



Australasian College  
for Emergency Medicine

# **Te Rautaki Manaaki Mana**

Excellence in Emergency  
Care for Māori

2026-2029





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## Manaaki Mana: The name

Mana can be described as the prestige and spiritual power which all people, many places and some objects possess. Manaaki is the act of supporting, taking care of, giving hospitality to, protecting, and showing respect, generosity and care.

To manaaki mana is to ensure that conscious and persistent effort maintains or enhances the mana of all people and environments. In our context this applies particularly to patients, whānau, healthcare staff and the healthcare environment.

The name Manaaki Mana has been gifted to ACEM by Dame Rangimarie Naida Glavish Ngāti Whātua me Ngāti Hine, as a means to express the importance of the work Manaaki Mana is seeking to achieve and the gravitas required by those who take ownership in the work and the outcomes. ACEM would like to thank and acknowledge Dame Naida for this whakaaro and will ensure the true essence of this taonga is not lost as this work is implemented.

## The meaning behind the artwork

### *Ngā Rau o Tāne Mahuta* – *The Leaves of Tāne Mahuta*

Rain captured by a single leaf can nourish the pillars of Tāne Mahuta (God of the Forest) and the veins of Papatūānuku (the land, Earth Mother).

The pattern represents rain captured on a leaf and fed into the body of a tree to give it strength so that it may protect the younger shoots. The veins of Papatūānuku are the roots that nourish, care and give mauri to the life of Tāne Mahuta.



# President's Foreword

*Whakarongo ake au ki te tangi a te manu nei a  
te mātui;  
Tui, tui, tuia.  
Tuia i runga, tuia i raro,  
Tuia i roto, tuia i waho.  
Tuia te here tangata,  
Ka rongo te ao, ka rongo te pō.*

*Tuia te muka tangata i takea mai i Hawaiki-nui,  
i Hawaiki-roa,  
i Hawaiki Pāmamao.  
I te hono ki wairua,  
Ki te whei ao, ki te ao mārama.  
Tihei Mauri Ora!*

*I listen to the cry of the bird  
That of the bush-wren  
Binding and uniting.  
Binding that from above, from below, Binding  
that from within, and the outer. Binding together  
the threads of people, Through the peace of day,  
and the peace of night.*

*Binding the threads of humankind, from the  
great homeland,  
From the far homeland, from the remote  
homeland  
Connecting with the spirit  
From the world of light, and the world of  
consciousness.  
Behold the breath of life!*

Māori, the tangata whenua (first peoples) of Aotearoa New Zealand, acknowledge with deep respect the First Nations peoples of Australia, Aboriginal and Torres Strait Islander peoples.

Ina ka tangi koutou, ka tangi hoki mātou.

When you cry, we also cry.

Ka mamae koutou, ka mamae hoki mātou.

When you hurt, we hurt too.

Otira, ka menemene koutou, ka menemene tahi  
tātou katoa.

But when you smile, we smile together.

This reflects the spirit in which the Australasian College for Emergency Medicine renews Te Rautaki Manaaki Mana. It recognises our shared histories our enduring resilience, and our collective responsibility to ensure emergency care systems honour Indigenous peoples with dignity, fairness and respect.

Manaaki Mana remains ACEM's commitment to excellence in emergency care for Māori in Aotearoa New Zealand. It is both a strategic direction and a moral obligation. It calls on us to strengthen cultural safety, confront inequity, uphold Te Tiriti o Waitangi, and ensure emergency departments are places where Māori patients, whānau and staff experience care that retains everyone's mana.

This refreshed strategy builds on the foundations laid since Manaaki Mana was first launched in 2019. Important progress has been made through leadership, advocacy, education, workforce development, and the commitment of Fellows, trainees, staff and communities. Yet the work is unfinished. Persistent inequities remain and meaningful change requires continued courage, accountability and action.

As President, I acknowledge all who have contributed to this kaupapa: the Manaaki Mana Advisory Group, College leaders, clinicians, Māori partners and all who continue to champion better outcomes. Your leadership strengthens the College and improves the care we provide.

Together, we move forward with purpose, to create emergency care environments where excellence and equity stand side by side, Indigenous knowledge is valued and every person is treated with humanity and respect.

**Dr Peter Allely**

President

Australasian College for Emergency Medicine



# Our Vision

We need to know where our strategy will lead us.  
Our moemoeā for Manaaki Mana is:

Emergency departments in Aotearoa New Zealand will embody Pae Ora, providing excellent, culturally safe care to Māori, in an environment where Māori patients, whānau and staff feel valued, and where leaders actively seek to eliminate inequities.

# Our Uara/Values

The Manaaki Mana Advisory Group considers these values critical to the successful implementation of Manaaki Mana in emergency departments throughout Aotearoa New Zealand. These inter-related values are at the core of Māori whānau, society and te ao Māori.

## Manaakitanga

Providing care in a mana enhancing manner; ensuring whānau and staff feel welcomed, names are pronounced correctly, people are seen and heard without prejudice, and treated with kindness, dignity and respect.

## Whakamana

When providing care, we ensure that patient autonomy and tino rangatiratanga/self-determination is maintained, empowering patients and whānau to be fully involved in healthcare decisions, especially informed consent, with clear communication that validates lived experience and recognises the role of mātauranga Māori and te ao Māori models of health in wellbeing.

## Tika me Pono

Doing the right thing. Being a genuine and sincere advocate, not only for whānau seeking emergency care, but also in the wider context of health care and society. Upholding Te Tiriti o Waitangi, learning the skills of anti-racism and committing to dismantling and eliminating racism.

## Wairua

Providing care in a way that recognises the importance of wairua, the immortal spirit or soul of a person. Understanding that healing extends beyond the physical body and that the essence of our existence is as spiritual beings. Recognise that a healthy wairua is fundamental to wellbeing and that it must be in balance with the hinengaro (mind) and tinana (body).

## Whanaungatanga

Providing care in a way that builds relationships and meaningful connections with patients and whānau, recognising that the individual is bound to a larger group, affirming the value of the collective, that we are all inter-dependent, creating authentic engagement. Working with mana whenua and colleagues in the same manner.

## Aroha

Often translated as 'love'; aroha encompasses compassion, kindness, empathy, caring and affection. It is the absence of ego. Aroha draws out the best in people, it rejects greed, aggression and ignorance and instead encourages actions that are generous.

## Kaitiakitanga

Providing care in a way that acknowledges our role as healers and guardians of the wellbeing of those in our care and those undertaking training in emergency medicine. Providing care in a way that recognises that we are part of the natural world, inter-connected with all things. Acknowledging the role of the natural world in healing and wellbeing, the way we must take care of Papatūānuku the Earth and Ranginui the sky, to limit global warming and create sustainable solutions to the provision of healthcare.

# Executive Summary

The Australasian College for Emergency Medicine (ACEM) is pleased to launch this refreshed Te Rautaki Manaaki Mana for the period 2026–2029.

Te Rautaki Manaaki Mana is ACEM's commitment to achieving Pae Ora – excellence in emergency care for Māori patients, whānau and staff. This strategy provides a clear direction for how the College, emergency departments (EDs) and clinicians can work together to advance equity and culturally safe care for Māori across Aotearoa New Zealand.

ACEM is responsible for training emergency physicians and advancing professional standards in emergency medicine in Australia and Aotearoa New Zealand. As the peak body for emergency medicine in Australasia, ACEM has a critical role in ensuring that emergency care systems uphold the highest standards of clinical practice while also responding to the persistent inequities experienced by Indigenous peoples within health systems.

Health inequities experienced by Māori have been well documented for decades. Māori continue to experience poorer health outcomes, shorter life expectancy and increased exposure to the determinants of ill-health compared with non-Māori. Evidence has also shown that Māori are significantly more likely to die within 10 days of ED discharge than non-Māori, even after accounting for clinical factors. These disparities highlight the ongoing impact of systemic inequities and reinforce the need for deliberate action to eliminate racism and improve the responsiveness of emergency care systems.



Since the launch of the inaugural Te Rautaki Manaaki Mana in 2019, the College has taken important steps to embed cultural safety, strengthen partnerships with Māori health leaders and increase awareness of equity within emergency medicine. While meaningful progress has been made, achieving Pae Ora requires sustained commitment, continued organisational alignment and leadership across the emergency medicine profession.

At the centre of the refreshed strategy sits He Ara Tiatia ki te Taumata o Pae Ora which provides a practical pathway for how the goals of Te Rautaki Manaaki Mana will be realised. Rather than focusing solely on improving individual clinical encounters, this pathway reframes the work of emergency medicine within the broader goal of Pae Ora (healthy futures for whānau, hapū and iwi). It shifts the strategy toward a system approach that strengthens Māori leadership, builds a culturally safe workforce, supports equitable health outcomes and ensures that emergency care environments uphold mana-enhancing practices for patients, whānau and staff.

Through this framework, Manaaki Mana moves beyond a programme of initiatives and becomes a structured pathway for change. It recognises that achieving Pae Ora requires coordinated action across governance, workforce development, clinical practice, research and accountability.

The strategy continues to be grounded in the seven Māori values identified by Te Rōpū Manaaki Mana. These values provide the cultural foundation for the work and guide how EDs, clinicians and the College can embed equity, partnership and culturally safe practice into everyday care. The ability of ACEM members, staff and leaders to embody these values will be critical to the successful implementation of Te Rautaki Manaaki Mana and to achieving Pae Ora for Māori.

ACEM acknowledges the leadership, whakaaro and commitment of those who contributed to the development of the original Manaaki Mana strategy, including Dame Rangimarie Naida Glavish and members of Te Rōpū Manaaki Mana. Their vision established the foundations for this work and continues to guide the College as it progresses toward achieving Pae Ora in emergency care.



# Our Strategic Context

Te Tiriti o Waitangi remains the enduring foundation for Māori health equity in Aotearoa New Zealand. The Ministry of Health's Te Tiriti o Waitangi Framework recognises Te Tiriti obligations as central to achieving Māori health aspirations and equitable outcomes across the health and disability system.

While Whakamaui: Māori Health Action Plan 2020–2025 has now reached the end of its stated timeframe, its Te Tiriti framework and principles continue to provide an important foundation for Māori health equity work. These principles inform the updated Te Rautaki Manaaki Mana and He Ara Tiatia ki te Taumata o Pae Ora, including through ACEM's PŌTAE (Partnership, Ōptions, Tino Rangatiratanga, Active protection, Equity) framework.

The Te Tiriti principles expressed through Whakamaui remain relevant to this work:

- Partnership / Te pātuitanga — working together with Māori in governance, design, delivery and monitoring
- Ōptions / Ngā kōwhiringa whaihua — ensuring services are culturally appropriate and responsive to Māori
- Tino rangatiratanga — enabling Māori self-determination and Māori leadership in health
- Active protection / Te kaitiakitanga — actively protecting Māori rights, health and wellbeing
- Equity / Te noho taurite — achieving equitable health outcomes for Māori

Together, these principles provide a clear foundation for Manaaki Mana. They affirm that Māori health equity in emergency care requires more than cultural awareness or isolated initiatives. It requires Māori leadership, shared decision-making, culturally safe systems, whānau-centred care and accountability for measurable improvement.

In this context, Te Rautaki Manaaki Mana and He Ara Tiatia ki te Taumata o Pae Ora give practical expression to Te Tiriti within emergency medicine. Through the PŌTAE framework, they support ACEM to embed Te Tiriti principles into standards, education, advocacy, workforce development, research, partnerships and system-level change.

## ACEM's role and responsibilities

The College has made an enduring commitment to health equity for Māori and Aboriginal and Torres Strait Islander peoples through the launch of Te Rautaki Manaaki Mana in 2019, the establishment of a Reconciliation Action Plan in 2017, and through its successive strategic plans.

In addition, in July 2020, the ACEM membership voted to update the ACEM Constitution with the following objective:

*Strive for excellence and equity in emergency care for Aboriginal, Torres Strait Islander and Māori communities in Australia and Aotearoa New Zealand, through a commitment to the principles of Te Tiriti o Waitangi in Aotearoa New Zealand, the process of Reconciliation in Australia and the intent of the United Nations Declaration on the Rights of Indigenous Peoples.*

To provide guidance to hospital and ED leaders, ACEM's Te Rōpū Manaaki Mana has developed He Ara Tiatia ki te Taumata o Pae Ora Manaaki Mana: Pathways to achieving excellence in emergency care for Māori (see Appendix A).

In the development of these guidelines, we have also drawn on recommendations by leaders in Māori health, emphasising four key areas of focus:

- Honouring Te Tiriti o Waitangi
- Equitable health outcomes
- Culturally safe care
- Eliminating racism through deliberate anti-racist actions and policies

### **Cultural safety/cultural competency and hauora Māori**

ACEM recognises cultural safety as integral to safe, equitable and high-quality clinical care. Cultural safety is not the same as cultural competence. **Cultural competence** refers to the knowledge, skills and behaviours doctors need to work effectively across cultural contexts.

**Cultural safety** is concerned with the experience of the patient, their whānau and communities, and requires doctors to reflect on how their own culture, assumptions, biases and power may affect clinical interactions, decision-making and health outcomes.

In Aotearoa New Zealand, these responsibilities sit alongside specific obligations to **hauora Māori**. Hauora Māori recognises Māori health and wellbeing within the context of Te Tiriti o Waitangi, Māori rights, equity, tino rangatiratanga, whānau-centred care and the need to address persistent inequities in health outcomes.

For ACEM, this means cultural competence, cultural safety and hauora Māori must be understood as related but distinct responsibilities. Together, they require emergency medicine training, standards, systems and clinical practice to support culturally safe care, uphold Te Tiriti obligations, strengthen Māori health equity and improve the experiences and outcomes of patients and whānau.

ACEM acknowledges cultural loading 'Many Māori doctors experience additional cultural demands on top of their day-to-day work, as well as responsibilities from their own whānau, hapū or iwi or advisory roles in the wider community.'<sup>2</sup>

While the pathways to achieving our vision are Māori-led and guided, much of the work to achieve our vision requires commitment and action from non-Māori. This includes ACEM's Board and Senior Leadership Team, ACEM staff, hospital and ED leadership, Manaaki Mana Kaikōkiri and ED clinicians.

The whakataukī, 'Ehara taku toa i te toa takitahi, engari he toa takitini' – 'Success is not the work of one, it is the work of many' holds true.

<sup>1</sup> Papaarangi Reid. 2021. Structural reform or a cultural reform? Moving the health and disability sector to be pro-equity, culturally safe, Tiriti compliant and anti-racist. New Zealand Medical Journal Vol 134 No 1535: 21 May 2021.

<sup>2</sup> Medical Council of New Zealand and Te Ohu Rata O Aotearoa (Te ORA). October 2021. Cultural Safety Baseline Data Report Release and Recommendations



# Strategic Objectives

The first iteration of Te Rautaki Manaaki Mana drew on He Korowai Oranga, the New Zealand Māori Health Strategy, with its goal to achieve Pae Ora – healthy futures for Māori. The second Manaaki Mana Rautaki aligned our goals with Whakamaui: Māori Health Action Plan 2020-2025. Whakamaui was the implementation plan for He Korowai Oranga and set the government's direction for Māori health advancement over this period. Pae Ora remains the overall aim. For this version of Te Rautaki Manaaki Mana, we have updated the goals and actions from what have already been implemented and made a revision to the four pou of He Ara Tiatia ki te Taumata o Pae Ora using the PŌTAE framework. Whakamaui was underpinned by the Ministry of Health's Te Tiriti o Waitangi Framework, which provides a tool for the health and disability system to fulfil its obligations to Māori.

The goals and actions in Te Rautaki Manaaki Mana reflect where the College can direct its influence. This includes:

- maintaining Pae Ora standards which outline how the College and EDs can achieve excellence and equity in emergency care;
- upholding Te Tiriti o Waitangi obligations and responsibilities;
- training and growing a culturally safe/competent workforce through initiatives within our specialist training and continuous professional development programmes;
- prioritising the recruitment of more Māori trainees so that the emergency medical workforce better reflects the communities we serve;
- supporting Māori trainees entering and completing our FACEM Training Program or Associateship Training Programs;
- creating and collating resources that assist the College and ED staff to better understand the contexts in which we work, including impacts of colonisation, systemic racism and health care inequities;
- ensuring that College processes are equitable and anti-racist;
- enabling our members and ACEM staff to better understand te ao Māori (Māori perspectives), including incorporating Tikanga Māori, in the provision of healthcare, through training and advocacy;
- valuing mātauranga Māori, incorporating Māori models of care and cultural support workers;
- encouraging the everyday use of te reo Māori;
- partnership with leaders in Māori health and Indigenous medical education; and
- advocacy to health service and hospital leadership to support the implementation of the goals set out in Manaaki Mana.



## Partnership approach

ACEM looks forward to working with Te Whatu Ora | Health New Zealand and Hauora Māori Services and will continue to build relationships and work with others who share our goals. These include:

- Te ORA (the Māori Medical Practitioners Association)
- Te Oranga (the Māori Medical Students' Association)
- The Council of Medical Colleges and the Interdisciplinary Māori Advisory Group
- Te Tumu Whakarae (a forum of Māori health leaders)

- Te Rūnanga NZNO (the Māori council of the New Zealand Nurses Organisation)
- CENNZ (the College of Emergency Nurses New Zealand)
- LIME (Leaders in Indigenous Medical Education Network)

The Manaaki Mana Rōpū has also had informal discussions with many colleges to share the knowledge and skills required for the provision of equitable and culturally safe emergency care in all settings.



# Our Achievements

Te Rautaki Manaaki Mana began with a hui in March 2018, bringing together Aotearoa-based Fellows, ED nurses and allied health staff, ACEM Board members, Māori Health experts, community members and health sector professionals, to envisage health equity for Māori in EDs. A steering group led by Māori Fellows, trainees, community representatives and Māori health leaders was established, and worked with ACEM staff to produce the inaugural Te Rautaki Manaaki Mana, launched at the ACEM Winter Symposium in Rotorua in May 2019.

ACEM then established a Manaaki Mana Rōpū to oversee implementation of Te Rautaki. Te Rōpū Manaaki Mana worked closely with ACEM's Indigenous Health Committee and a dedicated Indigenous Health Unit that supports Te Rōpū Manaaki Mana to achieve its goals.

An important step for ACEM in 2020 was the addition of a new object to the ACEM Constitution, voted in by the College membership, to strive for excellence and equity in care for Māori and to commit to the principles of Te Tiriti o Waitangi.

Through Te Rōpū Manaaki Mana, ACEM developed two important sets of guidelines for EDs, which were launched in 2022:

- Te Tiriti o Waitangi me Te Rautaki Manaaki Mana: Achieving our Vision (Appendix A in the 2022-2025 iteration of Te Rautaki Manaaki Mana)
- He Ara Tiatia ki te Taumata o Pae Ora Manaaki Mana: Pathways to achieving excellence in emergency care for Māori (now updated to include PŌTAE/Te Tiriti principles, see Appendix A)

Te Rōpū Manaaki Mana and ACEM have refreshed Te Rautaki Manaaki Mana: Excellence in Emergency Care for Māori and He Ara Tiatia ki te Taumata o Pae Ora Manaaki Mana: Pathways to achieving excellence in emergency care for Māori.

Other notable achievements over the last three years include:

- Continuing the Manaaki Mana Kaikōkiri network, which was established in EDs throughout the country, to implement Te Rautaki at a local level, share ideas and provide support.

Kaikōkiri refers to the people who actively move a kaupapa forward. The term is derived from kōkiri, which means to advance, promote, advocate for, champion or lead a cause, and the prefix kai-, which forms a noun identifying the person carrying out an action. In the context of Manaaki Mana, kaikōkiri are therefore understood as a collective who help carry the kaupapa into practice by mobilising relationships, supporting action, strengthening cultural safety, and advancing Māori health equity across emergency care.

- Updated the open access resource basket or Kete Rauemi on the ACEM website, collating resources to help Kaikōkiri and others on their equity journey.
- Te Rōpū Manaaki Mana members are engaged with the Interdisciplinary Māori Advisory Group (IMAG) – a collaboration between Te ORA and the Council of Medical Colleges.
- ACEM continues to maintain regular mechanisms for engaging with Māori trainees, to better understand their experiences and identify how the College can support them throughout their training as emergency medicine specialists.



- Continuing with the informal tuakana-teina network which was established to allow Māori Fellows and trainees to connect and support each other.
- The ACEM Aotearoa New Zealand National Council continues to include a position for a Māori Fellow and allows for a National Council member to join the Manaaki Mana Rōpū meetings to provide updates.
- Members of Te Rōpū Manaaki Mana continue to promote Te Rautaki Manaaki Mana in EDs around Aotearoa and present at conferences, workshops, grand rounds and teaching sessions.
- Hui for Manaaki Mana Kaikōkiri – a successful one-day online hui in October 2021; a face-to-face hui in 2022 (Whangarā Marae) and 2024 (Pūkaha National Wildlife Centre), bringing together Kaikōkiri and other health professionals with an interest in improving culturally safe care in EDs.

Over the years, ACEM has noticed increasing support for Manaaki Mana in EDs across Aotearoa, as well as a willingness to commit to a pro-equity stance and tackle racism both in our own EDs and within the wider health sector. ACEM and Te Rōpū Manaaki Mana members will continue to build partnerships with other organisations that share our vision.

The continued support and willingness of the ACEM Board and membership to engage in this work from a te ao Māori perspective is acknowledged and commended.

# Measuring success

ACEM will:

- publish regular updates of progress against Te Rautaki Manaaki Mana goals and actions on the ACEM website;
- publish annual figures of progress towards our goals of a representative Māori ED workforce on the ACEM website;
- support the delivery of kaupapa Māori research projects in EDs and beyond that enable progress towards the Pae Ora goals; and
- support the development of a project that provides an annual snapshot of Māori patient and whānau experience, Māori workforce representation, and progress against Pae Ora goals.

In addition:

- ED leadership is encouraged to report on progress towards Pae Ora goals within each department;
- ED trainees are encouraged to undertake audit projects that examine equity issues; and
- ED leadership is encouraged to monitor the effectiveness of Manaaki Mana interventions. For example, Māori Clinical Nurse Specialist role introduced at one ED to test the value of Manaaki Mana principles in the ED environment, and the presence of the Māori Clinical Nurse Specialist was associated with a statistically significant reduction in length of stay, providing practical evidence that Māori-led workforce interventions can improve patient flow and whānau experience.





# Manaaki Mana Pathways

| Ministry of Health: Principles of Te Tiriti o Waitangi: <sup>3</sup>                |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                               |                                                                                     |                                                                                                                                                                        |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Who holds the responsibility for Te Rautaki Manaaki Mana deliverables? <sup>4</sup> | Priorities informed by Whakamaau 2020–2025 and the Ministry of Health Te Tiriti framework                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                     | Options                                                                                                                                                                       |                                                                                     |                                                                                                                                                                        |
|                                                                                     | Partnership                                                                                                                                                                                                                                                | Active Protection                                                                                                                                                                                                                                                                                                                                                                                                                      | Equity                                                                                                                                                                                                                                                                                                                                                              | Tino Rangatiratanga                                                                                                                                                           |                                                                                     |                                                                                                                                                                        |
|                                                                                     | Māori-Crown Relationships                                                                                                                                                                                                                                  | Cross-Sector Action                                                                                                                                                                                                                                                                                                                                                                                                                    | Māori Sector Development                                                                                                                                                                                                                                                                                                                                            | Quality and Safety                                                                                                                                                            | Māori Health and Disability Workforce                                               | Performance and Accountability                                                                                                                                         |
| ACEM                                                                                | 1. ACEM continues to strive to fulfil its commitment to Māori as set out in the ACEM Constitution, Te Rautaki Manaaki Mana and He Ara Tiatia ki te Taumata o Pae Ora                                                                                       | 4. ACEM will foster cross-sector collaboration and support for the values of Te Rautaki Manaaki Mana<br><br>5. ACEM will continue to develop partnerships and work with key partners in te ao Māori to progress shared Te Rautaki Manaaki Mana goals, and to ensure our priorities for Pae Ora are aligned. This will include developing MoU and research opportunities in Te Whatu Ora   Health New Zealand ACEM accredited hospitals | 6. ACEM's Training, Curriculum, and CPD programs provide trainees and Fellows with the knowledge and skills to develop culturally safe practice<br><br>7. ACEM encourages EDs to support Māori health sector capacity and capacity to innovate and deliver effective emergency care services for Māori communities, including Kaupapa Māori and whānau-centred care | 8. ACEM supports the adoption of Pae Ora standards of equitable and culturally safe care in emergency departments and works to ensure its policies and actions are antiracist | 11. ACEM strives to grow, support and retain the Māori emergency medicine workforce | 12. ACEM will ensure appropriate oversight and implementation of Te Rautaki Manaaki Mana                                                                               |
|                                                                                     | 2. ACEM will review and report on emergency departments' progress towards Te Tiriti o Waitangi objectives<br><br>3. ACEM's senior office bearers and staff understand the sociopolitical context within which the College operates in Aotearoa New Zealand |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                               | 14. ACEM supports and promotes Māori leadership opportunities                       | 15. ACEM advocates for research in emergency departments that is relevant, safe, and responsive to Māori<br><br>16. ACEM will undertake regular cultural safety audits |

| Māori-Crown Relationships                                                                                       | Cross-Sector Action | Māori Sector Development | Quality and Safety                                                                                                   | Māori Health and Disability Workforce                                                                                | Performance and Accountability                                                              | Māori Leadership | Insight and Evidence |
|-----------------------------------------------------------------------------------------------------------------|---------------------|--------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------|----------------------|
| Emergency Departments<br>(Executive, Directors of Emergency Medicine, Directors of Emergency Medicine Training) |                     |                          | 9. Emergency departments strive to weave the Pae Ora standards and Te Tiriti principles into emergency care practice |                                                                                                                      | 13 ACEM will establish mechanisms to evaluate Pae Ora achievements in emergency departments |                  |                      |
| Emergency Physicians/ Clinicians                                                                                |                     |                          |                                                                                                                      | 10. Fellows and trainees strive to weave the Pae Ora standards and Te Tiriti principles into emergency care practice |                                                                                             |                  |                      |

<sup>3</sup> <https://www.health.govt.nz/system/files/documents/files/whakamaui-tiriti-o-waitangi-framework-a3-aug20.pdf>

<sup>4</sup> [https://acem.org.au/getmedia/e26f63e8-09e8-4bc4-be74-a3cea69d1131/Manaaki-Mana-strategy150419\\_FINAL](https://acem.org.au/getmedia/e26f63e8-09e8-4bc4-be74-a3cea69d1131/Manaaki-Mana-strategy150419_FINAL)

<sup>5</sup> <https://www.health.govt.nz/system/files/documents/publications/whakamaui-maori-health-action-plan-2020-2025-2.pdf>

Whāia te iti kahurangi, ki te tuohu koe Me he maunga teitei

Seek the treasure that you value most dearly. If you bow your head, let it be to a lofty mountain.

This whakataukī is about perseverance and endurance, refusing to let obstacles get in the way to achieve your goals.



# Te Reo Māori Glossary

**Aotearoa:** te reo Māori name for New Zealand

**Aroha:** often translated as “love”; aroha encompasses compassion, kindness, empathy, caring and affection. It is the absence of ego. Aroha draws out the best in people, it rejects greed, aggression and ignorance and instead encourages actions that are generous

**Hapū:** kinship group, subtribe – section of a large kinship group and the primary political unit in traditional Māori society. A hapū consists of several whānau sharing descent from a common ancestor, usually being named after the ancestor, but sometimes from an important event in the group’s history. A few related hapū usually share adjacent territories forming a looser tribal federation (iwi)

**Hui:** gathering, meeting, assembly, seminar, conference

**Hui-ā-Tau:** annual meeting

**Iwi:** extended kinship group, tribe, nation, people, nationality, race - often refers to a large group of people descended from a common ancestor and associated with a distinct territory

**Kaumātua:** an elder, a person of status within the whānau

**Kaupapa:** topic, policy, matter for discussion, plan, purpose, scheme, proposal, agenda, subject, programme, theme, issue, initiative

**Kete:** a basket or kit of knowledge

**Kaitiakitanga:** providing care in a way that acknowledges our role as healers and guardians of the wellbeing of those in our care and those undertaking training in emergency medicine. Providing care in a way that recognises that we are part of the natural world, inter-connected with all things. Acknowledging the role of the natural world in healing and wellbeing, the way we must take care of Papatūānuku the Earth and Ranginui the sky, to limit global warming and create sustainable solutions to the provision of healthcare

**Kaikōkiri (champions):** refers to a person who actively advances kaupapa, mobilises action, and supports collective progress, drawing from the root term kōkiri (to move forward, advance) (Moorfield, 2023). Similar to champions

**Koha:** koha is a gift or donation (in cash or kind) given in accordance with kawa (Māori protocol). It is generally a gift that is acknowledged for a specific contribution or service

**Mana:** the prestige and spiritual power which all people, many places and some objects possess

**Manaaki:** the act of supporting, taking care of, giving hospitality to, protecting, and showing respect, generosity and care

**Manaakitanga:** providing care in a mana enhancing manner: ensuring whānau and staff feel welcomed, names are pronounced correctly, people are seen and heard without prejudice, and treated with kindness, dignity and respect

**Mana whenua:** territorial rights, power from the land, authority over land or territory, jurisdiction over land or territory

**Marae:** the open area in front of the wharenui (main meeting house), where formal greetings and discussions take place. Often also used to include the complex of buildings around the marae

**Mātauranga Māori:** Māori knowledge, wisdom, understanding

**Mauri Ora:** healthy individuals

**Mihi:** to greet, pay tribute, acknowledge, thank

**Moemoeā:** vision or purpose

**Pae Ora:** healthy futures for whānau

**PŌTAE framework:** in te reo Māori, a pōtae can be a cap, hat, or covering for the head, but can also mean to put on the head, or to surround or envelop. For this pou, we intend it to refer to the principles of Te Tiriti, which we think should be considered at the head, as well as envelop, Manaaki Mana work in our emergency departments. **Partnership** – working with Māori in governance, design, delivery and monitoring-commitment to Te Tiriti; **Options** – emergency departments are culturally appropriate, safe and supportive; **Tino Rangatiratanga** – enabling Māori self-determination, and empower whānau voice; **Active protection** – active protection of Māori rights, health, wellbeing and te ao Māori in our emergency departments; **Equity** – achieving equitable health outcomes and culturally safe care for Māori



**Pōwhiri:** the custom of welcoming and hosting manuhiri (visitors). Even when you are not on a marae (for example in an office space or other meeting venues) protocols guide how pōwhiri should be conducted

**Rongoā:** traditional Māori medicine. It includes herbal medicine made from plants, physical techniques like massage, and spiritual healing

**Rōpū:** committee, group, company, association, entourage, organisation, category

**Tangata whenua:** often translated as First People of Aotearoa New Zealand. Tangata whenua literally means people of the land – those who have authority in a particular place. This is based on a deep relationship with that place, through births and ancestors' births

**Taonga:** treasure – applied to anything considered to be of value including socially or culturally valuable objects, resources, phenomenon, ideas and techniques

**Te ao Māori:** Māori world, Māori world view

**Te reo Māori (te reo):** the Māori language

**Te Tiriti o Waitangi (Te Tiriti):** The Treaty of Waitangi

**Tika me Pono:** doing the right thing. Being a genuine and sincere advocate, not only for whānau seeking emergency care, but also in the wider context of health care and society. Upholding Te Tiriti o Waitangi, learning the skills of anti-racism and committing to dismantling and eliminating racism

**Tikanga:** correct procedure, custom, habit, lore, method, manner, rule, way, code, meaning, plan, practice, convention, protocol – the customary system of values and practices that have developed over time and are deeply embedded in the social context

**Wai Ora:** healthy environments

**Wairua:** providing care in a way that recognises the importance of wairua, the immortal spirit or soul of a person. Understanding that healing extends beyond the physical body and that the essence of our existence is as spiritual beings. Recognise that a healthy wairua is fundamental to wellbeing and that it must be in balance with the hinengaro (mind) and tinana (body)

**Whakaaro:** thought, opinion, plan, understanding, idea, intention, gift, conscience

**Whakamana:** when providing care, we ensure that patient autonomy and tino rangatiratanga/self-determination is maintained, empowering patients and whānau to be fully involved in health care decisions, especially informed consent, with clear communication that validates lived experience, and recognises the role of mātauranga Māori and te ao Māori models of health in wellbeing

**Whakatauki:** proverb or significant saying. Whakatauki play an important role in Māori culture

**Whānau:** extended family, family group, a familiar term of address to a number of people. Increasingly used to include friends who may not have kinship ties

**Whānau Ora:** healthy families

**Whanaungatanga:** providing care in a way that builds relationships and meaningful connections with patients and whānau, recognising that the individual is bound to a larger group, affirming the value of the collective, that we are all interdependent, creating authentic engagement. Working with mana whenua and colleagues in the same manner



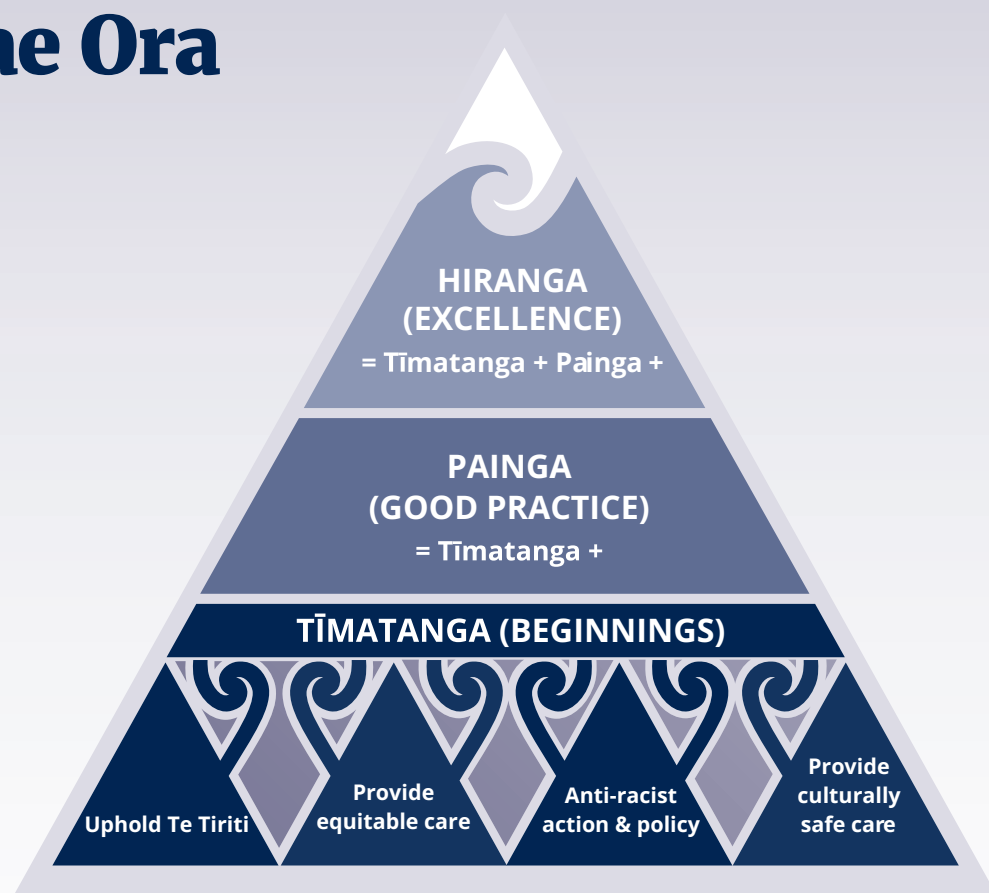
# He Ara Tiatia ki te Taumata o Pae Ora

The previous versions of Te Rautaki Manaaki Mana, ACEM's strategy for excellence in emergency care for Māori, promoted the development and implementation of ACEM standards on Pae Ora for emergency departments in Aotearoa New Zealand, and this goal continues in Te Rautaki Manaaki Mana 2026-2029. The original concept of He Ara Tiatia ki te Taumata o Pae Ora was a stepwise approach to reach the pinnacle of Pae Ora (healthy futures for Māori), with four pou (pillars) as a basis: upholding Te Tiriti o Waitangi, ensuring care is equitable, dismantling racism by anti-racist action and policy, and providing culturally safe care. The possible actions and standards were grouped into three levels, tīmatanga, painga and hiranga.

Following feedback from experts and our Manaaki Mana kaikōkiri, He Ara Tiatia has been modified for Te Rautaki Manaaki Mana 2026-2029 so that each pou now has actions for Individuals, as well as ED leadership and ED. Within the different pou, uphold Te Tiriti o Waitangi pou now uses a principles-based approach (PŌTAE) for each level, and provide culturally safe care now explicitly divides actions for each level into cultural safety, cultural competence and hauora Māori, to be consistent with the cultural safety training plan for vocational medicine in Aotearoa New Zealand. The three levels concept remains the same.



# Pae Ora



**TĪMATANGA** is the beginning, where our foundation is laid – we see the tīmatanga actions and standards under each of the four headings as the key points to start our Pae Ora journey.

**PAINGA** is good practice, that steadily ascends towards Pae Ora. Usually tīmatanga actions will be completed before progressing to painga, but as some goals progress faster than others, we may implement painga actions before completing all the tīmatanga actions.

**HIRANGA** is best practice, where evidence of excellence is apparent and maintained. Usually we will have completed the tīmatanga and painga actions before progressing to hiranga, but you may be at different levels under the different headings.



# Appendix

## Appendix A: Updated He Ara Tiatia ki te Taumata o Pae Ora

### A principles-based approach to upholding Te Tiriti o Waitangi in authentic partnerships in the emergency department setting: PŌTAE.

In te reo Māori, a pōtae can be a cap, hat or covering for the head, but can also mean to put on the head, or to surround or envelop. For this pou, we intend it to refer to the principles of Te Tiriti, which we think should be considered at the head, as well as envelop, Manaaki Mana work in our emergency departments.

Partnership, Ōptions, Tino Rangatiratanga, Active Protection, Equity

### Uphold Te Tiriti o Waitangi in Authentic Partnerships

#### Tīmatanga

|                      |   |                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ED Leadership and ED | P | <ul style="list-style-type: none"><li>are developing a relationship with the hospital Māori Health team to guide provision of culturally safe ED care and training;</li><li>leaders have attended Te Tiriti training courses and staff are supported and encouraged to attend courses; and</li><li>are familiar with Māori Health strategies and plans eg Te Rautaki Manaaki Mana and Ministry of Health plans such as Whakamaaua.</li></ul> |
|                      | Ō | <ul style="list-style-type: none"><li>have started planning how te reo Māori, values, tikanga, models of care and practices will be acknowledged in the ED, and how new staff will be orientated to them; and</li><li>have plans for investigating whether culturally safe care is being delivered in the ED.</li></ul>                                                                                                                      |
|                      | T | <ul style="list-style-type: none"><li>ensures that during any re-design of the ED, included consultation with mana whenua, hospital Māori Health team and/or Māori staff;</li><li>have committed to growing a culturally safe workforce;</li><li>has publicised and begun implementation of local tikanga guidelines for patient care; and</li><li>ensure that accurate ethnicity data is captured for patients.</li></ul>                   |

|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            | <p><b>A</b></p> <ul style="list-style-type: none"> <li>• have planned how to show progress towards Pae Ora;</li> <li>• have supported the development of Manaaki Mana kaikōkiri group;</li> <li>• ensures there is orientation for new/overseas-trained staff includes Te Tiriti, cultural safety, &amp; antiracism; and</li> <li>• ensure that departmental education program includes sessions on historical contexts, impacts of colonisation, Māori Health issues, and cultural safety.</li> </ul>                                                                                                                                                                  |
|            | <p><b>E</b></p> <ul style="list-style-type: none"> <li>• ensure that accuracy of ethnicity data is regularly audited;</li> <li>• have plans for quality standards, key performance indicators (KPIs) and audits to include equity measures;</li> <li>• investigates how can implement hospital's equity plan in the ED setting;</li> <li>• considers how during interviews for new staff, there can be a check for understanding of equity, anti-racism, cultural safety and Te Tiriti issues; and</li> <li>• ensures workforce demographic data is audited to determine equitable representation and have considered how to attract and retain Māori staff.</li> </ul> |
| Individual | <p><b>P</b></p> <ul style="list-style-type: none"> <li>• reflect on knowledge gaps about Te Tiriti and seek to remedy them; and</li> <li>• learn about Te Rautaki Manaaki Mana and consider how you could help contribute.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|            | <p><b>Ō</b></p> <ul style="list-style-type: none"> <li>• reflect on knowledge of Māori values, and practices and remedy gaps; and</li> <li>• consider how to show respect for tikanga and te reo Māori in your practice.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|            | <p><b>T</b></p> <ul style="list-style-type: none"> <li>• learn about the concept of tino rangatiratanga and the historical context of the place you work; and</li> <li>• learn about the concept of cultural loading and ensure you do not contribute to this.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                               |
|            | <p><b>A</b></p> <ul style="list-style-type: none"> <li>• learn about local tikanga guidelines and respect them;</li> <li>• reflect on your knowledge about cultural safety and culturally safe care in the ED setting; and</li> <li>• seek to understand types of racism, and how to be anti-racist.</li> </ul>                                                                                                                                                                                                                                                                                                                                                         |
|            | <p><b>E</b></p> <ul style="list-style-type: none"> <li>• reflect on your knowledge of health inequities and inequalities for Māori; and</li> <li>• consider how any audit you do could include an equity lens.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                               |



## Painga

### ED Leadership

- |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>P</b> | <ul style="list-style-type: none"> <li>• have evidence of a close relationship with the hospital Māori Health team including collaboration on major projects;</li> <li>• have reviewed Māori Health strategies and action plans previously mentioned, and demonstrate progress to implementation of aspects within the ED; and</li> <li>• demonstrate that more than half of the ED staff have attended Te Tiriti training courses.</li> </ul>                                                                                                                                                                                                                    |
| <b>Ō</b> | <ul style="list-style-type: none"> <li>• have evidence of how te reo Māori, values, tikanga, models of care and practices are acknowledged in the ED, and how new staff are orientated to them;</li> <li>• have evidence of delivering culturally safe care in the ED; and</li> <li>• can show that new ED staff (particularly staff from overseas) have orientation that includes Te Tiriti principles, Pae Ora standards and departmental expectations of respecting te reo Māori, values, and practices, and that existing staff are also familiar with these expectations.</li> </ul>                                                                         |
| <b>T</b> | <ul style="list-style-type: none"> <li>• has evidence of implementation of local tikanga guidelines for patient care;</li> <li>• have evidence that any re-design of the ED, included consultation with mana whenua, hospital Māori Health team and/or Māori staff; and</li> <li>• have data to show that accurate ethnicity data is captured for patients.</li> </ul>                                                                                                                                                                                                                                                                                            |
| <b>A</b> | <ul style="list-style-type: none"> <li>• have evidence to show progress towards upholding Pae Ora;</li> <li>• have evidence that all staff have access to departmental education sessions relevant to excellence in emergency care for Māori; and</li> <li>• have dedicated nonclinical time allocated for Manaaki Mana kaikōkiri work.</li> </ul>                                                                                                                                                                                                                                                                                                                |
| <b>E</b> | <ul style="list-style-type: none"> <li>• have data showing that accuracy of ethnicity data is regularly audited;</li> <li>• have evidence that quality standards, KPIs and audits include equity measures and have plans to address inequities discovered;</li> <li>• demonstrates how hospital's equity plan is being implemented in the ED setting;</li> <li>• shows progress towards equitable workforce representation, with plans to attract and retain Māori staff;</li> <li>• shows staff interview questions that cover equity, anti-racism, cultural safety and Te Tiriti; and</li> <li>• have taken steps to attract and retain Māori staff.</li> </ul> |



|            |          |                                                                                                                                                                                                                                                                                                |
|------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Individual | <b>P</b> | <ul style="list-style-type: none"> <li>• has reflected on knowledge gaps about Te Tiriti and taken steps to remedy them; and</li> <li>• has learned about Te Rautaki Manaaki Mana and taken steps to contribute.</li> </ul>                                                                    |
|            | <b>Ō</b> | <ul style="list-style-type: none"> <li>• has reflected on knowledge of Māori values, and practices and taken steps to remedy gaps; and</li> <li>• has implemented showing respect for tikanga and te reo Māori into daily practice.</li> </ul>                                                 |
|            | <b>T</b> | <ul style="list-style-type: none"> <li>• has learned about tino rangatiratanga and historical context and can explain it to others; and</li> <li>• has learned about the concept of cultural loading and avoids contributing to this.</li> </ul>                                               |
|            | <b>A</b> | <ul style="list-style-type: none"> <li>• has learned local tikanga guidelines and shows respect for them;</li> <li>• understands cultural safety, and how to deliver culturally safe care in the ED setting; and</li> <li>• understands types of racism, and how to be anti-racist.</li> </ul> |
|            | <b>E</b> | <ul style="list-style-type: none"> <li>• has some knowledge of health inequities and inequalities for Māori;</li> <li>• has ensured ED audits include an equity lens; and</li> <li>• ensures that Māori staff, patients and whānau do not experience racism or microaggressions.</li> </ul>    |



## Hiranga

### ED Leadership and ED

- |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>P</b> | <ul style="list-style-type: none"> <li>• have implemented Māori Health strategies and action plans previously mentioned, and are monitoring outcomes;</li> <li>• leaders have worked closely with the Māori Health team who are embedded and welcomed in ED and provide cultural support; and</li> <li>• welcomes new staff to the ED team in partnership with the Māori Health team through local or organisational pōwhiri.</li> </ul>                                                                                                                                                                                                                                                    |
| <b>Ō</b> | <ul style="list-style-type: none"> <li>• demonstrates that new staff and existing staff are all familiar with expectations as laid out in Painga with ongoing monitoring;</li> <li>• demonstrates ongoing monitoring that delivering culturally safe care in the ED; and</li> <li>• understands and supports the development of Kaupapa Māori services in the ED setting.</li> </ul>                                                                                                                                                                                                                                                                                                        |
| <b>T</b> | <ul style="list-style-type: none"> <li>• has a strategy to support and promote Māori leadership and redress cultural loading;</li> <li>• shows evidence of incorporating Māori models of care, acknowledging Māori values, practices and language;</li> <li>• has evidence of implementation of local tikanga guidelines for patient care;</li> <li>• have sort feedback from mana whenua, hospital Māori Health team and/or Māori staff on process for re-design of the ED, and ensures that feedback informs future plans; and</li> <li>• demonstrates ongoing monitoring of accuracy ethnicity data capture for patients.</li> </ul>                                                     |
| <b>A</b> | <ul style="list-style-type: none"> <li>• produces a yearly report on progress towards Pae Ora;</li> <li>• have evidence that all staff have attended education sessions relevant to excellence in emergency care for Māori, and contribute to Manaaki Mana work;</li> <li>• shows how will support and promote Māori leadership and address cultural loading;</li> <li>• has evidence of meeting action points in the Manaaki Mana recommendations; and</li> <li>• EDs advocate that the hospitals and services to which ED patients are referred, and with which ED staff, patients and whānau interact have policies and practices that meet Te Tiriti o Waitangi obligations.</li> </ul> |

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   | <p><b>E</b></p> <ul style="list-style-type: none"> <li>• have data showing that accuracy of ethnicity data is regularly audited;</li> <li>• have evidence that quality standards, KPIs and audits include equity measures and when inequities have been discovered they have addressed, and monitoring is ongoing;</li> <li>• shows evidence that when hiring new staff, questions about equity, anti-racism, cultural safety and Te Tiriti o Waitangi have identified potential issues;</li> <li>• shows evidence of being able to attract and retain Māori staff; and</li> <li>• ensures equitable access for Māori patients and whānau.</li> </ul>                                                                                                                                                                                                                                                                                    |
| <b>Individual</b> | <p><b>P</b></p> <ul style="list-style-type: none"> <li>• actively works towards upholding Te Tiriti obligations and Manaaki Mana goals</li> </ul> <p><b>Ō</b></p> <ul style="list-style-type: none"> <li>• incorporates knowledge of Māori values, tikanga and te reo Māori into daily practice</li> </ul> <p><b>T</b></p> <ul style="list-style-type: none"> <li>• ensures tino rangatiratanga is upheld in daily practice and in ED planning</li> </ul> <p><b>A</b></p> <ul style="list-style-type: none"> <li>• actively promotes implementation of cultural safety, anti-racism, equity and Te Tiriti work in the ED setting and to services to which ED patients are referred</li> </ul> <p><b>E</b></p> <ul style="list-style-type: none"> <li>• ensures that audits and research include an equity lens and that improvements to address inequities are implemented, and promotes that other ED clinicians do the same</li> </ul> |



## Provide and Demonstrate Equitable Care

### Tīmatanga

#### ED Leadership and ED

- has a plan for evaluating Māori patient and whānau experiences and mechanisms for change;
- ensures that correct ethnicity data is collected for ED attendees and can show that has done at least one audit of ethnicity data collection accuracy;
- shows an understanding of auditing with an equity lens;
- ensures quality standards and KPIs include equity measures;
- advises staff performing audits to include equity measures in reports;
- ensures research includes partnership with Māori;
- reports equity results for three to five of the following quality measures:
  - accuracy of ethnicity data collection
  - time to PCI or thrombolysis in STEMI
  - time to antibiotics in sepsis
  - time to analgesia in acute pain (renal colic, fractures, appendicitis)
  - trauma outcomes
  - patients who left before treatment started or completed
  - equitable triage for common conditions such as chest pain, abdominal pain or paediatric fever
  - equitable and appropriate access to investigations and/or treatments such as:
    - CT scanning in renal colic or head injury or major trauma
    - ECG and aspirin in suspected acute coronary syndrome
    - morbidity and mortality
    - adverse outcomes
    - re-presentations
    - complaints
    - mental health services responsiveness to Māori patients and whānau
    - suicide risk assessment completion and/or suicide prevention strategies
    - appropriate discharge prescribing e.g. inhaled steroids in asthma
- plans for how to address inequities that are uncovered.

#### Individual

- starts reflecting on own audits or research previously done and whether an equity lens was included;
- starts reflecting on knowledge about health inequities for Māori;
- learns about ED audits done locally and advocates for equity measures in all audits;
- addresses knowledge gaps by learning about how to measure equity in ED care; and
- plans a future audit that includes checking for equity.

## Painga

### ED Leadership and ED

- ensures chosen quality standards and KPIs routinely report equity measures, with equal explanatory power;
- has evidence that, the majority of ED staff performing audits include equity measures in reports;
- shows evidence of addressing inequities that have been discovered in a timely manner;
- has evidence of partnership with Māori in research completed in the ED and some research is undertaken that is compatible with Kaupapa Māori research principles;
- has evidence of evaluating Māori patient and whānau experience and changes made in response; and
- reports equity results for five or more of the Tīmatanga quality measures.

### Individual

- develops an understanding of the concept of equal explanatory power;
- demonstrates that knows how to measure equity in ED care;
- has done an audit that includes an equity lens, and has plans to address any inequities found;
- has reflected on knowledge gaps about health inequities for Māori and has remedied gaps; and
- had learned about ED audits done locally and has advocated for equity measures in all audits.

## Hiranga

### ED Leadership and ED

- ensures quality standards and KPIs, including all Tīmatanga quality measures routinely report equity measures;
- ensures all ED staff performing audits and research include reports of equity measures;
- shows evidence of addressing all inequities that have been discovered;
- shows that regularly audits accuracy of ethnicity data collection;
- collects ethnicity data from ED attendees than includes iwi/hapū identification;
- research completed in the ED has evidence of partnership with Māori and includes research consistent with Kaupapa Māori research methodologies; and
- reports equity results for 10 or more of the Tīmatanga quality measures.

### Individual

- has performed one or more ED audits with an equity lens, that incorporates equal explanatory power, and has examples of addressing any inequities found in partnership with ED leadership team, Māori Health team and community;
- has excellent knowledge of inequities for Māori in the ED setting and useful strategies to address them;
- can discuss ED audits done locally and continues to advocate for equity measures in all audits; and
- actively helps other ED staff plan ED audits with an equity lens and equal explanatory power or plans own future audit cycles.



## Be Anti-Racist in Action and Policy

### Timatanga

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ED Leadership and ED</b> | <ul style="list-style-type: none"> <li>• have started training on societal, institutional, internalised and interpersonal racism, microaggressions, types of privilege, unconscious bias and decolonisation and how they apply in Aotearoa New Zealand;</li> <li>• have reflected on potential for institutional racism and bias in the ED and how to mitigate or remedy this;</li> <li>• have safe plans for evaluating whether patients, whānau and staff are experiencing racism, microaggressions or bias, such as anonymous surveys or safe qualitative research and/or National Patient Experience Survey;</li> <li>• have safe plans for remedial action when evidence of racism, microaggressions or bias is found, that are fair and acceptable to those affected;</li> <li>• have plans to support and encourage development of Māori ED workforce, including recruitment and retention strategies; and</li> <li>• staff are encouraged to reflect on societal, institutional, internalised and interpersonal racism, microaggressions, privilege, unconscious bias and decolonisation in Aotearoa New Zealand, have access to resources about these issues, and are encouraged and supported to attend training courses (e.g. Belong Aotearoa or Tauiri Tautoko).</li> </ul> |
| <b>Individual</b>           | <ul style="list-style-type: none"> <li>• starts reflecting on societal, institutional, internalised and interpersonal racism, microaggressions, types of privilege, unconscious bias and decolonisation and how they apply in Aotearoa New Zealand, and identifying knowledge gaps;</li> <li>• starts to access resources to address identified knowledge gaps;</li> <li>• reads ED and hospital policies on addressing racism and/or starts advocating for development of anti-racist policies; and</li> <li>• plans to attend an anti-racism training course.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |



## Painga

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ED Leadership and ED</b> | <ul style="list-style-type: none"><li>• can show evidence that more than half of ED staff and trainees have attended training courses or reflected on societal, institutional, internalised and interpersonal racism, microaggressions, privilege, unconscious bias and decolonisation in Aotearoa New Zealand;</li><li>• demonstrate understanding of societal, institutional, internalised and interpersonal racism, microaggressions, types of privilege, unconscious bias, decolonisation and have plans for prevention and intervention in the ED;</li><li>• have evidence of evaluating whether patients, whānau and staff are experiencing racism, microaggressions or bias, and examples of successful remediation when found; and</li><li>• have evidence of supporting development of Māori ED workforce including recruitment and retention strategies working toward population parity.</li></ul> |
| <b>Individual</b>           | <ul style="list-style-type: none"><li>• has reflected on societal, institutional, internalised and interpersonal racism, microaggressions, types of privilege, unconscious bias and decolonisation and how they apply in Aotearoa New Zealand, and started addressing knowledge gaps;</li><li>• has found, read and understood ED and hospital policies on addressing racism, and/or advocated for development of anti-racist policies;</li><li>• has attended an anti-racism training course, and begins to share learning with others; and</li><li>• has made a plan about how to safely address any witnessed examples of racism or microaggressions.</li></ul>                                                                                                                                                                                                                                            |

## Hiranga

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ED Leadership and ED</b> | <ul style="list-style-type: none"><li>• can show evidence that more than 80 per cent of ED staff have attended training courses and reflected on societal, institutional, internalised and interpersonal racism, microaggressions, types of privilege, unconscious bias and decolonisation in Aotearoa New Zealand and have made changes to systems, practices and attitudes;</li><li>• show evidence of monitoring to ensure that patients, whānau and staff experience no racism, microaggressions or bias, and/or;</li><li>• demonstrates that when incidents of racism, microaggression or bias are uncovered, there are examples of safe, successful remediation, and progressive elimination;</li><li>• demonstrates progressive improvement and success in Māori ED workforce recruitment, retention and development strategies; and</li><li>• has advocated for anti-racism and bias mitigation policies within services to which ED patients are referred, and with which ED staff, patients and whānau interact.</li></ul> |
| <b>Individual</b>           | <ul style="list-style-type: none"><li>• demonstrates has thorough knowledge about societal, institutional, internalised and interpersonal racism, microaggressions, types of privilege, unconscious bias and decolonisation and how they apply in Aotearoa New Zealand;</li><li>• role models and advocates for the development and implementation of anti-racist policies in their ED;</li><li>• has attended an anti-racism training course and refreshers, and shares learning with others; and</li><li>• can give examples of how they have safely addressed witnessed examples of racism or microaggressions.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                         |



## Provide Culturally Safe Care

In the 2026 revision of this pou, Manaaki Mana are taking the position that there are three main aspects to providing culturally safe care for Māori in the emergency department setting: cultural safety, cultural competence, and Hauora Māori. This pou has been revised using definitions from the Cultural Safety Training Plan for Vocational Medicine in Aotearoa, and from discussions surrounding the drafts of Medical Council of New Zealand statements on cultural safety, cultural competence and Hauora Māori.

Table 1: Definitions of Hauora Māori, cultural competence and cultural safety

| CULTURAL SAFETY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | CULTURAL COMPETENCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | HAUORA MĀORI                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Culturally safe medical practitioners engage in ongoing development of critical consciousness, involving self-reflection on their own biases, attitudes, assumptions, stereotypes, prejudices, structures and characteristics that may affect their practice.</p> <p>They examine and redress power relationships in consultations, with colleagues and within the healthcare ecosystem, and they commit to transformative action internally, horizontally and vertically.</p> <p>They ensure that cultural safety is defined by the patients, whānau, and communities that they serve.</p> | <p>Culturally competent medical practitioners are committed to ongoing development of the knowledge and skills to work effectively within cross-cultural contexts. They recognise that the definition of culture is wider than ethnic understandings, and includes other social groups defined by their behaviours, beliefs and values.</p> <p>They accommodate for the cultural preferences of patients, whānau and communities, and have knowledge of cultural protocols, beliefs and language, and use this to facilitate engagement with patients during clinical encounters.</p> <p>They have the communication skills and confidence to ask about cultural expectations and traditional practices, including the correct pronunciation of names.</p> | <p>Medical practitioners have knowledge of the historical and contemporary Māori health situation, use Māori health models within clinical practice, engage appropriately with Māori patients, whānau and communities, and are familiar with te reo Māori and tikanga Māori and the diversity of Māori beliefs, values and experiences.</p> <p>Health is considered a property of the collective rather than the individual and is holistically viewed, incorporating physical, mental, emotional, spiritual and whānau dimensions, and the relationship with whenua and environment.</p> |

<https://www.cmc.org.nz/media/4xmpx1dz/cultural-safety-training-plan-for-vocational-medicine-in-aotearoa.pdf>

### ED Leadership and ED

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#### Cultural Safety

- leaders have started training in the concepts of cultural safety and/or critical consciousness and reflected on potential biases and start encouraging staff to do the same;
- demonstrates familiarity with regulatory bodies' policies and frameworks for cultural safety e.g. Medical Council of New Zealand and Council of Medical Colleges;
- have begun exploring ways of getting feedback from patients and whānau and staff about whether ED is providing culturally safe care;
- seeks feedback safely from ED staff (e.g. anonymous surveys) and reflects on whether the workplace is culturally safe, and whether senior staff model culturally safe care;
- has plans for identifying practices contributing to a culturally unsafe workplace, or staff who need further cultural safety training, and have plans for remediation;
- begins reflecting on reducing bias in ED patient care, teaching, management, workforce, research and data collection; and
- begins reviewing workforce demographics and recruitment policies to determine if the ED reflects the diversity of the community it serves.

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#### Cultural Competence

- have begun developing the understanding of the definition of culture and knowledge and skills to work in cross-cultural contexts and begin to encourage staff to do the same;
- developing communication skills to ask about cultural expectations including correct pronunciation of names and have started encouraging staff to do the same; and
- starts developing mechanisms for ED patients and whānau to access support for cultural protocols, beliefs and language.

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#### Hauora Māori

- leaders have started accessing education that develops knowledge of Te Tiriti o Waitangi and Māori health issues and have begun ensuring staff have access to the same;
  - ensures staff and leaders have started implementation of local Tikanga Māori guidelines;
  - have started developing a relationship with the local Māori Health team, as well as Māori patients, whānau and communities;
  - ensures staff and leaders have opportunities to learn pronunciation of Māori names, place names and basic greetings, and role model everyday use of te reo;
  - developing familiarity with Māori health models, and holistic views of health; and
  - exploring mechanisms to ensure that audits include an equity lens for Māori.
- 



**Individual****Cultural Safety**

- reviews Medical Council of New Zealand and Council of Medical Colleges policies and frameworks for cultural safety;
- starts reflecting on their own power, privilege, biases, attitudes, assumptions, stereotypes, prejudices, and characteristics that may affect the quality of ED care provided;
- starts to examine power relationships in consultations with patients, whānau and colleagues, and within organisations, health services, workplaces and training, that may affect ED care;
- makes plans to attend cultural safety training; and
- starts to consider how to change practice and influence healthcare to reduce bias and achieve equity in the ED setting.

**Cultural Competence**

- learns about the wider definition of culture that includes ethnicity and other social groups;
- starts to develop knowledge and skills to work in cross-cultural contexts; and
- starts to consider how to ask about cultural expectations and traditional practices.

**Hauora Māori**

- starts reflecting on knowledge of Te Tiriti o Waitangi, as well as historic and contemporary Māori health issues, inequities and models of care, identifies knowledge gaps and starts finding resources to address gaps;
- starts reflecting on the equity of their medical practice for Māori; and
- starts learning about tikanga Māori, te reo Māori pronunciation and Māori beliefs and values.

**Painga****ED  
Leadership  
and ED****Cultural Safety**

- leaders and more than half of ED staff have undergone training in the concepts of cultural safety and/or critical consciousness and reflected on potential biases;
- can demonstrate has received feedback from patients, whānau and staff about whether ED is providing culturally safe care, and have started improvements, and/or staff remediation;
- can demonstrate changes made to reduce bias in ED patient care, teaching, management, workforce, research and data collection; and
- can demonstrate review of workforce demographics and recruitment policies and made changes to ensure ED workforce reflects community.

**Cultural Competence**

- leaders and many ED staff can demonstrate an understanding of the definition of culture and knowledge and skills to work in cross-cultural contexts;
- there is evidence that leaders and many ED staff have communication skills to ask about cultural expectations including correct pronunciation of names; and
- mechanisms for ED patients and whānau to access support for cultural protocols, beliefs and language are being trialled or established.



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### Hauora Māori

- almost all leaders can demonstrate knowledge of Te Tiriti o Waitangi, Māori health issues and Māori models of care more than half of ED staff have done training;
- leaders and ED staff are familiar with local Tikanga Māori guidelines;
- there is an established relationship with the local Māori Health team, as well as Māori patients, whānau and communities, and there is evidence that advice has been implemented;
- re-designs of the ED include consultation with mana whenua via the Māori Health team and Māori staff;
- leaders and many staff have learned pronunciation of Māori names, place names and basic greetings, and role model everyday use of te reo;
- te reo Māori is visible and heard within the ED and bilingual Māori/English signage is planned; and
- more than half of ED audits include an equity lens for Māori.

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### Cultural Safety

- Can discuss changes to ED practice after reflecting on their own power, privilege, biases, attitudes, assumptions, stereotypes, prejudices and characteristics;
- has taken steps to make or advocate for change after examining power relationships in consultations with patients, whānau and colleagues, and within organisations, health services workplaces and training;
- has attended cultural safety training; and
- can discuss how will change practice and influence healthcare to reduce bias and achieve equity in the ED setting.

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### Cultural Competence

- can demonstrate knowledge of the definition of culture that includes ethnicity and other social groups, as well as knowledge and skills to work in cross-cultural contexts; and
- has tried asking about cultural expectations and traditional practices.

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### Hauora Māori

- can discuss knowledge gaps regarding Te Tiriti o Waitangi, as well as historic and contemporary Māori health issues, inequities and models of care, and what resources were helpful to address them;
  - can discuss how has determined if their medical practice for Māori is equitable;
  - can demonstrate developing knowledge of tikanga Māori, te reo Māori pronunciation, Māori beliefs and values; and
  - considers how can build relationships with Māori Health, patients and whānau.
- 



## Hiranga

### ED Leadership and ED

#### Cultural Safety

- can demonstrate that more than 80 per cent of ED staff have undergone training in the concepts of cultural safety and/or critical consciousness and how biases have been mitigated with ongoing evaluation of workplace cultural safety;
- can demonstrate improvements and staff remediation made in response to feedback about whether ED is providing culturally safe care;
- can demonstrate ongoing changes in workforce demographics to ensure ED workforce reflects community; and
- ED staff advocate for culturally safe workplaces within services to which ED patients are referred, and with which ED staff, patients and whānau interact.

#### Cultural Competence

- leaders and more than 80 per cent of ED staff can demonstrate an understanding of the definition of culture and knowledge and skills to work in cross-cultural contexts, including communication skills to ask about cultural expectations; and
- ED patients and whānau have access to support for cultural protocols, beliefs and language and quality improvement cycles are ongoing.

#### Hauora Māori

- all leaders and more than 80 per cent of ED staff are familiar with Te Tiriti o Waitangi, Māori health issues, Māori models of care, tikanga guidelines and engagement practices such as pōwhiri, greeting and karakia;
- Māori Health staff are part of the ED team, with kaiawhina, pou whirinaki or similar advocates present for cultural support;
- re-designs of the ED include consultation with mana whenua via the Māori Health team throughout the process and reflect te ao Māori concepts so as to provide space for whānau to be together at all times if wished, and are safe places of healing or solace in times of distress with access to natural light and to te taiao (natural environment) if possible;
- leaders and staff demonstrate correct pronunciation of Māori names, place names and basic greetings, and role model everyday use of te reo;
- te reo Māori is widely visible and heard within the ED and bilingual Māori/English signage is widespread; and
- more than 80 per cent of ED audits include an equity lens for Māori.

## Individual

### Cultural Safety

- can demonstrate repeated evaluations and changes to ED practice after reflecting on their own power, privilege, biases, attitudes, assumptions, stereotypes, prejudices and characteristics, and advocacy undertaken for change after examining power relationships in consultations with patients, whānau and colleagues, and within organisations, health services, workplaces and training; and
- has examples of how has changed practice and influenced healthcare to reduce bias and achieve equity in the ED setting, and advocated for others to do the same.

### Cultural Competence

- has examples of knowledge and skills developed to work in cross-cultural contexts in ED; and
- can give examples of how has asked about cultural expectations and traditional practices.

### Hauora Māori

- has addressed knowledge gaps regarding Te Tiriti o Waitangi, as well as historic and contemporary Māori health issues, inequities and models of care, and has plan for keeping knowledge current;
- can give examples of ED audits has done to determine if practice for Māori is equitable;
- role models everyday use of te reo Māori, and can demonstrate correct pronunciation of Māori names, place names and basic greetings, as well as show knowledge of tikanga Māori; and
- can show that has built relationships with Māori Health team, patients and whānau.

## References

Moorfield, J. C. (n.d.-a). Kōkiri. In *Te Aka Māori Dictionary*. Retrieved May 28, 2026, from <https://maoridictionary.co.nz/word/2854>

Moorfield, J. C. (n.d.-b). Kai-. In *Te Aka Māori Dictionary*. Retrieved May 28, 2026, from <https://maoridictionary.co.nz/word/1896>



**Appendix B:** Manaaki Mana Goals and Actions

| <b>Māori – Crown Relationships</b>                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Goal</b>                                                                                                                                                                 | <b>Action</b>                                                                                                                                                                                                                                                                                                                           |
| <b>1. ACEM continues to strive to fulfil its commitment to Māori as set out in the ACEM Constitution, Te Rautaki Manaaki Mana and He Ara Tiatia ki te Taumata o Pae Ora</b> | 1.1 Continue to support Te Rōpū Manaaki Mana to implement Te Rautaki Manaaki Mana by providing the necessary resources and advocacy at all levels of the College.                                                                                                                                                                       |
|                                                                                                                                                                             | 1.2 Continue to work with our key partners to influence Government policy and health reform.                                                                                                                                                                                                                                            |
|                                                                                                                                                                             | 1.3 Produce an annual plan and report on progress to achieve the goals set out in Te Rautaki Manaaki Mana and He Ara Tiatia ki te Taumata o Pae Ora.                                                                                                                                                                                    |
|                                                                                                                                                                             | 1.4 Conduct an annual review of Māori Fellow, trainee and community member representation on ACEM entities, including the ACEM Board, and monitor.                                                                                                                                                                                      |
|                                                                                                                                                                             | 1.5 Build accessible pathways that invite Māori community into ACEM governance, advisory groups and strategic forums, supported by structured mentoring and succession planning to grow Māori leadership across the College.                                                                                                            |
|                                                                                                                                                                             | 1.6 Continue efforts to support Māori representation on the ACEM Aotearoa National Council, with appropriate reporting to/from Council where representation is not possible.                                                                                                                                                            |
|                                                                                                                                                                             | 1.7 Continue to ensure that (1) a pōwhiri is conducted at appropriate College hui and acknowledgement/mihi that recognises tangata whenua and a commitment to Te Tiriti o Waitangi is given to open College meetings; and (2) ACEM email signatures and ACEM website recognise tangata whenua and a commitment to Te Tiriti o Waitangi. |
|                                                                                                                                                                             | 1.8 Consider establishing a te reo Māori name for ACEM.                                                                                                                                                                                                                                                                                 |



|                                                                                                                                                  |     |                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2. ACEM will review and report on emergency departments' progress towards Te Tiriti o Waitangi objectives</b>                                 | 2.1 | Explore ways ACEM can best review and report on progress towards emergency departments' Te Tiriti obligations.                                                                                                                        |
|                                                                                                                                                  | 3.1 | Provide training in Te Tiriti o Waitangi, the history of colonisation and the impacts of systemic racism for ACEM's Board; Council of Education; Council of Advocacy, Practice and Partnerships; and the ACEM Senior Leadership Team. |
| <b>3. ACEM's senior office bearers and staff understand the sociopolitical context within which the College operates in Aotearoa New Zealand</b> | 3.2 | Continue to ensure that ACEM staff in the Melbourne and Aotearoa New Zealand offices receive regular training in te reo Māori, Tikanga and Te Tiriti o Waitangi.                                                                      |

| Cross Sector Action                                                                                         |        |                                                                                                                                                                                                                 |
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| Goal                                                                                                        | Action |                                                                                                                                                                                                                 |
| <b>4. ACEM will foster cross-sector collaboration and support for the values of Te Rautaki Manaaki Mana</b> | 4.1    | Promote ACEM's He Ara Tiatia ki te Taumata o Pae Ora Manaaki Mana: Pathways to achieving excellence in emergency care for Māori (the "Pae Ora Standards") to health sector and community organisation partners. |
|                                                                                                             | 4.2    | Hold a Manaaki Mana hui every two years with our Kaikōkiri, ED staff and key partners to progress our vision for Pae Ora.                                                                                       |
|                                                                                                             | 4.3    | Explore ways to support local Māori-led businesses when hosting ACEM or Manaaki Mana conferences, workshops, and hui or when promoting the goals of Manaaki Mana (for example, catering and merchandise).       |
|                                                                                                             | 4.4    | Explore koha options for local Māori-led charities when hosting ACEM or Manaaki Mana conferences, workshops and hui to support the communities hosting us.                                                      |



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| <b>5. ACEM will continue to develop partnerships and work with key partners in te ao Māori to progress shared Te Rautaki Manaaki Mana goals, and to ensure our priorities for Pae Ora are aligned. This will include developing MoU and research opportunities in Te Whatu Ora   Health New Zealand ACEM accredited hospitals</b> | 5.1 | Encourage EDs to engage with Māori health teams, mana whenua, iwi Māori, and primary care providers to determine priorities in emergency care provision.                                                                                                                       |
|                                                                                                                                                                                                                                                                                                                                   | 5.2 | Continue to implement an engagement strategy developing partnerships with key stakeholders, including the Ministry of Health (MOH), College of Emergency Nurses New Zealand (CENNZ), and other medical colleges, to advocate for equitable and culturally safe care for Māori. |
|                                                                                                                                                                                                                                                                                                                                   | 5.3 | Continue to contribute to the Interdisciplinary Māori Advisory Group (IMAG), a joint initiative of Te Ohu Rata o Aotearoa New Zealand (Te ORA/Māori Medical Practitioners' Association) and the Council of Medical Colleges (CMC).                                             |

## Māori Sector Development

| Goal                                                                                                                                           | Action                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6. ACEM’s Training, Curriculum and CPD programs provide trainees and Fellows with the knowledge and skills to develop culturally safe practice | 6.1    Ensure ACEM’s curriculum review processes consider Indigenous health equity.                                                                                                         |
|                                                                                                                                                | 6.2    Engage with appropriate medical education experts to explore ways to embed assessment in Māori health equity and cultural safety into ACEM Training Programs.                        |
|                                                                                                                                                | 6.3    Support the development of Special Skills Placements in Māori Health and partner with key stakeholders to ensure no barriers exist for trainees who wish to undertake the placement. |
|                                                                                                                                                | 6.4    Explore the inclusion of Kaupapa Māori research papers and projects to meet the research requirement to complete Fellow training.                                                    |
|                                                                                                                                                | 6.5    Maintain a kete of resources on the ACEM website for all emergency medicine trainees and Fellows to support culturally safe care in EDs.                                             |
|                                                                                                                                                | 6.6    Develop or source teaching resources to support the Pae Ora Standards and Te Tiriti and the goals of Manaaki Mana.                                                                   |
|                                                                                                                                                | 6.7    Continue to support the implementation of mandatory cultural safety activities in the ACEM CPD program.                                                                              |



|                                                                                                                                                                                                                       |      |                                                                                                                                                                                                                           |
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|                                                                                                                                                                                                                       | 6.8  | Continue to advocate for additional components to CPD that allow Fellows to develop the skills and knowledge to be culturally safe clinicians.                                                                            |
|                                                                                                                                                                                                                       | 6.9  | Work with the ACEM CPD Committee to explore requirement for individual emergency physicians to reflect on equity and Pae Ora standards.                                                                                   |
|                                                                                                                                                                                                                       | 6.10 | Continue to work with the organising committees of the Annual Scientific Meetings, Winter Symposia and Branch Conferences to ensure that Māori health and cultural safety content is prominent in programs and workshops. |
| <b>7. ACEM encourages EDs to support Māori health sector capability and capacity to innovate and deliver effective emergency care services for Māori communities, including Kaupapa Māori and whānau-centred care</b> | 7.1  | Advocate for integrating kaupapa Māori models of care in EDs, including employing Māori cultural support staff.                                                                                                           |
|                                                                                                                                                                                                                       | 7.2  | Acknowledge and educate EDs on the role of mātauranga Māori and Māori models of care.                                                                                                                                     |
|                                                                                                                                                                                                                       | 7.3  | Increase the awareness of rongoā Māori and explore how it could play a role in emergency care.                                                                                                                            |

## Quality and Safety

| Goal                                                                                                                                                                                  | Action                                                                                                                                                                                        |
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| <b>8. ACEM supports the adoption of Pae Ora standards of equitable and culturally safe care in emergency departments and works to ensure its policies and actions are anti-racist</b> | 8.1 Continue to maintain and grow the Manaaki Mana Kaikōkiri network to embed Te Rautaki Manaaki Mana, Pae Ora Standards and Te Tiriti values in EDs.                                         |
|                                                                                                                                                                                       | 8.2 Continue to explore ways to include Pae Ora Standards in ACEM's Accreditation Requirements for FACEM Training.                                                                            |
|                                                                                                                                                                                       | 8.3 Develop an advocacy plan with ACEM's Indigenous Committees to advocate for culturally safe care in non-ACEM accredited EDs and acute care services in Aotearoa New Zealand and Australia. |
|                                                                                                                                                                                       | 8.4 Review policies and procedures to ensure they are anti-racist and not inadvertently contributing to the underrepresentation of Māori and other diverse ethnic groups.                     |
|                                                                                                                                                                                       | 8.5 Once trainee selection is complete, notify the Manaaki Mana Advisory Group of new trainees and seek support as needed under the Ko Wai Au policy.                                         |



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| <b>9. Emergency departments strive to weave the Pae Ora standards and Te Tiriti principles into emergency care practice</b> | 9.1  | Advocate to ED leadership teams and Fellows the value of regular Te Tiriti o Waitangi training for all ED staff and promote ACEM's statement on giving effect to Te Tiriti in the ED.                                                                                                                                   |
|                                                                                                                             | 9.2  | Encourage ED leaders to develop an annual plan on how they intend to implement Te Rautaki Manaaki Mana, and He Ara Tiatia ki te Taumata o Pae Ora.                                                                                                                                                                      |
|                                                                                                                             | 9.3  | Encourage Directors of Emergency Medicine (DEMs) and Directors of Emergency Medicine Training (DEMTs) to allocate departmental teaching time to educate ED staff on health equity, cultural safety, Te Tiriti o Waitangi, anti-racism, and events to be held around Waitangi Day, Matariki, and Te Wiki o te reo Māori. |
|                                                                                                                             | 9.4  | Promote the Te Whatu Ora  Health New Zealand national Tikanga Māori practical guidelines to assist EDs in ensuring Tikanga Māori is upheld in care provision.                                                                                                                                                           |
|                                                                                                                             | 9.5  | Continue to run an annual campaign celebrating Te Wiki o te reo Māori (Māori Language Week), encouraging, and supporting the use of te reo Māori in the ED and feed into what Te Whatu Ora   Health New Zealand do.                                                                                                     |
|                                                                                                                             | 9.6  | Continue to promote the Al Spilman Award for Culturally Safe EDs to encourage and support EDs on their cultural safety journey.                                                                                                                                                                                         |
|                                                                                                                             | 9.7  | Review videos produced by ACEM's Communications and Brand Strategy showcasing recipients of the ACEM Al Spilman Award for Culturally Safe EDs.                                                                                                                                                                          |
| <b>10. Fellows and trainees strive to weave the Pae Ora standards and Te Tiriti principles into emergency care practice</b> | 10.1 | Encourage ED staff to become Manaaki Mana Kaikōkiri and the College supports individual department FACEMs to use clinical support time for Manaaki Mana work.                                                                                                                                                           |
|                                                                                                                             | 10.2 | Continue to regularly advocate for the everyday use of te reo and promote the best practice patient Tikanga in the ED.                                                                                                                                                                                                  |
|                                                                                                                             | 10.3 | Encourage ED staff to utilise the Manaaki Mana Kete Rauemi as a learning and teaching resource.                                                                                                                                                                                                                         |
|                                                                                                                             | 10.4 | Encourage Fellows and trainees to utilise Māori health care and wellbeing models in everyday practice.                                                                                                                                                                                                                  |
|                                                                                                                             | 10.5 | Encourage training sites to provide adequate time and resources for trainees and Fellows to attend formal Te Tiriti o Waitangi and cultural safety training.                                                                                                                                                            |



## Māori Health and Disability Workforce

| Goal                                                                                       | Action                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>11. ACEM strives to grow, support and retain the Māori emergency medicine workforce</b> | 11.1 Review the position statement on Māori Fellow and trainee parity with the Māori population of Aotearoa New Zealand as part of the regular document review cycle.                                                                         |
|                                                                                            | 11.2 For each Manaaki Mana hui, produce a snapshot of Māori Fellow and trainee numbers and if any Ko Wai Au process completed or required.                                                                                                    |
|                                                                                            | 11.3 Work with the Selection into FACEM Training (SIFT) Subcommittee to ensure that selection to the FACEM Training program is equitable for Māori applicants.                                                                                |
|                                                                                            | 11.4 Continue to support the informal Tuakana/Teina network for Māori trainees and Fellows.                                                                                                                                                   |
|                                                                                            | 11.5 Resource two-yearly Tuakana/Teina network kanohi ki te kanohi (face-to face) event.                                                                                                                                                      |
|                                                                                            | 11.6 Continue to consult regularly with our current Māori trainees and recent Fellows to understand how ACEM can best support them on their journey through the FACEM Training Program and implement their recommendations where practicable. |
|                                                                                            | 11.7 Continue to promote opportunities for Māori trainees to attend relevant hui and conferences and promote opportunities for grants, awards, and scholarships.                                                                              |
|                                                                                            | 11.8 Continue to sponsor the annual Te ORA Hui-ā-Tau and PRIDoC and ensure advertising of these in the monthly Trainee Update newsletters.                                                                                                    |
|                                                                                            | 11.9 Continue to consider sponsorship of other conferences that align with the goals of Te Rautaki Manaaki Mana.                                                                                                                              |
|                                                                                            | 11.10 Continue to consider grant opportunities for Māori trainees that align with the goals of Te Rautaki Manaaki Mana, which would increase the exposure of medical students and doctors to emergency medicine.                              |



|  |                                                                                                                                                                         |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | 11.11 Establish a relationship with Te Oranga Māori Medical Students' Association to explore how ACEM can promote emergency medicine as a speciality to its membership. |
|  | 11.12 Explore linking with the Te ORA outreach work with high schools to engage with students to consider medicine/emergency medicine as a career.                      |

## Performance and Accountability

| Goal                                                                                            | Action                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>12. ACEM will ensure appropriate oversight and implementation of Te Rautaki Manaaki Mana</b> | 12.1 Maintain a Manaaki Mana Advisory Group (Rōpū) to oversee the implementation of Te Rautaki Manaaki Mana.                                                                                                |
|                                                                                                 | 12.2 Maintain a staff role at the Aotearoa New Zealand office to support the implementation of Te Rautaki Manaaki Mana.                                                                                     |
|                                                                                                 | 12.3 Publish regular progress reports against goals and actions in Te Rautaki Manaaki Mana on the ACEM website.                                                                                             |
| <b>13. ACEM will establish mechanisms to evaluate Pae Ora achievements in EDs</b>               | 13.1 Support the delivery of a project(s) that provides a mechanism for EDs to report back to ACEM on cultural safety initiatives in their EDs.                                                             |
|                                                                                                 | 13.2 Support the delivery of kaupapa Māori research projects that enable progress towards the Pae Ora goals.                                                                                                |
|                                                                                                 | 13.3 Continue to advocate for ED research and audits in Aotearoa New Zealand to include analysis of Māori health outcomes. Where inequities are uncovered, advocate for action plans to address inequities. |
|                                                                                                 | 13.4 Support and advocate for research projects involving collaboration with other services and Colleges on the provision of equitable care.                                                                |

| Māori Leadership                                                     |                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Goal                                                                 | Action                                                                                                                                                                                                                               |
| <b>14. ACEM supports and promotes Māori leadership opportunities</b> | 14.1 Explore a Māori leadership pathway in emergency care for trainees and Fellows, and more generally in medical education and advocacy, that is safe for Māori and sustainably resourced to be discussed at the Tuakana/Teina Hui. |
|                                                                      | 14.2 Media training is available as needed to Māori Fellows and trainees who will be speaking on behalf of ACEM, via the ACEM Aotearoa New Zealand Media Advisor.                                                                    |
|                                                                      | 14.3 Continue to communicate opportunities to Māori Fellows and trainees through monthly Branch and Trainee Update newsletters, to present at relevant conferences.                                                                  |

| Insight and Leadership                                                                                         |                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Goal                                                                                                           | Action                                                                                                                                                                                         |
| <b>15. ACEM advocates for research in emergency departments that is relevant, safe and responsive to Māori</b> | 15.1 Continue to advocate for kaupapa Māori consistent research methodologies in EDs that are relevant, safe and responsive to Māori.                                                          |
|                                                                                                                | 15.2 Advocate to researchers who perform research in Aotearoa New Zealand EDs and to organisations that fund research, to include Pae Ora standards into their research planning and delivery. |
| <b>16. ACEM will undertake regular cultural safety audits</b>                                                  | 16.1 Undertake an internal audit of cultural safety at ACEM every two years, like the audit of medical colleges undertaken by Te ORA.                                                          |
|                                                                                                                | 16.2 Encourage ACEM accredited EDs to undertake an audit of cultural safety every three years, utilising the steps outlined in the Pae Ora Standards document.                                 |





## Australasian College for Emergency Medicine

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