended reading:

[Ngāpuhi speaks](#)

Matatau



I understand [Te Tiriti](#) and apply it to my day-to-day work

e.g.

I seek to understand from Māori what they need and attempt to provide this in culturally appropriate ways

Tohunga



I lead and advise others on the application of Te Tiriti within the Library

Te Tiriti o Waitangi

I have yet to understand our University's Tiriti principles and how they apply to my work

Recommended actions:

Read [Te Tiriti o Waitangi me te Whare Wānanga o Waikato](#) and the [Library Plan](#) to understand the principles

I have read the [UoW Tiriti Statement](#) and our [Library Plan](#) and understand mahi tahi, kaitiakitanga and kōwhiringa

I have attended the 1-day [Kanohi ki te Kanohi](#) training

I understand and enact the principles of mahi tahi, kaitiakitanga and kōwhiringa in my day-to-day work

e.g.

The services I provide have been developed and are delivered in partnership with Māori

I lead and advise others on our Tiriti Principles

Principles - UoW & Library

I have yet to understand our partnership with Māori as a Library and University

Recommended action:

Attend the [3-day Te Aurei](#) training

I am aware of the history of local iwi and hapū, including their experiences of colonisation

I understand UoW's relationship with Tangata Whenua

I have completed the [3-day Te Aurei](#) training

I am aware of the ways my work impacts Māori

I am aware of the ways my work impacts Māori and am constantly considering ways of improving outcomes for Māori communities

e.g.

I find ways of providing Māori staff and students equity of outcome, as opposed to equity of access

I design and develop plans and services in partnership with our Māori communities

Partnerships

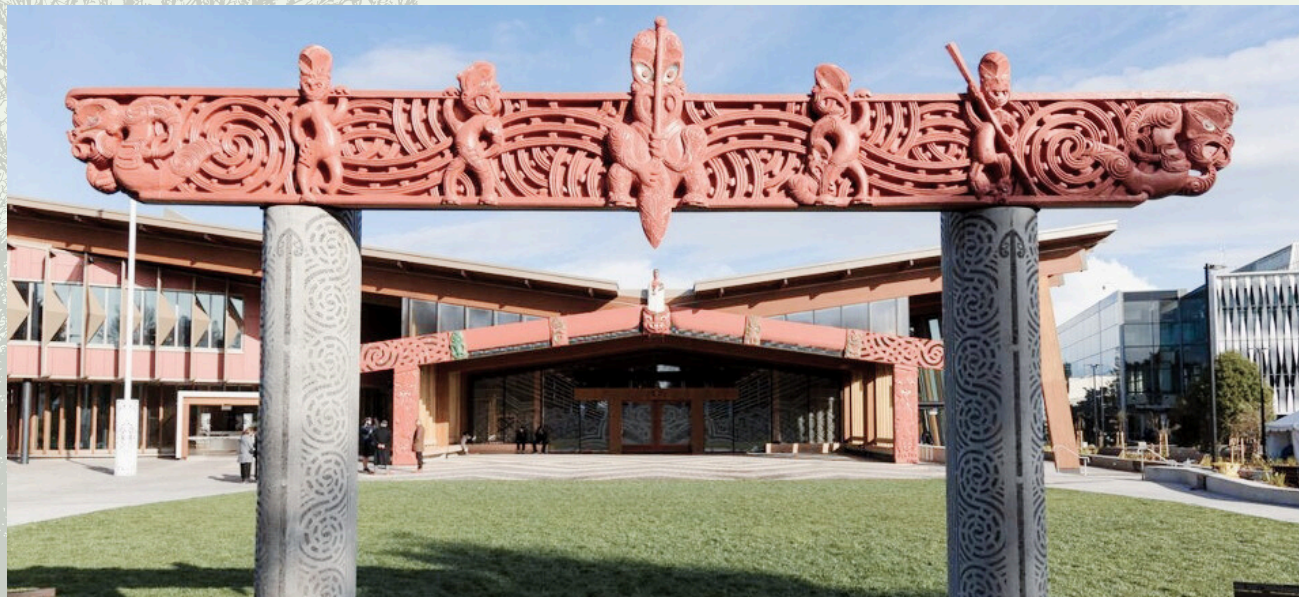
TE AO MĀORI

Te ao Māori speaks to the worldviews, languages, cultures, customs, protocols and lived realities of Māori. To honour each other and the partnership outlined in Te Tiriti o Waitangi, we need to increase our shared understandings of te ao Māori.

As a Library, we expect that all staff:

- Understand aspects of Te Ao Māori including te reo, tikanga and mātauranga Māori and apply them to daily work practice

We will measure these through the core capabilities in the following table.



Tauira



Te Ao Māori

I have yet to develop my understanding of Māori history and worldviews.

Recommended actions:

Enrol in [MAORI102: Introducing the Māori world](#)

Look at resources on our [Libguides](#)

Mōhio



Te reo Māori

I have yet to develop my knowledge of te reo Māori.

Recommended actions:

Attend te reo practice sessions in team meetings

Enrol in a [Te Reo Māori paper](#)

Look at [Libguides](#) or resources online: [UoW guidance](#), [Library te reo resources](#)

I understand Māori history i.e. origins and settlement in Aotearoa

I understand the Māori worldview i.e. Māori creation narratives, whakapapa relationships, connection to the environment, social structures

Matatau



Tikanga Māori

I have yet to learn about tikanga Māori related to my work.

Recommended actions:

Enrol in a [Māori studies paper](#)

Attend fortnightly [waiata practice](#)

Look at our [Libguides](#) and other [resources online](#)

My knowledge and skill goes beyond **mōhio** and I look for ways to incorporate elements of te ao Māori in my day-to-day work in collaboration with Māori

Tohunga



Mātauranga Māori

I have yet to learn about mātauranga Māori in relation to my work.

Recommended actions:

Enrol in a [Māori studies paper](#)

Take a look at our [Libguides](#) or other [resources online](#)

Watch the [Indigenous research presentation](#) if you haven't already

I participate in te reo practice sessions during team meetings

I can introduce myself by saying “Ko ... tōku ingoa”

I am able to use basic Māori greetings and farewells in my day-to-day work

My knowledge of te reo is beyond **mōhio**, for example, I can ask how someone is, respond to the same and introduce myself confidently in te reo Māori i.e. mihimihi/pepeha

I can lead others in developing their understanding of te ao Māori

I am a fluent te reo speaker and can assist and guide others in developing te reo

I understand the purpose and significance of karakia

I understand the purpose of tikanga Māori such as mihi whakatau and waiata

I know what to do when tikanga Māori are being conducted

I know when Māori expertise is required and know who to contact i.e. request to access taonga in Mahi Māreikura

I can lead karakia

I know our Library waiata and participate in singing it at various kaupapa

I feel comfortable in Māori settings in the Library and wider University (i.e. University pōwhiri)

I advise and guide others on matters related to karakia, waiata and other tikanga Māori related to our work

I understand what mātauranga Māori is and how it relates to the work I do

I have seen the [Indigenous research presentation](#)

I consider ways I can respectfully incorporate mātauranga Māori into my work and do so in partnership with Māori

I lead and advise others on the application of mātauranga Māori to our work within the Library

ANTI-RACISM

The Library Plan supports the University’s ambition to become an anti-racist institution. Our goal is that we move beyond saying we are “not racist” towards being active agents in recognising, calling out and opposing racism in all forms.

As a Library we expect our staff to:

- Understand what racism is in its various forms
- Be active in opposing racism in the workplace

We will measure these through the following core capabilities:

Tauira



I have yet to develop my knowledge of anti-racism.

Recommended actions:

Engage with material on our [anti-racism reading list](#)

Engage in the [anti-racism reading kōrero group](#) on Teams

Gather as a group to discuss the things you have been reading

Mōhio



I am aware of my own positionality and cultural biases

I recognise casual and systemic racism and how it shows up in the workplace

I am not afraid to point out or call out casual or systemic racism when I see it

I have engaged in anti-racism training or had a conversation about this with the Pou Ārahi

Matatau



I am aware of my own positionality and cultural biases and use my privilege to advocate for others

I recognise systemic racism and look for ways to dismantle it

Tohunga



I can lead and guide others in the anti-racism space



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