

Māori Crown Relations Capability Framework for the Public Service - Individual Capability Component

Purpose of the Individual Capability Component

1. The Individual Capability Component (ICC) is intended to help agencies identify and describe the Māori Crown relations skills they require, develop job descriptions and undertake performance development. It is also intended to help agencies structure approaches to training and capability building. Where agencies already have capability frameworks in place, this ICC can be incorporated into those frameworks.
2. The ICC complements other individual public service capability tools, such as the Policy Project's Development Pathways Tool and the Leadership Development Centre's leadership development training material. It is intended to support individual public servants identify areas of strength and development, and includes a variety of suggestions for how they can gain skills.
3. The ICC details 11 competency areas including:
 - 3.1. 6 core competency areas; and
 - 3.2. 5 more specialist competency areas.
4. As detailed below, agencies and individuals will have differing priority areas. At a high level, however, Te Arawhiti has identified the following as initial focus areas for the public service:
 - 4.1. Understanding racial equity and institutional racism;
 - 4.2. New Zealand history and the Treaty of Waitangi;
 - 4.3. Worldview knowledge;
 - 4.4. Tikanga/kawa;
 - 4.5. Te reo Māori; and
 - 4.6. Engagement with Māori.
5. The capability areas were identified through the 2018 public engagement process undertaken by the Minister for Māori Crown Relations: Te Arawhiti and the scan of public service needs undertaken by the Office for Māori Crown Relations: Te Arawhiti. Since then, the capability areas have been reviewed by senior Māori public servants, human resource leaders, Te Taura Whiri and a number of external people with Māori Crown relations expertise. The framework is intended to be a living document and can be updated as further feedback is received and as public service capability increases.



How to use the Individual Capability Component

Different capabilities at different levels will be relevant for different roles

6. We are aiming for *all* public servants to reach the “comfort” level for the 6 core competencies. Specific roles will require deeper skill levels and specialist skills.
7. To apply this framework, agencies will need to assess their roles to ensure they understand and set appropriate expectations for each role. Many senior policy analysts, for example, would be expected to be at least “confident” in most of the core competencies and in several of the more specialist competencies. We would expect the requirements to increase with seniority and for work on matters of importance to Māori.
8. Some people will have skills and knowledge well beyond those described in this ICC, such as those who are fluent in te reo Māori or are experts in tikanga or mātauranga Māori. These skills and knowledge are highly valuable and likely to significantly enhance agencies’ abilities to support the Māori Crown relationship. It is important to note that this ICC is focussed on building capability at a lower level and is not intended to apply at fluent or expert skill and knowledge levels.
9. The ICC is intended to support performance development discussions. In developing it, some contributors expressed concern that some managers undertaking performance development may not have the skills or knowledge required to assess people’s abilities in relation to the competencies. This is likely to be a particular concern for Māori public servants undertaking performance discussions with non-Māori managers. It is very important that public servants are recognised for the skills that they bring and are supported in their development. It is incumbent on managers and organisations to ensure that, where a manager does not have the required skills or knowledge, they seek input from someone who does have those skills and knowledge. It may be appropriate for a manager or team member to request for performance development in relation to the ICC competencies to be carried out by someone with the required skills and knowledge.

Capabilities expected to build on each other

10. The framework describes 3 skill levels (comfortable, confident and capable) for each of the 11 competency areas. The framework also outlines possible initiatives to increase skill levels, including for people who are not yet comfortable. The skill levels are expected to build on one another – to be considered capable, for example, a person would also need to be able to demonstrate the skills at both the comfortable and confident levels.
11. While the capabilities are presented as linear, people may not learn them in this way. People may, for example, gain skill through work and life experiences but not understand the full context or have undertaken formal learning to fill in the gaps. In this case, we would expect the ICC to be used to suggest ways to deepen and broaden people’s understanding.
12. There is no one-size-fits-all in relation to the order capability development is undertaken. Agencies need to consider approaches that reflect the skills they most need, the culture they are seeking to create and the interests of their staff.
13. Learning in one competency will often lead to increased interest in, or understanding the relevance of, other competency areas. Progressing to a high level of capability in one



area, however, will almost certainly require a baseline understanding of other competency areas.

14. In developing Māori Crown relations capability people must be prepared to critique the ‘taken for granted’ power structures and be prepared to challenge their own culture and cultural systems. For some people undertaking racial equity and history training prior to other training may increase the impact of other training, because they provide deeper and more personal context and understanding for why the competencies are needed. We recommend people in leadership positions, roles that require them to develop any of the specialist competencies or roles that require them to reach a high level of capability in the 6 core competencies, undertake racial equity and history training early in their capability development.

Methods of learning

15. The types of learning required to advance through the skill levels are likely to be different. Much of the training and experience to reach the “comfortable” level should be taught or read about through formal programmes. The best way to deliver these will be influenced by a number of factors such as current skills levels, organisational skill requirements and the size of the group to be trained. It is important to note that:
 - 15.1. some training may make people feel uncomfortable;
 - 15.2. training needs to provide opportunities for participants to ask questions and participate in interactive exercises;
 - 15.3. te ao Māori capability building is a gradual process of learning. It will take time, commitment and experience for people to reach comfortable, confident and capable levels;
 - 15.4. people learn differently to each other. We encourage agencies to think about the best ways they can engage their staff in this learning; and
 - 15.5. public servants should have some basic competencies *before* they seek to gain skills through more experiential methods.
16. The specialist and more relational skills necessarily require more individual and experiential methods of learning, although ideally would be supplemented by more formal learning. Some of the more knowledge-based competencies, such as New Zealand history knowledge, are likely to be best learnt through formal training or self-directed learning.
17. As the framework is implemented, and particularly for the higher skill levels, we would expect to see more Māori methods of learning in kaupapa Māori environments and using kaupapa Māori learning approaches.

Training to support capability development

18. To ensure training has maximum impact, we recommend agencies and sectors tailor a coordinated programme of training for staff. This will ensure sufficient staff upskill at the same time and are able to reinforce and better implement learning. We also recommend that agencies tailor training to cover their own subject matter, locations and history. This is likely to make training significantly more relevant and impactful for staff.
19. Te Arawhiti is happy to discuss potential training and upskilling approaches.



Māori Crown Relations Individual Capability



Individual Capability Component – Core Competencies

Competency	Unfamiliar	Comfortable		Confident		Capable
	Little awareness of Māori Crown relationship or how to engage appropriately	Knows basics, able to engage appropriately in a short-term transactional setting		Conducts self appropriately and with awareness of what is likely to be important to Māori		Able to lead and advise others, has deep knowledge in their subject area
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Importance of public servants understanding and supporting the Māori Crown relationship	<ul style="list-style-type: none"> ➤ Small workshops on why the Māori Crown relationship is important, how to build skills and for people to discuss their doubts and ask questions 	<ul style="list-style-type: none"> - Can articulate to others: <ul style="list-style-type: none"> o a range of reasons for why the Māori Crown relationship is important o what skills are needed to support the Māori Crown relationship o where the Māori Crown relationship is particularly important to their agency o why recognising and enabling rangatiratanga is central to the Māori Crown relationship o examples of key mechanisms to support the Māori Crown relationship, including statutory provisions, Treaty settlements, the Waitangi Tribunal, engagement and partnership in practice 	<ul style="list-style-type: none"> ➤ Gain experience in working with Māori 	<ul style="list-style-type: none"> - Can articulate to others what Māori Crown relationship skills are, how to learn them, why they are important and the impact they can have - Can articulate the impact that their agency and the government more broadly have on the Māori Crown relationship 		<ul style="list-style-type: none"> - Can lead others in understanding what Māori Crown relationship skills are, how to learn them, why they are important and the impact they can have

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Understanding racial equity and institutional racism (Focus area)	<ul style="list-style-type: none"> ➤ Attend bias training ➤ Read about institutional racism and its impacts ➤ Read about reflective practice ➤ Attend cultural safety and other inter-cultural awareness and communication training 	<ul style="list-style-type: none"> - Can describe, at a basic level, the difference between casual racism, internalised racism and structural racism. - Has basic knowledge of structural racism and can locate self within it - Understands the cumulative impact of structural discrimination 	<ul style="list-style-type: none"> ➤ Read research or commentaries on institutional racism, critical consciousness, colonisation and decolonisation ➤ Attend anti-racism training or work through anti-racism programmes ➤ Take opportunities to discuss with other people their views and experiences of institutional racism ➤ Read and research tools to address institutional racism and promote un-biased institutions and advance equity ➤ Develop proposals to address institutional racism and advance equity 	<ul style="list-style-type: none"> - Identifies where and how racism is operating - Identifies techniques to address institutional racism and advance equity, and promotes individual and organisational changes to implement them - identifies and develops techniques to measure institutional racism/structural discrimination and advance equity - Can explain impacts of colonisation and identify contemporary instances of colonisation - Can explain the difference between equity and special measures 	<ul style="list-style-type: none"> ➤ Read and research tools to address institutional racism and advance equity, including international research and research on other forms of discrimination ➤ Read about and research decolonisation 	<ul style="list-style-type: none"> - Can facilitate conversations within agencies on racism and colonisation and their impacts - Advises on, and implements, systemic methods to address and measure institutional racism and advance equity - Teaches others about how to address institutional racism

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New Zealand history and the Treaty of Waitangi (Focus area)	<ul style="list-style-type: none"> ➤ Undertake training to learn about New Zealand history (from Māori and Tauīwi perspectives), the Treaty of Waitangi and the history of the Māori Crown relationship. ➤ Research and present a topic in New Zealand history and how it has impacted on Māori, the Crown, New Zealanders more generally and the Māori Crown relationship. ➤ Read key sources on New Zealand history. ➤ Reflect on the impacts of colonisation at individual and group levels, and how they may affect people's attitudes and behaviours today. 	<ul style="list-style-type: none"> - Has a good, broad knowledge of New Zealand history from Māori and Tauīwi perspectives (pre and post 1840). - Can describe significant events in the Māori Crown relationship (historic and contemporary). - Understands the ongoing impacts of colonisation for Māori and Tauīwi and can place current day New Zealand within this historical context. - Understands how the impacts of colonisation may affect people's attitudes and behaviours today. - Understands the history and importance of Māori activism in shaping and building the Māori Crown relationship. - Is familiar with the text of the Treaty of Waitangi and what the Treaty means for Māori, Tauīwi and the Crown. 	<ul style="list-style-type: none"> ➤ Read and research New Zealand history in own subject area, including history of agency interactions with Māori. ➤ Read Waitangi Tribunal reports and other independent advice related to Māori interests and interactions with the subject area. ➤ Undertake further, subject specific, training to learn about New Zealand history, the Treaty of Waitangi and the history of the Māori Crown relationship. 	<ul style="list-style-type: none"> - Has a detailed understanding of features of New Zealand history and can describe how they have impacted on the Māori Crown relationship. - Has strong subject matter expertise relating to their work area. - Draws connections between past and current issues/opportunities and learn from the impacts of past actions. 	<ul style="list-style-type: none"> ➤ Read and research New Zealand history in own subject area, including history of agency interactions with Māori. ➤ Engage with Māori and others to get diverse views on New Zealand history and its impacts. ➤ Attend New Zealand history conferences. ➤ Support colleagues to build their understanding of the Treaty of Waitangi. 	<ul style="list-style-type: none"> - Maintains an up to date knowledge of New Zealand history and the Māori Crown relationship and of their agencies' interactions. - Identifies patterns and trends in the Māori Crown relationship. - Sees and acts on windows of opportunity to make progress in the relationship. - Foresees long-term impacts of decision on Māori Crown relationship.

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<p>Worldview knowledge</p> <p>Te ao Māori</p> <ul style="list-style-type: none"> - Mātauranga Māori - Contemporary Māori perspectives - Kaupapa Māori frameworks and methodologies - Dynamics within Māoridom - Understanding of “real life” <p>Tauīwi worldviews including:</p> <ul style="list-style-type: none"> - Te ao Pākehā <ul style="list-style-type: none"> o Pākehā culture o Dynamics within Pākehādom o The role of eurocentrism o Western frameworks and methodologies - Diverse tauīwi worldviews <p>(Focus area)</p>	<ul style="list-style-type: none"> ➢ Undertake training to learn about Māori values and beliefs. ➢ Listen to Waatea News, watch Te Ao on Māori TV and Te Kāre on TV One. ➢ Read <i>Panui Māori Policy Commentary, Ko Aotearoa Tenei and other Waitangi Tribunal reports, Te Puao-te-Ata-tu</i>, the summary of submissions from the 2018 Māori Crown Relations engagement process, the Māori Data Sovereignty principles and other Māori commentaries to understand some Māori perspectives today. ➢ Learn about tangata whenua (historical and contemporary) where you live and work. ➢ Learn about a wide range of migration stories for people where you live. ➢ Read and research to develop te ao Māori knowledge in own subject area. ➢ Accompany senior colleagues to meetings with Māori or iwi groups and discuss afterwards how the public service could better incorporate te ao Māori perspectives in the government process. ➢ Following outside of work interests (weaving, waka ama, kapa haka) can be an effective way to build awareness and skills. 	<ul style="list-style-type: none"> - Is open to new ways to approach subject matter. - Understands key differences between Māori and non-Māori worldviews (such as the centrality of collectivism, the importance of rangatiratanga and the interconnectedness of environmental, cultural, spiritual and physical wellbeing in Māori worldviews, and the centrality of individualism and western systems and values in Pākehā worldviews). - Is familiar with contemporary Māori experiences and perspectives. - Identifies own knowledge and experience gaps (i.e. knows what they don't know). - Can describe the rohe and population of iwi. - Can identify key Māori organisations in subject area and relations between those organisations. - Understands the meaning behind Māori and non-Māori place names where they live and work. 	<ul style="list-style-type: none"> ➢ Learn about kaupapa Māori frameworks relevant to work area. ➢ Read key commentaries on the Māori Crown relationship relevant to your work area ➢ Undertake more advanced mātauranga Māori training ➢ Find opportunities to spend time with Māori and iwi who may be affected by your subject area. ➢ Develop knowledge of Māori groups with an interest in subject area. ➢ Seek secondments or other opportunities to work with Māori organisations. ➢ Learn about Pākehā culture and institutions. ➢ Reflect on differences in cultural worldviews. 	<ul style="list-style-type: none"> - Has general understanding of mātauranga Māori relevant to subject area. - Is knowledgeable about the range of current Māori views on subject area. - Applies kaupapa Māori knowledge and approaches to work area and explores areas where a te ao Māori lens suggests a different approach than another lens. - Anticipates Māori reactions to proposals based on a broad understanding of te ao Māori or knowledge of specific areas. - Assesses how well services and policies will work for Māori individuals and whanau. - Open to “unlearning” western style models and approaches - Knows what real life is like for a range of Māori individuals and groups and is highly aware of own knowledge and experience gaps - Is knowledgeable about features of Pākehā culture and key Pākehā institutions. 	<ul style="list-style-type: none"> ➢ Research areas outside of your subject matter. ➢ Spend periods of time with Māori organisations – either on secondment or through two-way mentoring arrangements. ➢ Support colleagues to build their understanding of Te Ao Maori. 	<ul style="list-style-type: none"> - Has detailed knowledge of kaupapa Māori methodologies and frameworks and applies them in a holistic way across a variety of subject areas. - Explains the value of applying te ao Māori to work area in compelling and constructive ways. - Actively seeks different, te ao Māori informed, ways to approach subject matter. - Foresees how well services and policies will work for Māori individuals and whanau. - Can describe Western philosophical and analytical frameworks and methodologies that impact on their work.

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Tikanga/kawa (Focus area)	<ul style="list-style-type: none"> ➤ Undertake training to learn about tikanga Māori. ➤ Learn about the tikanga/kawa of the tangata whenua where you live and work. ➤ Take part in a noho marae or another marae visit. 	<ul style="list-style-type: none"> - Uses day to day tikanga Māori in the office. - Can explain a range of meeting tikanga and knows when to seek advice on appropriate approaches. - Can sing at least two common waiata and perform simple karakia from memory. - Can recite pepeha. 	<ul style="list-style-type: none"> ➤ Read about Māori values, beliefs and history, and how tikanga arises from these. 	<ul style="list-style-type: none"> - Practices tikanga Māori in the office and in meeting situations as a matter of course. - Can explain the reasons behind tikanga/kawa. - Can explain key te ao Māori concepts, such as tapu, noa, mana, manaakitanga and whakawhanaungatanga. - Familiar with marae protocol and pōwhiri process. - Can sing at least six waiata and perform karakia from memory. 		<ul style="list-style-type: none"> - Supports others to learn about tikanga Māori in a range of settings (office, home, marae, Parliament, rūnanga offices etc). - Can take a lead role in ensuring the Crown engages in accordance with tikanga Māori. - Is knowledgeable about regional and iwi variations in tikanga/kawa.
Te reo Māori Based on Te Taura Whiri levels (Focus area)	<ul style="list-style-type: none"> ➤ Participate in in-house te reo Māori lessons. ➤ Complete on-line modules available. ➤ Use language apps. ➤ Take on-line course ➤ Practice with other te reo Māori speakers from various levels. ➤ Listen to Māori media (Māori television, Māori radio etc.) ➤ Enrol in night classes (such as Te Ataarangi) or other te reo classes. 	<p>Pronounces te reo Māori words correctly</p> <p>Has beginners use of te reo Māori (levels 1-3 of NZCER Te Reo Māori Assessment). Can:</p> <ul style="list-style-type: none"> - understand te reo Māori that contains well-rehearsed sentence patterns and familiar vocabulary - interact in predictable exchanges - greet people correctly - introduce themselves and others (script-based interactions) 	<ul style="list-style-type: none"> ➤ Participate in in-house language lessons. ➤ Enrol in night classes (such as Te Ataarangi) or other te reo classes. ➤ Attend kura reo (residential immersion programme) 	<p>Is developing communication skills in te reo Māori (levels 4-5 of NZCER Te Reo Māori Assessment). Can:</p> <ul style="list-style-type: none"> - cope with a variety of routine situations when talking to speakers of te reo Māori; - use familiar language with some flexibility and pick up some new language from its context; - read and write simple notes and short letters and fill out simple forms; - use and respond to language that is likely to occur in familiar Māori settings, including directions and requests; and - open and close meetings appropriately and understand and interpret these events. - Recognises key characteristics of te reo Māori (such as the importance of whakatauki). 	<ul style="list-style-type: none"> ➤ Attend kura reo (residential immersion programme). ➤ Attend more advanced language lessons through night classes or a tertiary institution. 	<p>Proficient in conversational te reo Māori (Te Taura Whiri Level Finder Exam Levels 3 and above). Can:</p> <ul style="list-style-type: none"> - converse with te reo Māori speakers in familiar social situations and cope with some less familiar ones - use Māori language patterns spontaneously - take part in general conversation with speakers of te reo Māori, understand most of what is said and contribute relevant comments

Individual Capability Component - Specialist competencies

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Treaty of Waitangi analysis	<ul style="list-style-type: none"> ➤ Read Cabinet Office circular (CO(19) 5) on Te Tiriti o Waitangi/Treaty of Waitangi Guidance and other documents referenced in the circular. ➤ Undertake training on the Treaty, its principles, Treaty jurisprudence and how to analyse issues for Treaty implications. ➤ Read Waitangi Tribunal reports relevant to subject area or similar areas ➤ Consider the implications of the Treaty principles for your work. 	<ul style="list-style-type: none"> - Knowledgeable about current litigation and Tribunal processes relevant to subject area. - Can explain the obligations of the Crown under the Treaty and, at a general level, how they have been interpreted and met. - Can explain how the Treaty of Waitangi fits within an international context (such as UNDRIP). 	<ul style="list-style-type: none"> ➤ Attend Waitangi Tribunal hearing. ➤ If possible, seek to be involved in Treaty settlement redress in your work area. 	<ul style="list-style-type: none"> - Can explain the obligations and Māori expectations of the Crown under the Treaty and how they have been interpreted and met in different situations. - Can explain how kawanatanga and rangatiratanga operate in different situations - Applies the Treaty and its principles to current work. 	<ul style="list-style-type: none"> ➤ Seek to be seconded to a public service or Māori organisation that is known for its Treaty analysis capability. 	<ul style="list-style-type: none"> - Has a deep knowledge of the Treaty, its principles, relevant domestic and international jurisprudence, and how to apply the Treaty in policy and operations. - Provide practical Treaty of Waitangi guidance for their agency.
Knowledge of Treaty settlement commitments	<ul style="list-style-type: none"> ➤ Learn about Treaty settlement commitments in subject area. 	<ul style="list-style-type: none"> - Knowledgeable about Treaty settlement commitments in subject area. - Broadly aware of key areas where Treaty settlement commitments may overlap with new policies, services or approaches in their subject area. 	<ul style="list-style-type: none"> ➤ Attend Te Haeata training on Treaty settlements commitments. ➤ Read the Policy Guidance document on settlement commitments. ➤ Read deeds and legislation to understand what redress and commitments settlements contain. 	<ul style="list-style-type: none"> - Knowledgeable about different types of Treaty settlement redress and recognises when a policy or operational proposal is likely to impact on redress. - Aware of settlements that are considered exemplars of good practice. 	<ul style="list-style-type: none"> ➤ Work on issues where policy or operational proposal interacts with existing settlement commitments. 	<ul style="list-style-type: none"> - Has a national picture of Treaty settlement commitments in subject area and beyond. - Advises on how Treaty settlement commitments can be upheld when new policies impact on them. - Makes sound judgements about where an issue, policy or process may render redress inoperable or be perceived as reducing redress in some way.

Individual Capability Component - Specialist competencies

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Data and Evidence	<ul style="list-style-type: none"> ➤ Read evidence-based reports that use multivariate analysis—such as Superu reports on Family and Whānau Wellbeing. ➤ Learn about what data your agency collects, including ethnicity and iwi affiliation data, and what it can and cannot tell you. ➤ Become familiar with the data available in subject area (relevant to Māori and generally available). ➤ Read the Māori Data Sovereignty Principles. 	<ul style="list-style-type: none"> - Identifies the characteristics of people a work area will impact (i.e. as well as ethnicity, considers household type, income levels, housing situation or anything else that could be relevant). - Knows, at a basic level, what data is available through the Integrated Data Infrastructure and what it can or cannot provide. - Knows about data governance frameworks, Māori involvement and participation in these, and requirements for how data can be collected and used. - Understands Māori views on wellbeing and the importance of collective wellbeing and use of strengths-based approaches. 	<ul style="list-style-type: none"> ➤ Develop relationships with Māori thought leaders and others who have an interest in data in subject area. ➤ Attend conferences such as indigenous data summits (eg Nga Pae o te Maramatanga). 	<ul style="list-style-type: none"> - Knows when research projects need to be co-designed with Māori. - Has rich quantitative and qualitative knowledge of people and organisations impacted by subject area, how they are impacted and ways to demonstrate those impacts. - Can explain how data and evidence can reflect and reinforce stereotypes and institutional bias and how this can be mitigated. - Identifies what data and evidence would be helpful to measure the impact of initiatives and different ways of working. - Uses multiples sources of data and evidence to provide as rich a picture as possible - Questions use of data where it does not help decision makers. - Commissions or undertakes research that interprets data in as rich a way as possible. - Can explain Māori data sources for subject area. 	<ul style="list-style-type: none"> ➤ Regularly scan relevant research and evaluation findings and consider impact on subject area. ➤ Engage with Māori organisations and academics to understand how data, research and analysis can help them achieve their goals. 	<ul style="list-style-type: none"> - Experienced in co-designing data and research projects with Māori. - Advises others on best use of data to support Māori Crown relationship, improved outcomes for Māori, realisation of opportunities for Māori and best-informed decision making (for Māori and the Crown). - Applies kaupapa Māori frameworks to data collection and analysis.

Individual Capability Component - Specialist competencies

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	Little awareness of Māori Crown relationship or how to engage appropriately	Knows basics, able to engage appropriately in a short term transactional setting		Conducts self appropriately and with awareness of what is likely to be important to Māori		Able to lead and advise others, has deep knowledge in their subject area
	Possible initiative to move to next level	Description of what comfortable looks like	Possible initiative to move to next level	Description of what confident looks like	Possible initiative to move to next level	Description of what capable looks like
Engagement with Māori (Focus area)	<ul style="list-style-type: none"> ➤ Develop awareness of Te Arawhiti Engagement Framework and Guidelines and consider the appropriate levels of engagement with Māori across your subject matter. ➤ Develop knowledge of Māori groups with an interest in subject area. ➤ Learn about previous engagement processes undertaken by your agency. 	<ul style="list-style-type: none"> - Familiar with Te Arawhiti Engagement Framework and Guidelines. - Knows when and what type of engagement is appropriate. - Identifies Māori with an interest in subject matter. 	<ul style="list-style-type: none"> ➤ Attend Introduction to Engaging with Māori Workshop on Te Arawhiti Engagement Framework and Guidelines. ➤ Attend mediation or active listening training. ➤ Experience supporting an engagement process. ➤ Further develop knowledge of Māori groups with an interest in subject area. ➤ Organise and participate in debriefs on engagement processes and lessons learned to improve future processes. 	<ul style="list-style-type: none"> - Has established networks with iwi and Māori with an interest in subject area. - Able to identify a wide range of Māori that need to be engaged with. - Identifies issues and appropriate methods for engaging with rangatahi. - Experienced in leading engagement processes. - Initiates engagement early to enable engagement suitable for the subject matter. - Advises others on the timeframes and stages required to properly engage with Māori. 	<ul style="list-style-type: none"> ➤ Attend Te Arawhiti Engagement Masterclass. ➤ Undertake more advanced mediation training. ➤ Build knowledge of lessons learned in engagement from across your organisation. 	<ul style="list-style-type: none"> - Has strong networks with a wide range of Māori and iwi representatives. - Engages with and seeks critique from thought leaders in subject area and other areas. - Experienced in leading complex engagement or negotiation processes. - Inform and develop engagement approaches for their agency.
Partnership capability	<ul style="list-style-type: none"> ➤ Develop awareness of Te Arawhiti Partnership Principles. 	<ul style="list-style-type: none"> - Knows when partnership approaches are appropriate, examples of existing and previous partnerships and, at a high level, what partnership mechanisms have been used. 	<ul style="list-style-type: none"> ➤ Experience of supporting a partnership. ➤ Attend mediation or active listening training. 	<ul style="list-style-type: none"> - Applies the Partnership Principles to engagements with Māori. - Open to new ideas and ways to approach subject matter. - Can identify what partnership mechanisms (i.e. co-design, devolution, empowering approaches, investment approaches) are appropriate in different situations. 	<ul style="list-style-type: none"> ➤ Experience in working in partnership with Māori and in co-design processes. ➤ Undertake more advanced mediation training. 	<ul style="list-style-type: none"> - Identifies and advances opportunities for partnerships. - Manages input and understand politics of all parties. - Develops and maintains partnerships with Māori - Future proofs partnerships and relationships to ensure they are maintained in the future if/when officials change.

