



**Māori and Pasifika Success Strategy for Canterbury
Institute of Management (CIM)**

Canterbury Institute of Management

**Enhancing Educational Experiences and
Outcomes for Māori, Pasifika and International
Learners**

Prepared by: Student Admission and Support Manager with the support of the General Manager

Date: 15th April 2025 (This is a live document and will be updated on an ongoing basis)

Version: 1.1

Confidentiality Notice:

This document and the information contained herein are confidential and intended solely for the use of the individual or entity to whom they are addressed. Unauthorised review, use, disclosure, or distribution is prohibited.

Contents

- 1. Introduction 3
 - 1.1 Recognising the Value of Dedicated Māori and Pasifika Strategies at the Canterbury Institute of Management..... 3
 - 1.2 Expanded Integration of Māori and Pasifika Strategies at CIM..... 5
- 2. Programme-Specific Māori Strategies 8
 - 2.1 Bachelor of Business (Accounting, Management, and Information Systems)..... 8
 - 2.2 Master of Business Administration..... 11
 - 2.3 Graduate Diploma of Business 15
 - 2.4 Postgraduate Diploma of Business 18
 - 2.5 New Zealand Certificate in English Language (Academic) — Levels 4 & 5.....21
- 3. Alignment with CIM Strategic Plan.....26
- 4. Conclusion.....28

I. Introduction

The Canterbury Institute of Management (CIM) is committed to fostering a learning environment that embraces cultural diversity, equity, and inclusion, ensuring that all learners can achieve their academic and professional aspirations. With a particular focus on Māori and Pasifika communities, CIM acknowledges the systemic barriers these groups have historically faced within the education sector. By integrating culturally responsive strategies, underpinned by Te Tiriti o Waitangi and Pasifika worldviews, CIM seeks to provide an enriched educational experience that honours the unique cultural identities of these learners while enhancing their outcomes.

Canterbury Institute of Management (CIM) acknowledges Te Tiriti o Waitangi as a living partnership guiding our commitment to Māori and Pasifika learners. Guided by the concept of *Whakatere Tōmua* (wayfinding across challenges), CIM seeks to empower Māori and Pasifika learners to navigate their educational journeys with pride, identity, and resilience. This approach reflects CIM's broader dedication to inclusive education, aligning with national policies and the Tertiary Education Strategy to support the growth and prosperity of Aotearoa New Zealand's diverse communities. Through the implementation of these strategies, CIM aims to create a transformative educational experience that empowers all learners while contributing meaningfully to the cultural and social fabric of the nation.

I.1 Recognising the Value of Dedicated Māori and Pasifika Strategies at the Canterbury Institute of Management

Drawing on guidelines from the New Zealand Qualifications Authority (NZQA) and broader vocational education policies, the Canterbury Institute of Management (CIM or institute) acknowledges the significance of fostering meaningful educational experiences for Māori and Pasifika learners. These communities possess distinct cultural identities, traditions, and ways of learning, making it vital to develop tailored approaches that support their academic and personal aspirations.

Vision Statement

Our vision is to foster an inclusive, thriving learning environment where Māori and Pasifika learners are empowered through whakapapa (heritage), whanaungatanga (relationships), and manaakitanga (care and respect), supporting not just academic achievement but holistic well-being and cultural belonging.

Guiding Frameworks

Enhance academic success CIM's strategies are guided by Te Tiriti o Waitangi principles — partnership, protection, and participation, and by Māori and Pasifika worldviews emphasising relational, holistic, and collective success. Frameworks such as Whakatere Tōmua, Te Whare Tapa Whā, and the Action Plan for Pacific Education 2020–2030 anchor our approach."

Emphasising Māori and Pasifika Perspectives in Tertiary Education

In Aotearoa New Zealand, the need to uphold the principles of Te Tiriti o Waitangi and to honour the diverse cultural values within Pasifika communities underpins current strategies in tertiary and vocational education. Through programmes that are intentionally inclusive, CIM seeks to promote equity, cultural responsiveness, and genuine partnership with both Māori and Pasifika peoples. This direction aligns with NZQA recommendations for embedding Indigenous and Pasifika knowledge systems into the fabric of

teaching and learning, ensuring that all students are well-served by an education that respects their heritage.

Key Points of Focus

1. Māori and Pasifika communities have faced systemic barriers that hinder educational success. By developing dedicated strategies, the Canterbury Institute of Management aims to close these gaps and contribute to a future where learners can excel academically without compromising their cultural identity.
2. Research indicates that targeted support—culturally contextualised mentoring, community outreach, and culturally relevant programmes—bolsters success rates for under-represented student groups. These measures not only benefit Māori and Pasifika participants but also enrich the institution’s wider student body through diversity of thought and experience.
3. Māori and Pasifika learners bring unique perspectives to the classroom, rooted in whakapapa (genealogy), whānau (family), and community-centred values. Recognising these perspectives encourages mutual respect and helps create an environment where all learners feel valued, leading to enhanced engagement and achievement.

Alignment with Wider Institutional and National Priorities

1. CIM’s commitment to Māori and Pasifika achievement underpins its broader institutional objectives. By weaving culturally responsive teaching methods into every programme, the institute demonstrates leadership in fostering an inclusive campus culture. Such efforts also align with the Tertiary Education Commission’s (TEC) ambition to improve outcomes for Māori and Pasifika learners across New Zealand.
2. NZQA requires tertiary institutions to develop programmes and support services that meet the needs of diverse learner groups. By embedding Māori and Pasifika perspectives within programmes, assessments, and student support systems, where applicable, CIM not only meets these requirements but positions itself at the forefront of best practices in inclusive education. Feedback loops, regular evaluations, and collaboration with the iwi and Pasifika communities ensure continuous improvement.
3. When Māori and Pasifika learners thrive, the benefits extend beyond individual success stories. Graduates equipped with industry-relevant skills and cultural competence contribute to the growth and prosperity of the wider nation. Moreover, cultural fluency within vocational education programmes enriches Aotearoa New Zealand’s professional landscape, strengthening relationships across industries and communities.

Creating a More Equitable and Dynamic Learning Environment

Embedding Māori and Pasifika worldviews in vocational education strategies is far more than a compliance exercise. It is a transformative process that enriches the learning environment for all students. By integrating indigenous and Pasifika concepts of health, well-being, and community engagement into the programmes, CIM ensures that graduates emerge as culturally informed and empathetic professionals.

Ultimately, these purposeful actions—recognising the significance of dedicated Māori and Pasifika strategies, honouring their cultural heritage, and embracing their aspirations—will enable CIM to cultivate a genuinely inclusive, future-focused educational setting. Through ongoing collaboration with local communities, alignment with NZQA standards, and a deep respect for cultural frameworks, the institution is well-positioned to empower learners of all backgrounds to reach their highest potential.

I.2 Expanded Integration of Māori and Pasifika Strategies at CIM

The Canterbury Institute of Management (CIM), intending to establish its Auckland campus under the New Zealand Qualifications Authority (NZQA), demonstrates a strong commitment to a culturally inclusive and responsive educational environment. By embedding the Tūhono Mai Whanake Tahī framework and additional Māori and Pasifika principles—while honouring Te Tiriti o Waitangi—CIM seeks to create programmes that address the holistic needs of all learners. This approach spans the Bachelor of Business, Graduate/Postgraduate Diplomas in Business, Master of Business Administration (MBA), and the New Zealand Certificate in English Language (Levels 4 and 5), ensuring alignment with NZQA rules and guidelines, as well as the broader Tertiary Education Strategy.

CIM’s approach is further guided by the concept of Whakatere Tōmua (wayfinding across challenges), fostering resilience, identity, and motivation among Māori and Pasifika learners.

Strategic Goals for Māori Learners

- Enhance cultural pride, relational connection, and academic success for Māori learners by embedding Māori identity, language, and practices into all aspects of teaching, learning, and student support at CIM.
- Develop visible Māori role models (*poutokomanawa*) across academic, leadership, and support structures to inspire Māori learner success.

Strategic Goals for Pasifika Learners

- Support Pasifika learners to achieve educational and cultural success through collective principles of *solesolevaki* (cooperative achievement), *veikauwaitaki* (compassion), and *veidokai* (respect).
- Strengthen Pasifika whānau and community partnerships to co-create culturally responsive learning pathways.

Tūhono Mai Whanake Tahī Framework: Enhancing Educational Experiences for All

Originally developed for a wider context within Aotearoa New Zealand, CIM has adapted the Tūhono Mai Whanake Tahī framework to serve Māori learners, embrace Pasifika perspectives, and respond to its diverse international student cohort. The framework is underpinned by five phases:

1. Tūhono Mai (Connection)
2. Whanake Tahī (Growth Together)
3. Manaakitanga (Care and Support)
4. Rangatiratanga (Leadership and Self-Determination)
5. Vā (Relational Space) **

Each phase aligns with the core principles of the Treaty of Waitangi—partnership, protection, and participation—and ensures that Māori and Pasifika cultural values are woven into institutional practices. For international students, the framework fosters deep engagement with Aotearoa’s rich cultural tapestry, enhancing global cultural competence and collaboration.

Tūhono Mai (Connection)

“Tūhono Mai” denotes the importance of genuine connection among learners, whānau, iwi, Pasifika communities, and CIM’s academic environment. It foregrounds a sense of belonging and a shared commitment to culturally responsive pedagogies.

Objectives and Actions

- Pair Māori and Pasifika learners with role models from their communities, while encouraging international students to engage and broaden inter-cultural dialogue.
- Provide staff training on inclusive teaching; embed te reo Māori phrases, Pasifika narratives, and relevant case studies across business and leadership modules, where applicable.
- Strengthen ties with iwi, marae, and Pasifika organisations through events and workshops, offering authentic cultural interaction for all learners.

Whanake Tahi (Growth Together)

“Whanake Tahi” emphasises collective growth, ensuring CIM supports the academic, personal, and cultural well-being of Māori and Pasifika learners, while also benefiting international students seeking to develop global leadership skills.

Objectives and Actions

- Offer workshops centred on Māori and Pasifika learning approaches, group-based tutorials, and inclusive study methods.
- Encourage Māori and Pasifika learners to take up leadership roles in student governance and research, integrating Indigenous values such as kaitiakitanga (guardianship).
- Incorporate Māori and Pasifika knowledge systems in classroom activities, such as talanoa (open dialogue) and hui-based discussion.

Manaakitanga (Care and Support)

Manaakitanga embodies care, respect, and support across CIM’s learning community. Dedicated advisers, culturally attuned well-being services, and peer-support initiatives ensure all learners—domestic and international—feel valued.

Objectives and Actions

- Employ advisers versed in Māori and Pasifika traditions; provide access to culturally responsive counselling.
- Integrate models such as Te Whare Tapa Whā (Māori model of well-being) and Pasifika collective care into student support. Also, integrate Fonofale model for Pasifika well-being where appropriate.

- Conduct hui and fono (community meetings) for all learners, including Māori and Pasifika learners, embedding their voices into institutional decision-making.

Rangatiratanga (Leadership and Self-Determination)

“Rangatiratanga” underlines Māori and Pasifika leadership and self-determination. CIM encourages students to develop autonomy in research, governance, and entrepreneurial pursuits, reflecting their cultural aspirations and values.

Key Initiatives

- Offer class representative and cultural ambassador roles, promoting meaningful Māori and Pasifika contributions.
- Support students to participate in policy discussions and community outreach, reinforcing confidence in self-representation.
- Link rangatahi (youth) with industry experts, encouraging culturally grounded leadership practices that resonate with both local and global contexts.

Vā (Relational Space)

“Vā” recognises the relational essence in Pasifika worldviews, focusing on mutual respect and meaningful connections. CIM uses collaboration, partnership, and interactive learning to strengthen cultural identity and interpersonal ties across its student body.

Key Initiatives

- Incorporate talanoa (open dialogue) within group assignments; develop modules on Pasifika relationship-building models in business contexts.
- Encourage real-world engagement with Pasifika organisations, ensuring genuine reciprocity and culturally enriching experiences.
- Establish gathering spaces for language groups, communal events, and celebrations of cultural identity, supporting deeper relational ties among all learners.

International Student Integration

Recognising that the majority of CIM’s student body comprises international learners, CIM views its Māori and Pasifika principles—framed by Tūhono Mai Whanake Tahī, Rangatiratanga, and Vā—as essential to developing global cultural competence. By actively engaging international students with these frameworks:

- Learners gain first-hand exposure to Aotearoa New Zealand’s diverse cultural landscape, appreciating the significance of Te Tiriti o Waitangi and indigenous worldviews.
- Exposure to Māori and Pasifika values encourages respectful collaboration and communication, fostering intercultural awareness and teamwork.
- Cultural exchange among Māori, Pasifika, and international students establishes an environment of mutual respect, strengthening both cultural identity and communal growth.

This commitment to inclusive education further enriches CIM's academic offerings by enabling international students to develop deeper connections with local traditions and narratives, all while embedding principles of manaakitanga (care and support) into everyday campus life. As a result, CIM reinforces its positioning as a benchmark institution for excellence in tertiary education—empowering all learners to thrive academically, professionally, and personally.

Monitoring and Measuring Success

CIM is committed to measuring the success of its Māori and Pasifika strategies holistically. CIM will monitor not only academic achievement but also engagement levels, cultural belonging, identity pride, well-being outcomes, and leadership participation among Māori and Pasifika learners. This aligns with best practice expectations under the NZQA Te Rautaki Māori and Pasifika Strategy frameworks, recognising that learner success is multi-dimensional and extends beyond grades to cultural and personal flourishing.

2. Programme-Specific Māori Strategies

2.1 Bachelor of Business (Accounting, Management, and Information Systems)

2.1.1 Programme Overview

The Bachelor of Business at Canterbury Institute of Management (CIM) is a three-year, face-to-face qualification (360 credit points) designed to equip learners with industry-relevant knowledge and skills. Students complete 24 courses over six semesters (16 weeks each) and can choose to major in Accounting, Management, or Information Systems. This programme addresses contemporary business challenges while reflecting CIM's commitment to the five guiding principles:

1. Tūhono Mai (Connection)
2. Whanake Tahi (Growth Together)
3. Manaakitanga (Care and Support)
4. Rangatiratanga (Leadership and Self-Determination)
5. Vā (Relational Space)

These principles are woven into the programme in a balanced manner to benefit all learners, including international students while honouring Te Tiriti o Waitangi and supporting the broader Tertiary Education Strategy in Aotearoa New Zealand.

2.1.2 Programme Structure

- **Duration:** 3 years (6 semesters, each lasting 16 weeks)
- **Total Credits:** 360 credit points (24 courses x 15 credit points each)
- **Contact Hours:** 4 hours per week per course (lecture + tutorial), plus independent study
- **Majors** (choose one):
 - **Accounting**

- **Management**
- **Information Systems**

2.1.3 First-Year Core (100-Level)

All students complete eight foundational courses that introduce business fundamentals such as communication in business, economics, management, marketing, and business statistics. These establish the essential skills required for higher-level study and encourage an initial sense of Tūhono Mai (Connection) among learners through group work and collaborative projects.

2.1.4 Major Requirements (200-Level and 300-Level)

Each major consists of specialised courses tailored to industry needs:

- **Accounting** equips learners with robust financial and managerial accounting knowledge, corporate governance, and business ethics, aligning with professional accounting body requirements (CPA, CA ANZ). In keeping with Whanake Tahī (Growth Together), students engage in collaborative, problem-based learning that fosters collective skill-building.
- **Management** focuses on organisational behaviour, cross-cultural management, strategic decision-making, and leadership. Students learn to apply Rangatiratanga (Leadership and Self-Determination) by exploring Māori and Pasifika leadership paradigms alongside mainstream business models.
- **Information Systems** provides a comprehensive understanding of systems analysis, database management, cyber security, and e-business solutions. Emphasising Vā (Relational Space), this major encourages relational thinking and teamwork to solve real-world technology issues.

2.1.5 Electives and Minors

Learners may opt to take elective courses or a minor (where scheduling permits). Electives allow exploration of complementary business fields, encouraging Manaakitanga (Care and Support) through supportive, interdisciplinary learning environments.

2.1.6 Programme Adaptations (Infusing the Five Principles)

CIM adapts the Bachelor of Business programme to reflect local aspirations and Te Tiriti o Waitangi commitments, ensuring Māori and Pasifika perspectives enhance the student experience:

1. **Culturally Responsive Content:** Where relevant, business case studies and group assignments incorporate Māori and Pasifika enterprises. This nurtures Tūhono Mai, fostering deeper connections between learners and the cultural, social, and economic contexts of Aotearoa.
2. **Collaborative Projects:** Courses in each major feature team-based assessments that mirror Whanake Tahī, encouraging a collective approach to problem-solving. This is especially beneficial for international students seeking cross-cultural competence.
3. **Leadership Development:** Rangatiratanga is championed through opportunities for students to undertake leadership roles (e.g., class representatives, and project leads) and to practise inclusive decision-making informed by indigenous principles.

4. Opportunities for Māori and Pasifika students to develop rangatiratanga (leadership and self-determination) are embedded within leadership modules, cultural ambassador roles, and student governance bodies. These initiatives ensure that Indigenous leadership models are recognised and cultivated alongside mainstream business leadership approaches.

2.1.7 Pedagogical Approaches

CIM's teaching methods blend theory with applied, real-world learning, reflecting Manaakitanga and Vā in classroom interactions:

- **Interactive Lectures & Tutorials:** Lecturers and tutors provide a supportive environment for questioning and discussion, respecting diverse viewpoints and cultural backgrounds.
- **Case-Based Learning:** Real business scenarios from Aotearoa and global contexts illustrate the relevance of indigenous values, sustainability, and ethical responsibility in modern enterprises.
- **Work-Integrated Simulations:** Though the programme does not include formal work placements, simulated tasks and group projects promote Vā, valuing relational teamwork and communal success.

2.1.8 Support Services

In line with Manaakitanga (Care and Support), CIM offers an array of academic and pastoral services:

- **Academic Advisers:** Dedicated staff guide students in major selection, study techniques, and exam preparation, offering culturally informed advice when necessary.
- **Student Well-being:** Counselling services and peer-support networks uphold a safe, inclusive environment. Regular hui/fono encourage open dialogue for Māori and Pasifika learners, as well as international students.

CIM also acknowledges and integrates the Fonofale model of Pasifika well-being where relevant, ensuring that holistic, culturally grounded care extends equally to Pasifika learners.

2.1.9 Assessment Strategies

CIM employs a diverse range of assessment methods to develop holistic competencies and reflect the programme's guiding principles:

- **Group Presentations:** Emphasise Tūhono Mai, enabling students to practise teamwork, cross-cultural communication, and respect for differing perspectives.
- **Reflective Portfolios:** Invite learners to integrate business theory with personal insight, showcasing individual growth (Rangatiratanga) and the capacity to apply course material in culturally responsive ways.
- **Research Projects:** Allow students to investigate real-world business challenges, potentially collaborating with Māori or Pasifika businesses, thus reinforcing connections to local contexts (Vā).

2.1.10 Industry & Community Engagement

CIM cultivates industry connections and partnerships that promote authentic learning experiences and Whanake Tahi (Growth Together):

- **Guest Lecturers:** Professionals from accounting, management, and information systems fields—including Māori and Pasifika business leaders—share insights, bridging theory and practice.
- **Community Projects:** Where appropriate, student groups undertake tasks benefitting local enterprises and iwi or Pasifika organisations, reinforcing accountability, reciprocity, and mutual respect.

2.1.11 Graduate Outcomes

Graduates of the Bachelor of Business (Accounting, Management, or Information Systems) will:

1. Demonstrate critical thinking and ethical decision-making relevant to Aotearoa's legal, regulatory, and cultural frameworks.
2. Exhibit strong technical knowledge in their chosen major, prepared to meet the prerequisites for professional accreditation (e.g., CPA, CA ANZ, Australian Computer Society).
3. Communicate effectively in diverse cultural settings, reflecting Tūhono Mai and Manaakitanga within group and organisational contexts.
4. Model leadership and collaborative practices (Rangatiratanga and Vā), equipped to navigate cross-cultural teams.
5. Understand the importance of sustainability, corporate social responsibility, and inclusive growth (Whanake Tahi) in a global business environment.

Monitoring and Evaluation CIM will monitor not only academic achievement outcomes but also cultural belonging, well-being, leadership participation, and engagement levels among Māori and Pasifika learners within the Bachelor of Business programme. Holistic success will be measured through feedback mechanisms, hui/fono gatherings, student surveys, and academic performance indicators, ensuring that all strategies continue to serve the evolving needs of our diverse learners.

2.2 Master of Business Administration

2.2.1 Programme Overview

The Master of Business Administration (MBA) at Canterbury Institute of Management (CIM) is a one-and-a-half-year, face-to-face programme (180 credit points) designed for those seeking advanced skills in business leadership and decision-making. Students complete 12 courses over four semesters (12 weeks each), with an option to choose from three majors: Accounting, Project Management, or Information Systems. Drawing on the same guiding principles utilised in the Bachelor of Business and further guided by the concept of Whakatere Tōmua (wayfinding across challenges) to support learners' resilience, identity, and leadership pathways, particularly for Māori and Pasifika learners.

1. Tūhono Mai (Connection)
2. Whanake Tahi (Growth Together)
3. Manaakitanga (Care and Support)

4. Rangatiratanga (Leadership and Self-Determination)
5. Vā (Relational Space)

This postgraduate programme accommodates the diverse needs of learners, including Māori, Pasifika, and international students, while honouring Te Tiriti o Waitangi and aligning with Aotearoa New Zealand's Tertiary Education Strategy.

2.2.2 Programme Structure

Duration and Delivery

- **Duration:** 1½ years (4 semesters), each spanning 12 weeks
- **Total Credits:** 180 credit points (12 courses x 15 credit points each)
- **Contact Hours:** 4 hours per course per week (2 hours lecture + 2 hours tutorial), plus independent study

2.2.3 Core Curriculum

All MBA students complete core courses in management, financial management, economics, corporate governance, sustainability, and research methods. This ensures a strong foundation in strategic thinking and ethical decision-making—reflecting Tūhono Mai through collaborative, real-world projects. Course content will integrate Māori and Pasifika business perspectives, where relevant, to enhance cultural responsiveness.

2.2.4 Major Requirements

Students select **one** of the following majors, each comprising compulsory and elective courses:

1. Accounting

- **Focus:** Advanced accounting practices, forensic accounting, and financial reporting.
- **Relevance to Principles:** Integrates Whanake Tahi through group-based discussions on accounting standards, emphasising collective problem-solving and ethical stewardship.

2. Project Management

- **Focus:** Comprehensive lifecycle management from project initiation to closing, including resource planning, risk management, and quality control.
- **Relevance to Principles:** Encourages Rangatiratanga by cultivating self-directed leadership in implementing complex projects that benefit multiple stakeholders.

3. Information Systems

- **Focus:** Strategic management of data, network systems, programming fundamentals, and business intelligence.
- **Relevance to Principles:** Highlights Vā (Relational Space) by emphasising relational thinking and user-centred design when deploying technological solutions in diverse contexts.

2.2.5 Electives

Each major includes elective courses, allowing students to tailor their studies to areas of personal interest, such as corporate accounting, project finance, or emerging IS technologies. This choice fosters Manaakitanga by enabling flexible learning pathways that respect each learner's unique goals.

2.2.6 Programme Adaptations (Infusing the Five Principles)

CIM aligns the MBA's design with Aotearoa New Zealand's educational values and Te Tiriti o Waitangi, ensuring learners experience a culturally grounded environment:

- **Tūhono Mai (Connection):** Industry and Community Links: Emphasise collaboration with local enterprises, Māori and Pasifika businesses, and international partners to strengthen professional networks.
- **Whanake Tahī (Growth Together):** Collaborative Coursework: Courses frequently use team-based projects, encouraging students to exchange knowledge, perspectives, and expertise in complex business scenarios.
- **Manaakitanga (Care and Support):** Student Well-being: The MBA supports learners with pastoral care services, academic advisers, and culturally responsive counselling, ensuring an inclusive campus climate.
- **Rangatiratanga (Leadership and Self-Determination):** Leadership Pathways: Capstone projects and class representative roles develop self-direction and autonomy, reinforcing Māori and Pasifika leadership frameworks.
- **Vā (Relational Space):** Cross-Cultural Workshops: Incorporate open-dialogue methods (e.g., talanoa and hui, and encourage real-world collaborative projects with Māori and Pasifika organisations to embed relational practice beyond the classroom where applicable.) to nurture mutual respect and shared engagement among all learners—domestic and international.

2.2.7 Pedagogical Approaches

CIM employs interactive, learner-centred methods that reflect the institution's commitment to culturally responsive teaching:

- **Case-Based Learning:** Real-world scenarios, including those from indigenous and global contexts, are integrated into coursework to sharpen analytical skills.
- **Problem-Based Projects:** Students tackle business challenges and propose solutions that uphold ethical and sustainable principles, echoing Whanake Tahī and Manaakitanga.
- **Applied Research:** Learners undertake research projects relevant to their chosen major, gaining insights into current industry trends in Aotearoa and beyond.

2.2.8 Support Services

In line with Manaakitanga (Care and Support), CIM provides academic and pastoral support throughout the MBA journey:

- **Academic Team:** Offer personalised guidance on course selection, major pathways, and research topics.

- **Well-being and Community Engagement:** Hui/fono provide culturally anchored spaces for Māori and Pasifika learners, whilst international students benefit from community-building activities that foster Tūhono Mai. Student support services will also incorporate the Fonofale model for Pasifika holistic well-being, alongside Te Whare Tapa Whā for Māori, where applicable and practical.

2.2.9 Assessment Strategies

CIM balances rigorous academic standards with inclusive, reflective assessment:

- **Group Presentations & Reports:** Cultivate teamwork and respectful collaboration across cultural backgrounds, reinforcing Vā (Relational Space).
- **Reflective Journals:** Encourage critical self-assessment of leadership and professional development, promoting Rangatiratanga. Learners will be encouraged to reflect on how indigenous values (e.g., manaakitanga, kaitiakitanga) influence leadership and ethical practice.
- **Capstone/Project-Based Work:** In the final stages of each major, learners integrate theory with practice to address authentic organisational issues.

2.2.10 Industry & Community Engagement

CIM's MBA programme fosters Whanake Tahī (Growth Together) by linking academic study with industry insights and communal interests:

- **Guest Speakers & Seminars:** Māori, Pasifika, and international leaders share professional experiences, enriching classroom discussions with diverse perspectives.
- **Partnership Projects:** Students may collaborate with local iwi, Pasifika enterprises, or global firms, applying advanced project management, accounting, or IS methodologies to real challenges. Projects are designed to uphold principles of reciprocal engagement (tautua and whanaungatanga) ensuring mutual benefit and relational growth.

2.2.11. Graduate Outcomes

Graduates of the CIM MBA will:

1. Demonstrate an advanced understanding of complex business principles, reflecting ethical and sustainable practices aligned with Te Tiriti o Waitangi.
2. Exhibit specialised skills in their chosen major (Accounting, Project Management, or Information Systems) and the ability to lead diverse teams (Rangatiratanga).
3. Engage in critical research and communicate effectively to both specialist and non-specialist audiences (Tūhono Mai).
4. Uphold cultural competence and global awareness, showing respect for Māori, Pasifika, and international perspectives (Vā).
5. Innovate and adapt strategies for continuous professional growth, aligning with Whanake Tahī and Manaakitanga in evolving business landscapes.

Monitoring and Evaluation CIM will monitor not only academic success but also engagement,

cultural belonging, leadership participation, and holistic well-being outcomes for Māori and Pasifika MBA learners, ensuring a culturally sustaining postgraduate environment.

2.3 Graduate Diploma of Business

2.3.1.1 Programme Overview

The Graduate Diploma of Business (GDB) at the Canterbury Institute of Management (CIM) is a one-year, face-to-face qualification (120 credit points) designed to provide advanced theoretical and technical knowledge in core business disciplines. Delivered over two semesters (12 weeks each), the programme equips learners with cognitive, collaborative, and communication skills suited to professional or highly skilled work—while also offering a pathway to the CIM Master of Business Administration (MBA). The programme’s design is additionally guided by Whakatare Tōmua (wayfinding across challenges), supporting Māori, Pasifika and International learners' resilience, pride, and leadership journeys.

Alignment with CIM’s Guiding Principles

- **Tūhono Mai (Connection):** Cultivates strong bonds between learners, staff, and local communities, ensuring that all students—Māori, Pasifika, and international—feel connected to Aotearoa’s business landscape.
- **Whanake Tahi (Growth Together):** Group-based projects and cross-cultural collaboration encourage students to learn from one another’s experiences, building shared expertise.
- **Manaakitanga (Care and Support):** Holistic support services and pastoral care reinforce an environment where personal and professional development thrive.
- **Rangatiratanga (Leadership and Self-Determination):** Encourages students to demonstrate autonomy in research and business problem-solving, respecting Māori, Pasifika, and global perspectives.
- **Vā (Relational Space):** Emphasises respectful, open dialogue (hui/fono) and relationship-building across cultures and disciplines.

2.3.2 Programme Structure

Duration: 1 year (2 semesters, each 12 weeks)

- **Credits:** 120 credit points (6 courses x 20 credit points each)
- **Contact Hours:** 4 hours per course per week (2 hours lecture + 2 hours tutorial), plus independent study

2.3.3 Core Curriculum

All six courses in the Graduate Diploma of Business are **compulsory** and collectively build an advanced understanding of key business concepts:

1. MGMT401 Contemporary Management & Leadership
2. ECON401 Economics for Managers
3. CGES401 Corporate Governance, Ethics and Sustainability

4. MGMT402 Strategic Management
5. MGMT403 Marketing Management and Research Methods
6. ACCT401 Accounting and Financial Management

This suite of core programme offerings ensures each learner develops a broad foundation in leadership, financial management, economics, sustainability, marketing, and governance. Where appropriate, course content integrates examples of Māori and Pasifika business practices, governance structures, and sustainability models to enhance cultural responsiveness.

2.3.4 Major Requirements

No majors are offered in the Graduate Diploma of Business. All learners complete the same six compulsory courses.

2.3.5 Electives

There are no electives in the Graduate Diploma of Business; the programme is fully prescribed to guarantee consistent depth across all core business areas.

2.3.6 Programme Adaptations (Infusing the Five Principles)

In keeping with Aotearoa New Zealand's commitment to Te Tiriti o Waitangi and CIM's five guiding principles—Tūhono Mai, Whanake Tahī, Manaakitanga, Rangatiratanga, and Vā—the Graduate Diploma of Business integrates culturally responsive learning:

- **Tūhono Mai (Connection):** Strengthens students' links to local and global business contexts via group assignments that highlight Māori, Pasifika, and international case studies.
- **Whanake Tahī (Growth Together):** Promotes teamwork and knowledge-sharing in classroom discussions and collaborative projects, ensuring collective advancement for all learners.
- **Manaakitanga (Care and Support):** Offers tailored pastoral care, academic counselling, and culturally grounded well-being sessions that support holistic learner development.
- **Rangatiratanga (Leadership and Self-Determination):** Encourages students to make autonomous decisions, especially in research tasks and problem-solving exercises that require critical thinking and independence.
- **Vā (Relational Space):** Fosters respectful relationships through open-dialogue methods (e.g., hui/fono), forging strong bonds among Māori, Pasifika, and international learners.

2.3.7 Programme Adaptations (Infusing the Five Principles)

1. **Culturally Responsive Projects:** Learners undertake group assignments exploring Māori, Pasifika, and international case studies—reflecting Tūhono Mai by connecting business theories to local and global contexts.
2. **Peer-to-Peer Collaboration:** Emphasising Whanake Tahī, students regularly engage in team-based tasks that enhance communication skills and build cultural awareness.

3. **Holistic Well-being:** Manaakitanga underpins the diploma's support structures, from academic counselling to safe spaces for cultural dialogue, ensuring an inclusive environment.

2.3.8 Pedagogical Approaches

- **Case-Based Learning:** Incorporates real scenarios from multiple industries and cultural backgrounds, sharpening students' ability to adapt and innovate. Priority is given to case studies and business examples that highlight Indigenous entrepreneurship, Māori enterprise governance, and Pasifika leadership models, where applicable.
- **Interactive Workshops:** Students practise leadership and strategic thinking, reflecting Rangatiratanga by honing self-directed, ethical decision-making.
- **Problem-Solving Seminars:** Encourages open discussion (Vā), nurturing a culture of respect and shared responsibility.

2.3.9 Support Services

Aligned with Manaakitanga (Care and Support), CIM provides:

- **Academic Advisers:** Guide learners in academic planning, upskilling, and future study pathways (e.g., progression to CIM's MBA).
- **Pastoral Care:** Embodies Manaakitanga, offering culturally informed well-being initiatives and community-building activities for Māori, Pasifika, and international students. Support frameworks are informed by Te Whare Tapa Whā for Māori learners and the Fonofale model for Pasifika learners, recognising their unique cultural dimensions of well-being.

2.3.10 Assessment Strategies

CIM balances rigorous academic standards with reflective and inclusive assessments:

- **Individual Essays & Reports:** Test critical analysis and theoretical application in specific business contexts.
- **Group Presentations:** Build communication and teamwork, reflecting Tūhono Mai and Whanake Tahi.
- **Reflective Journals:** Encourage introspection of leadership practice, promoting Rangatiratanga and continuous self-improvement.

2.3.11 Industry & Community Engagement

- **Guest Lectures:** Local and international professionals, including Māori and Pasifika business leaders, share insights on governance, entrepreneurship, and innovation.
- **Community Partnerships:** Projects with regional enterprises and iwi or Pasifika organisations deepen students' practical skills while honouring Vā (Relational Space).

Community projects are co-designed with Māori and Pasifika organisations, ensuring culturally respectful, reciprocal engagement that builds authentic relational ties.

2.3.12 Graduate Outcomes

Graduates of the Graduate Diploma of Business will:

1. Demonstrate advanced theoretical and technical business knowledge in key disciplines.
2. Analyse and address complex, real-world business issues, applying sustainable and ethical solutions aligned with Te Tiriti o Waitangi.
3. Communicate effectively in diverse cultural settings, upholding Manaakitanga and Vā (Relational Space).
4. Engage in collaborative problem-solving (Whanake Tahī), while exercising leadership and self-determination (Rangatiratanga).
5. Pursue continuous personal and professional development, positioning themselves for future studies (e.g., CIM MBA) or senior business roles.

Monitoring and Evaluation

CIM will monitor Māori and Pasifika learner outcomes not only through academic achievement, but also through indicators of cultural belonging, engagement, leadership participation, and well-being. Holistic success measures are embedded in programme review cycles to ensure culturally sustaining practice.

2.4 Postgraduate Diploma of Business

2.4.1 Programme Overview

The Postgraduate Diploma of Business (PGDipBus) at Canterbury Institute of Management (CIM) is a one-year, face-to-face qualification designed for individuals seeking higher-level business expertise. This programme draws on the first six courses of the CIM Master of Business Administration (MBA), providing a pathway toward completing the full MBA for those who wish to advance further.

Grounded in Te Tiriti o Waitangi, the PGDipBus ensures an environment that respects Māori, Pasifika, and international learners. This approach is realised through CIM's five guiding principles. The programme is also guided by Whakatere Tōmua (wayfinding across challenges), empowering learners to navigate their academic journey with resilience, pride, and cultural belonging.

1. Tūhono Mai (Connection) – Strengthening ties among learners, industry, and community.
2. Whanake Tahī (Growth Together) – Cultivating group-based knowledge-sharing and teamwork.
3. Manaakitanga (Care and Support) – Offering a culturally inclusive, supportive learning environment.
4. Rangatiratanga (Leadership and Self-Determination) – Encouraging autonomy and leadership within diverse cultural contexts.
5. Vā (Relational Space) – Fostering respectful and reciprocal relationships among all stakeholders.

2.4.2 Programme Structure

- **Duration:** 1 year (2 semesters, each 12 weeks)
- **Total Credits:** Typically 120 credit points (6 courses x 20 credit points each)
- **Contact Hours:** 4 hours per course per week (2 hours lecture + 2 hours tutorial), plus independent study

- **Pathway to MBA:** Graduates may articulate into the CIM MBA, applying these six courses towards the full 12-course requirement.

2.4.3 Core Curriculum

All **six compulsory courses** provide advanced grounding in key business areas, mirroring the MBA's first half:

1. MGMT401 Contemporary Management & Leadership
2. ECON401 Economics for Managers
3. CGES401 Corporate Governance, Ethics and Sustainability
4. MGMT402 Strategic Management
5. MGMT403 Marketing Management and Research Methods
6. ACCT401 Accounting and Financial Management

Where relevant, these courses integrate Māori and Pasifika enterprise models, leadership case studies, and examples of Indigenous governance to foster cultural responsiveness.

2.4.4 Major Requirements

No majors are available in the Postgraduate Diploma of Business. All learners complete these six fixed courses.

2.4.5 Electives

There are no elective courses. The entire programme consists of a prescribed curriculum ensuring a strong, uniform foundation in business studies.

2.4.6 Programme Adaptations (Infusing the Five Principles)

CIM tailors the Postgraduate Diploma of Business to align with Te Tiriti o Waitangi and the broader Tertiary Education Strategy in Aotearoa:

- **Tūhono Mai (Connection):** Embeds local and international business contexts into assignments, incorporating Māori and Pasifika insights for real-world relevance.
- **Whanake Tahi (Growth Together):** Students frequently work in teams, sharing experiences and problem-solving collectively, reflecting the value of communal success.
- **Manaakitanga (Care and Support):** Culturally responsive pastoral care and academic support uphold a learning culture that values individual well-being and respect.
- **Rangatiratanga (Leadership and Self-Determination):** Encourages independent thinking and decision-making in projects, while recognising Māori and Pasifika leadership frameworks.
- **Vā (Relational Space):** Reinforces shared responsibility in group tasks, cultivating respect and empathy among Māori, Pasifika, and international learners.

Through partnership projects with iwi, hapū, and Pasifika community organisations, students gain real-world experience in upholding relational practices central to Māori and Pasifika success.

2.4.7 Pedagogical Approaches

1. **Case-Based Learning:** Involves local and global case studies (including Indigenous Māori and Pasifika enterprises) to sharpen problem-solving abilities.

Where applicable, priority will be given to incorporating examples from Māori and Pasifika enterprises, ensuring local cultural relevance in business leadership and governance education.

2. **Problem-Based Projects:** Students propose ethical, sustainable, and community-oriented solutions—aligning with Whanake Tahī and Manaakitanga.
3. **Applied Research:** Through MGMT403 Marketing Management and Research Methods, learners develop research proposals that address contemporary business challenges in Aotearoa and beyond.

2.4.8 Support Services

Manaakitanga underpins the holistic support for PGDipBus learners:

- **Academic Advisers:** Offer personalised study plans, guiding students in bridging to the MBA.
- **Cultural Well-being:** Hui/fono and resource networks ensure Māori, Pasifika, and international students have culturally supportive spaces. Support services are informed by Te Whare Tapa Whā (for Māori well-being) and the Fonofale model (for Pasifika well-being), providing holistic care for diverse learners.
- **Career Development:** CIM partners with local and international employers, professional bodies, and recruitment agencies to provide guidance on job search strategies, CV reviews, and interview preparation—connecting learners to relevant career opportunities.
- **Academic Skills Workshops:** Dedicated staff and library resources offer training in advanced research methods, data analysis, academic writing, and referencing. These workshops help postgraduate learners hone the specialist skills needed for both academic excellence and industry practice.

2.4.9 Assessment Strategies

CIM fosters reflective, inclusive, and robust assessments:

- **Group Presentations & Reports** facilitate cross-cultural collaboration, reinforcing Vā and Whanake Tahī.
- **Reflective Journals** encourage self-awareness in leadership development (Rangatiratanga).
- **Research Tasks** engage critical thinking on ethics, sustainability, and local-global implications, respecting Te Tiriti o Waitangi and community well-being.

Potential collaborations with iwi, where applicable, assessment rubrics encourage students to demonstrate an understanding of relational leadership (whanaungatanga, vā) and cultural sustainability practices.

2.4.10 Industry & Community Engagement

- **Guest Speakers & Seminars:** Māori, Pasifika, and international business leaders offer diverse perspectives, enhancing classroom insights.

- **Partnership Projects:** Potential collaborations with local iwi, community groups, or international firms expose learners to practical, real-world challenges.

These projects will be co-designed to reflect reciprocal obligations (tautua and whanaungatanga), honouring Indigenous and Pasifika relational ethics

2.4.11 Graduate Outcomes

Graduates of the Postgraduate Diploma of Business will:

1. Apply the understanding of management, leadership, economics, finance, governance, sustainability, and research methods to address complex business challenges.
2. Apply cognitive and technical skills to synthesise information from diverse sources, formulating well-reasoned strategies and solutions across varied organisational contexts.
3. Present complex business concepts and data persuasively to both specialist and non-specialist audiences, using advanced written, verbal, and digital communication techniques.
4. Work effectively in group settings, demonstrating intercultural awareness and inclusive leadership that reflects Manaakitanga (Care and Support) and Vā (Relational Space).

Monitoring and Evaluation

CIM will monitor the success of Māori and Pasifika learners holistically by tracking academic performance, leadership participation, cultural belonging, engagement with Indigenous and Pasifika frameworks, and well-being outcomes. Feedback from learners and community partners will guide ongoing programme improvements.

2.5 New Zealand Certificate in English Language (Academic) — Levels 4 & 5

2.5.1 Programme Overview

The New Zealand Certificate in English Language (NZCEL) (Academic) at Levels 4 and 5 provides learners with nationally recognised qualifications that enhance academic English proficiency for higher-level study or professional engagement in Aotearoa New Zealand. These programmes enable students to:

- Develop advanced-intermediate (Level 4) to advanced (Level 5) English language skills suitable for academic contexts.
- Prepare for further tertiary programmes (e.g., Level 6 diplomas, bachelor's degrees, or postgraduate pathways), as well as professional environments where strong English communication is essential.
- Engage with the cultural, social, and linguistic landscape of Aotearoa New Zealand, underpinned by Te Tiriti o Waitangi and CIM's guiding principles. The programme is also informed by Whakatere Tōmua (wayfinding across challenges), supporting learner autonomy, cultural belonging, and academic resilience, particularly for Māori and Pasifika learners.

Alignment with CIM's Principles

1. **Tūhono Mai (Connection):** Encourages strong links among learners, communities, and academic or professional environments.
2. **Whanake Tahi (Growth Together):** Emphasises collaborative projects and peer support to build collective language skills.
3. **Manaakitanga (Care and Support):** Promotes a welcoming, inclusive atmosphere that respects Māori, Pasifika, and international learners.
4. **Rangatiratanga (Leadership and Self-Determination):** Fosters confidence, autonomy, and critical thinking in academic communication.
5. **Vā (Relational Space):** Builds meaningful interpersonal connections through open dialogue and mutual respect.

2.5.2 Programme Structure

- **Duration:** Typically 16 weeks for each level (Level 4 or Level 5), usually without holidays (each 16 weeks).
- **Credits:**
 - **NZCEL (Academic) Level 4:** 60 credits (NZQA-approved)
 - **NZCEL (Academic) Level 5:** 60 credits (NZQA-approved)
- **Mode of Delivery:** On-campus, classroom-based (face-to-face), supplemented by blended or online resources.
- **Contact Hours:** Approximately 20 hours of guided learning per week, plus additional independent study.
- **Pathways:** Graduates can progress from NZCEL (Academic) Level 4 to Level 5 and 6 New Zealand Qualifications Credentials Framework (NZQCF) programmes or from NZCEL (Academic) Level 5 to Level 7 and higher tertiary qualifications (e.g., bachelor's degree, graduate diploma, or postgraduate studies).

2.5.3 Core Curriculum

Both **NZCEL (Academic) Level 4 and Level 5** programmes centre on developing reading, writing, listening, and speaking skills in academic contexts. Each level has a set of Learning Outcomes aligned with NZQA requirements. Key academic English focus areas include:

1. **Reading & Text Analysis:**
 - Level 4: Interpret and summarise moderately complex academic texts.
 - Level 5: Critically analyse, evaluate, and respond to extended academic texts and research articles.
2. **Writing & Composition:**
 - Level 4: Plan, draft, and produce coherent paragraphs, essays, and short reports relevant to academic settings.

- Level 5: Construct well-structured, argument-driven academic essays, reports, or proposals, employing appropriate referencing.
- 3. Listening & Note-taking:**
- Level 4: Understand the main points and some details of lectures/discussions on familiar topics.
 - Level 5: Comprehend complex academic lectures and debates, synthesising key themes and nuanced arguments.
- 4. Speaking & Presentation:**
- Level 4: Participate in classroom discussions; deliver clear, structured presentations on familiar topics.
 - Level 5: Engage confidently in seminars or tutorials; lead group discussions, debates, and presentations with advanced fluency.

Texts, listening materials, and discussion themes will increasingly integrate indigenous and Pasifika topics, ensuring students engage with culturally rich and locally relevant content.

2.5.4 Major Requirements

These are **certificate-level** programmes and do not offer majors. All courses within each level are compulsory to ensure comprehensive coverage of academic English competencies.

2.5.5 Electives

No elective courses are offered within NZCEL (Academic) Level 4 or Level 5; learners complete a prescribed set of modules aligning with NZQA standards.

2.5.6 Programme Adaptations (Infusing the Five Principles)

CIM ensures the **NZCEL (Academic)** programmes reflect local values and cultural contexts:

- **Tūhono Mai (Connection):** Hui/fono, language clubs
- Cultural events foster a sense of belonging in language tasks and reading materials. Students will engage with authentic sources such as Māori and Pasifika academic articles, speeches, and media where feasible.
- Encourages learners to connect with local communities through organised events or relevant academic topics.
- **Whanake Tahī (Growth Together):** Emphasises group-based study, peer feedback, and collaborative presentations, reinforcing shared learning and support networks.
- **Manaakitanga (Care and Support):** Provides culturally responsive pastoral care and extra language support sessions, especially for learners unfamiliar with Aotearoa New Zealand's academic norms.
- **Rangatiratanga (Leadership and Self-Determination):** Encourages learners to set personal language goals, reflect on progress, and develop self-confidence in academic discourse.

- **Vā (Relational Space):** Nurtures respectful engagement in class debates, discussions, and group activities, acknowledging each student’s cultural background and linguistic journey.

2.5.7 Pedagogical Approaches

1. **Project & Task-Based Learning:** Students complete authentic academic tasks—e.g., writing essays, delivering presentations, and collaborating on small research projects.
2. **Integrated Skills Development:** Reading, writing, listening, and speaking are taught cohesively around academic themes (e.g., business, sciences, social issues).
3. **Reflective Practice:** Learners maintain journals or portfolios that record progress, encourage meta-cognition, and highlight Rangatiratanga (self-directed learning).
4. **Language Lab & Digital Resources:** Many NZCEL providers utilise dedicated language labs or technology-enhanced learning tools, including Computer-Assisted Language Learning (CALL) platforms, to boost pronunciation, listening comprehension, and vocabulary acquisition.
5. **Peer & Self-Assessment:** In line with **NZQA**’s emphasis on learner autonomy, regular peer reviews and guided self-assessment exercises enable students to give and receive constructive feedback on speaking, writing, and comprehension tasks.

2.5.8 Support Services

Underpinned by **Manaakitanga**, CIM provides holistic learner support for NZCEL (Academic) Level 4 and 5:

- **Academic Advisers:** Guide students on study pathways, including transitioning between Level 4 and Level 5 or progressing to diploma/degree programmes.
- **Cultural Well-being:** Hui/fono, language clubs, and cross-cultural events foster a sense of belonging for Māori, Pasifika, and international learners. Support frameworks are guided by Te Whare Tapa Whā for Māori learners and the Fonofale model for Pasifika learners, addressing holistic dimensions of learner well-being.
- **Career Guidance:** Advisers offer tips on CV-building, interview preparation, and scholarship opportunities, particularly relevant for students aiming for further tertiary studies.
- **Learning Workshops:** Additional sessions targeting essay structure, referencing, academic vocabulary, and presentation skills.

2.5.9 Assessment Strategies

Assessments in NZCEL (Academic) Level 4 and 5 meet **NZQA** standards, measuring progress in all four language skills:

- **Oral Presentations:** Evaluate fluency, accuracy, and confidence in academic speaking.
- **Written Assignments:** Assess organisation, argumentation, critical thinking, and referencing skills across essay/report formats.
- **Reading & Listening Tests:** Check comprehension of academic texts and spoken content, from note-taking to critical interpretation.

- **Reflective Journals/Portfolios:** Encourage self-evaluation, autonomy (Rangatiratanga), and continuous improvement. Assessment rubrics emphasise not only linguistic competence but also encourage students to demonstrate intercultural understanding and relational respect, consistent with Vā (Relational Space) values.

2.5.10 Industry & Community Engagement

While NZCEL (Academic) focuses primarily on language proficiency, learners benefit from broader community connections:

- **Guest Speakers & Cultural Workshops:** Māori and Pasifika educators, local academics, or business professionals may provide insights, linking the English language with real-world contexts (Tūhono Mai).
- **Community Projects:** Where feasible, students participate in local initiatives, building practical communication skills and strengthening Vā (Relational Space) in diverse settings. Where feasible, projects will involve collaboration with iwi, marae, or Pasifika community organisations, reinforcing authentic Vā (Relational Space) practices.

2.5.11 Graduate Outcomes

By completing **NZCEL (Academic) Level 4** or **Level 5**, learners will:

1. Advance Language Proficiency

- **Level 4:** Achieve an advanced-intermediate command of academic English, ready to meet the language requirements of Level 5 programmes or some Level 6 diplomas.
- **Level 5:** Demonstrate advanced English proficiency suitable for higher-level study (e.g., bachelor's degrees, graduate diplomas) or professional settings requiring strong academic communication.

2. Demonstrate Cultural Awareness

- Engage ethically and respectfully in diverse cultural contexts, upholding Te Tiriti o Waitangi principles and Manaakitanga in academic or community environments.

3. Showcase Independent and Collaborative Skills

- Work both autonomously and in teams, reflecting Rangatiratanga (self-determination) while contributing to group discussions, projects, or presentations (Whanake Tahī).

4. Apply Critical Thinking

- Read, analyse, and evaluate information from a variety of academic sources, constructing coherent arguments in spoken or written form.

5. Transition to Further Study or Work

- **Level 4 Graduates:** Confidently advance to **NZCEL (Academic) Level 5** or NZQCF Level 5 or 6 programmes.

- **Level 5 Graduates:** Progress to undergraduate or postgraduate programmes requiring advanced academic English or enter professional roles demanding high-level communication.

Monitoring and Evaluation

CIM will monitor Māori and Pasifika learner outcomes holistically, tracking academic performance, cultural engagement, self-confidence in communication, and progression to further study or employment. Feedback will inform continuous programme enhancement.

3. Alignment with CIM Strategic Plan

Having established a robust framework that integrates the Tūhono Mai Whanake Tahī model, Te Whare Tapa Whā considerations, and dedicated Māori and Pasifika strategies, the Canterbury Institute of Management (CIM) now aligns these cultural initiatives with its **Strategic Plan 2025–2029**. The following sections demonstrate how these strategies bolster CIM’s five overarching strategic objectives (sections 4.3(a)–(e)) and key performance areas, as outlined in the strategic documentation.

3.1 Objective (a): Provide an Educational Experience that Attracts and Retains Students

1. Enhancing Cultural Inclusivity

- Through embedding Tūhono Mai (Connection) within programmes, CIM creates a sense of belonging that appeals to Māori, Pasifika, and international learners, encouraging higher enrolment and retention.
- Manaakitanga (Care and Support) initiatives—such as culturally responsive counselling, hui/fono, and whānau involvement—further enrich the student experience, resulting in improved satisfaction and completion rates. The success of cultural inclusivity initiatives will be monitored through student feedback, engagement rates, well-being surveys, and graduate outcomes for Māori and Pasifika learners.

2. Increasing Student Success and Well-being

- The integration of the **Te Whare Tapa Whā** model supports mental, spiritual, physical, and family well-being (Te Taha Hinengaro, Wairua, Tinana, and Whānau), improving educational engagement and outcomes.
- Holistic support resonates particularly well with learners who might face barriers to success, thus aligning with CIM’s aim of attracting and retaining a diverse cohort.

3.2 Objective (b): Inspire and Support Effective Practice in Teaching and Learning

1. Programmes Innovation and Cultural Responsiveness

- Embedding Māori and Pasifika knowledge systems—e.g., kaitiakitanga, talanoa, hui, and marae-based learning—drives pedagogical innovation and enriches the teaching environment.
- Staff professional development in culturally responsive teaching ensures educators can effectively integrate indigenous perspectives, reflecting CIM’s commitment to continuous

improvement. CIM will evaluate staff engagement in cultural competency programmes annually, ensuring capability growth aligned with Tātaiako and Tapasā frameworks.

2. Leadership in Academic Excellence

- By infusing Rangatiratanga (Leadership and Self-Determination) into professional development opportunities, CIM fosters autonomy, innovation, and high-quality teaching practice.
- This culture of scholarship extends to all programmes (Bachelor, Graduate/Postgraduate Diplomas, MBA, and NZCEL), supporting the goal of recognising and rewarding teaching excellence.

3.3 Objective (c): Develop an Effective, Sustainable Organisation that is Valued in the Higher Education Sector

1. Relevance to National Priorities

- CIM's Māori and Pasifika strategies align with Te Tiriti o Waitangi and the Tertiary Education Strategy (TES), ensuring compliance with NZQA expectations while showcasing cultural leadership in the private tertiary sector.
- Emphasising Whanake Tahi (Growth Together) furthers a supportive institutional culture that enhances collaboration among staff, students, and external partners—contributing to long-term sustainability.

2. Strengthened Reputation and Financial Viability

- By demonstrating authentic engagement with Māori and Pasifika communities, CIM attracts diverse funding sources, scholarships, and strategic partnerships—reinforcing the institute's financial stability.
- Graduates who emerge with culturally informed skills and leadership qualities bolster CIM's reputation as a provider of innovative, inclusive higher education.

3.4 Objective (d): Be Proactive and Effective in Forming Partnerships and Engaging with Local Communities

1. Community-Focused Collaborations

- Formal partnerships with iwi, marae, and Pasifika organisations—central to Vā (Relational Space)—enable co-designed events, shared research initiatives, and culturally attuned student support services.
- Such collaborations deepen CIM's local connections and enrich learning experiences, meeting the strategic plan's call for active community engagement. Formal partnerships with iwi, marae, and Pasifika organisations will be regularly reviewed through co-designed evaluation frameworks, ensuring relationships are dynamic, reciprocal, and effective.

2. Industry and Inter-Institutional Alliances

- Through Tūhono Mai (Connection), CIM forges strategic alliances with local businesses, and government bodies (e.g., for business programmes), embedding Māori and Pasifika values into real-world solutions.
- Joint ventures and external projects also amplify CIM’s local profile, enhancing graduate employability and sector-wide impact.

3.5 Objective (e): Explore and Implement New Growth Opportunities (New Student Markets, New Courses, and Delivery Methods)

1. Diversification of Programmes

- Incorporating Māori- and Pasifika-focused modules, bilingual resources, and flexible delivery methods (e.g., marae-based workshops, online talanoa sessions) responds to evolving market demands and community needs.
- This culturally centred approach differentiates CIM’s offerings, supporting growth in domestic and international enrolments.

2. Innovation and Sustainability

- Through integrating new technology solutions—aligned with Technology Integration from the CIM Māori Strategy—CIM remains adaptive and forward-thinking, attracting a broader student base.
- Regularly reviewing alignment with Indigenous pedagogies ensures CIM’s courses stay relevant and attractive, furthering the strategic plan’s goal of expanding sustainable programmes and international reach.
- Programme design will continuously integrate indigenous and Pasifika pedagogical models to reflect emerging educational trends and student needs, where applicable.

4. Conclusion

The Canterbury Institute of Management (CIM) demonstrates a deep and enduring commitment to fostering a culturally inclusive and responsive educational environment through its Māori and Pasifika Strategy. By embedding frameworks such as **Tūhono Mai Whanake Tahī**, integrating the principles of **Te Tiriti o Waitangi**, and drawing upon Pasifika worldviews, CIM ensures its programmes, support services, and organisational practices are aligned with the aspirations of Māori, Pasifika, and international learners.

This strategy reflects CIM’s recognition of the unique strengths and challenges these communities face and its dedication to eliminating systemic barriers to education. By prioritising connection (**Tūhono Mai**), collective growth (**Whanake Tahī**), care and support (**Manaakitanga**), leadership and self-determination (**Rangatiratanga**), and relational space (**Vā**), CIM nurtures a holistic learning environment that enables learners to thrive academically, personally, and professionally.

CIM’s approach aligns with its **Strategic Plan 2025–2029**, enhancing the educational experience, supporting teaching excellence, fostering community partnerships, and ensuring organisational sustainability. Furthermore, the strategy positions CIM as a leader in culturally responsive education,

contributing to the broader Tertiary Education Strategy and the development of Aotearoa New Zealand's diverse communities.

Ultimately, this Māori and Pasifika Strategy reflects CIM's unwavering commitment to equity, inclusion, and excellence in education, creating transformative opportunities for all learners and contributing meaningfully to the cultural and social prosperity of New Zealand. Through ongoing collaboration, continuous improvement, and respect for cultural values, CIM is poised to empower its learners and cement its reputation as an innovative and inclusive institution of higher learning. CIM acknowledges that true partnership with Māori and Pasifika communities is an evolving journey requiring ongoing dialogue, reflection, and responsiveness.