

## TREATY APPLICATION @ WORK

*A Guide for Departments on Consultation with Iwi.* Wellington: Ministry of Maori Development, 1993.

*Elements of a quality consultative process with iwi - Models of consultation -- Te Puni Kokiri Regional Office - Contacts within Te Puni Kokiri.*

Bishop, R. Bishop, R. and Glynn, T. (1999) *Culture Counts: changing power relations in education.* Palmerston North. Dunmore Press

*A thought-provoking analysis of educational policies and practices, many of which are relevant in other sectors.*

Council - Māori Engagement Resources. <http://www.lgnz.co.nz/library/publications/download-docs.html>

*Co-Management: Case studies involving local authorities and Māori, Council-Māori engagement , FAQs on Council-Māori engagement .*

Jennings, John M (2004) *New Zealand Universities and Te Tiriti o Waitangi.* Wellington: New Zealand Universities Academic Audit Unit

*Some of the ideas are relevant to other educational organisations, including reference to the TEAC Treaty principles and the Tertiary Education Strategy and useful questions for self-review.*

Metge, J (2001) *Korero tahi: talking together.* Auckland: Auckland University Press.

*Guidelines for communication which recognise cultural difference.*

Metge, J. (1990) *Te Kohao o te Ngira. Culture and Learning: education for a multicultural society.*

Wellington: Learning Media.

*Provides practical ideas to help schools become less mono-cultural.*

Smith, L, Smith, G and McNaughton, T. (1999) *Working with Māori Te Mahi Tahi ki te Māori: A Beginners Guide for Employers.* EEO Trust.

*Major catalysts for change (Treaty of Waitangi issues, human rights issues, occupational safety and health, resource management issues); approaches to working with Māori; case studies, checklists & glossary.*

Tau, Te Maire et al (2004) *Treaty-based guidelines and protocols: for tertiary education institutions.* Christchurch: Te Tapuae o Rehua Ltd.

*Written primarily for tertiary education institutions, based on 'partnership,' and focussed on social sciences and the environment.*

Te Taura Whiri i te Reo Māori: the Māori Language Commission <http://www.tetaurawhiri.govt.nz/english/index.shtml>

*Promotes use of te reo and provides resources, publications, e.g. names of government organisations in te reo and section on developing Maori language policies & plans.*

Te Taura Whiri i te Reo Māori (1997) *Māori for the Office: Te Reo Māori mō te Tari.* Auckland:

Oxford University Press.

*A practical guide to using te reo Māori in business situations.*

Tāmaki Treaty Workers. <http://www.ttw.treatyeducators.org.nz/>

*An Auckland regional network of Treaty and anti-racism activists and educators.*

Treaty Resource Centre. <http://www.trc.org.nz>

*Activities and other resources not available elsewhere, including suggestions on how to most effectively provide Treaty education in an organisation.*

TUHA-NZ: *a Treaty understanding of hauora in Aotearoa New Zealand.* (2002) Auckland: Health Promotion Forum.

<http://www.hpforum.org.nz/page.php?p=15&fp=8>

*Focused on health promotion but much more widely applicable; includes goals, objectives and strategies in relation to each article of the Treaty.*

Te Puni Kokiri (1999) *Mātātupu Māori Language Policies and Plans: Guidelines to Assist Public Service Departments* <http://www.tpk.govt.nz>

*Guidelines to assist public service departments in taking part in the Government's Māori Language Strategy.*

Te Hiringa i te Mahara (2002) *The power of the mind: A Relationship and Change Management Handbook for Secondary Schools* <http://www.thm.ac.nz/>

*Models of good practice for creating a school environment responsive to the needs of iwi, Māori teachers and improving learning outcomes for students.*