



Doing better for Māori in tertiary settings

Review of the literature



Akoranga by Terangi Kutia-Tataurangi

“The kaupapa of akoranga represents the unity and embrace of Rangi and Papa/Tama Tane and Tama Wahine to give life, to give love, to protect and preserve our tamariki of today and for generations to come. It is the pathway of life. In relation to the doing better for Māori kaupapa these elements include education, Tikanga Māori and Te Ao Hou which sustain our culture and allow our people to adapt and move forward into the future”

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FOREWORD

Ko te manu kai i te miro, nōna te ngahere. Ko te manu kai i te mātauranga, nōna te ao.

The bird that feeds on the miro berries will assume knowledge and control the forest. The one that feeds on knowledge itself will have no limits placed on wisdom and understanding.

An excellent tertiary education system is of great economic and social importance to New Zealand. To achieve the Government's vision of being a world-leading tertiary education system, the Tertiary Education Commission Te Amorangi Mātauranga Matua (TEC) has identified three key priorities:

- an increased proportion of the population with a tertiary qualification
- higher quality and more relevant research
- a tertiary education system that is more responsive to the needs of learners and employers.

Part of this work includes driving higher levels of achievement for Māori learners through Investment Plan performance commitments made by tertiary education organisations (TEOs). These 'Stretch Targets' were developed to focus TEOs on addressing parity of performance and achievement.

The TEC commissioned this *Review of the Literature* to inform and guide an understanding of what TEOs can do to raise performance for Māori learners. The review focuses on identifying common barriers for Māori learners, enablers and opportunities for Māori learners transitioning into tertiary education, and additional ways to support Māori learners who are engaged in the tertiary education environment.

The findings from this literature review show how using quality research can improve the tertiary education system and enable Māori learners to achieve.

Nāku noa

Nā Tim Fowler
Chief Executive





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1. INTRODUCTION

1.1 Background

A key priority of the Government's Tertiary Education Strategy 2010–2015 is increasing the number of Māori students enjoying success at higher levels of study with a core focus on the need for the tertiary sector to lift its performance for Māori learners. This priority responds to continuing disparities in educational outcomes for Māori learners relative to non-Māori/non-Pasifika students, particularly at higher levels.

This is an important focus as while Māori have increased participation in tertiary education in recent years, the rates of participation in higher study and success show inequities between Māori and non-Māori.

In 2011, of those students aged 24 years and under, 15% of Māori participated in tertiary education at Level 4 and higher, compared with 23% of Europeans (Ministry of Education, 2012). Māori are less likely to hold a bachelors degree or higher qualification than Europeans and people in the 'Other' ethnic group, with 8.1% of Māori with a bachelors degree or higher qualification in 2010 (MOE, 2011).

Similarly for the 17% of Māori enrolled in industry training in 2010, enrolments have been heavily weighted to Levels 1–3 – approximately 72% (MOE, 2012).

New performance targets for tertiary education organisations in 2013

In 2013, the TEC sought to drive higher levels of achievement for Māori through Investment Plan performance commitments made by tertiary education organisations (TEOs) across the sector. 'Stretch targets' were developed to focus TEOs on addressing parity of participation and achievement.

The TEC's focus for participation is for the proportion of equivalent fulltime students/trainees to be at least on par with the proportion of Māori and Pasifika within the relevant population/workforce at both lower and higher levels of study, and therefore overall.

For achievement, the TEC will expect all providers to reach parity of completion rates for Māori and Pasifika with learners of 'Other' ethnicities enrolled with the provider at both lower and higher levels of study, and therefore overall.



Literature review and indicators

The TEC commissioned this literature review and the development of draft indicators resulting from the literature to inform and guide an understanding of what TEOs can be doing to raise performance for Māori learners.

The project was governed, managed and contributed to by the Principal Advisor and Senior Advisor, Māori, the TEC Tertiary Education Strategy Priorities, and by the Principal Advisor and Senior Advisor, the TEC Evidence and Analysis. A senior advisory representative from the Tertiary Education Group, MOE, also contributed to the project. This ensured that the review aligned with the TEC's business needs, and also contributed strong and diverse insights to the project including kaupapa Māori research and Māori learner-centred approaches.

It is intended that the literature review and resulting indicators will be used to inform both the TEC and TEOs of what works for Māori learners in tertiary settings and what TEOs need to do (or not do) to better serve Māori learners and communities.

1.2 Scope of the literature review

The literature review has focused on identifying common barriers, enablers and opportunities to Māori successfully transitioning into tertiary education and doing well once engaged in the tertiary education environment. In particular, the literature search was focused on the key areas of Māori learners' transitions into tertiary education, their participation, retention, and progression to higher levels of study.

The scope of literature searched included research and evaluation reports, theses, journals and articles, as well as initiatives developed and successfully implemented in tertiary settings to improve Māori learners' experiences. While a small body of recent international literature has been reviewed, the core focus has been on New Zealand literature relevant to Māori. To ensure currency the review focused on literature produced within the last five years.

While the literature summarises key barriers experienced by Māori learners (particularly in the literature about secondary school to tertiary transitions), recent literature moves away from a deficit model of viewing Māori under-achievement in the circumstances or shortcomings of the students, to focus instead on how TEOs can improve their provision for Māori learners (Earle, 2008).

This has resulted in a body of literature which is focused on key structural elements that TEOs need to provide to enable learning environments that are responsive and relevant to Māori learners. These key elements are identified as fundamental and therefore, presumably, are necessary to foster successful Māori learner participation, retention, and course and qualification completion

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***“Listening to the learner voice can have important implications for producing positive outcomes related to approaches to learning, quality improvements and sustainable organisational change.”
(Tahau-Hodges, 2010, p.58)***

(although the literature is not positioned within these individual parameters).

This focus aligns well with the specific strategic priorities of the TEC, and the wider education sector in the belief that it is time to address the structural elements connected to disparities in outcomes and to accept a key premise that it is “the system failing Māori students, not that Māori students are failing the system” (Human Rights Commission, 2012, p.28).

Hence, although it is recognised that the actions of others will impact on Māori learners' experiences relevant to tertiary education (for example, secondary school experiences, personal circumstances, advice and support from parents and whānau), the role of TEOs has been the central focus of the literature reviewed.

This focus is also shaped by a driving presumption that TEOs are committed to their responsibilities under the Treaty of Waitangi and to ensuring the equitable participation and success of Māori learners.

1.3 Approach

Most of the literature reviewed was identified and provided by the MOE library. In addition, a significant proportion of supplementary literature was provided by an advisory member to the project.

The literature was read, analysed and re-read to elicit key emergent themes. Significant weight was given to literature articulating Māori learner experiences from the perspective of Māori learners themselves and from the perspective of tertiary education providers. This was identified as an important focus, particularly as:

listening to the learner voice can have important implications for producing positive outcomes related to approaches to learning, quality improvements and sustainable organisational change (Tahau-Hodges, 2010, p.58).

Little focus was given to literature that was purely theoretical or ideological and not based on actual Māori learner experiences within tertiary settings.

Because the literature is largely focused on qualitative research and learner and provider experiences of what works or does not work for Māori learners in tertiary settings, commonly the research is not linked to quantitative data sets pertaining to completion, retention or progression statistics.

Rather, the synthesis and cross-analysis of the multiple studies reviewed has revealed a robust body of information that identifies key themes strongly and consistently present.



1.4 Structure of the literature review

This report is structured as follows:

- Section 2 provides a summary of the key findings
- Section 3 reviews the literature on Māori learners' transitions to tertiary education; and examines the key barriers, enablers and opportunities to successful tertiary transitions for Māori. Research and literature gaps are discussed
- Section 4 examines barriers, enablers and opportunities to enabling culturally relevant and supportive tertiary learning environments for Māori. Research and literature gaps are discussed
- Section 5 identifies other research and literature gaps
- Section 6 concludes the review
- a supplementary document contains the draft indicators that have been developed from the literature reviewed.

1.5 Limitations of the literature

The literature review has provided strong insights regarding key structural elements and processes identified as important to enable Māori learners to do well in tertiary education. However, there is little research or discussion in the literature around the definition of 'success' and desired outcomes for Māori in tertiary education.

In practical terms, it is noted that the presence, absence or appearance of these key elements and processes will differ across TEOs in New Zealand, including in terms of different institutional size, organisational kaupapa, number of Māori enrolments, programme focus, and government performance requirements.

Nevertheless, the findings appear well able to be applied across the diverse tertiary sector. Moreover, although the literature is weighted by a focus on university experiences, the common themes that have emerged come together from research situated in diverse tertiary settings.

Where the literature has identified actual initiatives implemented by TEOs to promote better educational experiences and outcomes for Māori learners, these have been included where relevant in this report. It was intended to identify and summarise such initiatives that have worked well. However, most studies simply describe the initiative rather than examine the impact it has had. This is one limitation of the literature.

It is also recognised that there is likely to be numerous other initiatives implemented and established across TEOs focused on enhancing Māori success which are not referred to in this review. This is because they have not been identified in the recent

Most studies simply describe the initiative rather than examining the impact it has had.





literature, and not because they have been ignored or are not seen as important or relevant.

Other limitations of the literature review include:

- documents written in te reo Māori have not been incorporated as part of the review
- it is uncommon for the literature to distinguish different Māori learners' experiences (for example, younger or older students)
- the literature is predominantly focused on learners' experiences in university settings
- there is very limited longitudinal research
- several studies are based on combined studies of Māori and Pasifika students
- some studies are based on very small-scale engagement with participants.



2. SUMMARY OF KEY FINDINGS FROM THE LITERATURE

Recent literature on transitions is mostly focused on the transitions of rangatahi (youth) from secondary school to tertiary education, and predominantly to university.

The transition phase is considered in relation to TEOs' early engagement with Māori learners at secondary school through to Māori learners' initial experiences in the tertiary environment.

2.1 Transitioning to tertiary education

Key barriers

- Rangatahi lacking guidance, information and support to set goals and to make informed decisions about secondary school study options.
- Rangatahi leaving school without clear educational and career goals and pathways and without having completed relevant subjects and qualifications tied to these goals or pathways.
- Māori learners lacking information, guidance and support post-school and during enrolment. Experiences at this stage influence perceptions of the tertiary environment and can be a tipping point in the decision to engage, or not, in tertiary education.
- Māori learners being unprepared academically and unfamiliar with academic requirements. This can contribute to learners' sense of isolation, which is reinforced if students are not connected to supportive staff or peers.

Key enablers and opportunities for TEOs

School to tertiary transitions

- TEOs establishing strong relationships with schools/wharekura to develop initiatives focused on encouraging students to aspire to tertiary study, to ensure key information is available to students, and to enable TEO engagement with learners and whānau.
- TEOs proactively providing learners and whānau with information, guidance and support to enable rangatahi to develop goals and to make the right decisions to enable them to enrol in relevant tertiary education.
- TEOs establishing culturally relevant and appropriate engagement with rangatahi and whānau, and engagement by peers and role models that shows rangatahi they can aspire to tertiary study and will be welcomed and supported in tertiary environments.

Post-school/enrolment

- Ongoing proactive provision of easily accessible information, guidance and support. Support to establish social and academic connections before commencing study.



- Ensuring whānau are involved to facilitate mutual understanding of requirements and expectations, and to support ongoing involvement in students' learning experiences.
- Providing opportunities to engage Māori learners and whānau, including proactive advisory services and peer mentoring.
- Offering preparatory programmes such as bridging and foundation programmes to enhance learners' academic preparedness.

First semester experiences

- Facilitation of academic and social engagement should be proactive, culturally appropriate and a normalised part of learning. Māori peer mentors, Māori tutorials, learning communities, and the integration of support into the core curriculum are identified as effectively facilitating such connections and support.
- Frequent, in-depth feedback from academic staff and high-quality teaching.
- Recognition of the importance of holistic wellbeing, and the proactive provision of culturally appropriate pastoral care.

Gaps in recent research and literature

- Impact of existing TEO and secondary-school transition initiatives targeting Māori learners (including understanding what learners tend to respond to).
- Impact of government-funded 'transition initiatives' influencing how schools and TEOs partner to engage Māori in goal and pathway planning (eg. STAR, Gateway, Modern Apprenticeships, Youth Training, Youth Guarantee).
- Understanding other transition experiences, barriers and enablers, including Māori transitions from wharekura to TEOs; transitions to vocational and employment-based training; experiences of Māori who are not in education, employment or training (NEET); non-school transitions; and TEO relationships with iwi, industry and community agencies to support Māori learners into tertiary education.
- Impact of financial barriers and how this is overcome.
- Understanding the benefits of foundation learning for Māori and what facilitates strong learner outcomes (McMurphy-Pilkington, 2011; May, 2009; Mullane, 2010). There lacks a solid base of information regarding Māori learners' experiences in foundation-focused training and an understanding of what is facilitating Māori learners to progress from foundation to higher-level study and to do well.
- Research about Māori experiences during the post-school/enrolment phase, including about the existence and effectiveness of preparatory courses.



- Consolidated information specifically demonstrating outcomes for Māori learners' engagement in learning environments specifically tailored for Māori (such as tutorials), and key factors important in these learning environments.
- Research exploring the key elements that make up an effective peer mentoring/tuakana-teina relationship, including how the relationship impacts on the tuakana or mentor in terms of his or her engagement and progression within the tertiary education environment.
- Research and information specifically exploring quality pastoral care provision for Māori learners in tertiary settings (eg. embedding counselling provision or numeracy and literacy support).

2.2 Enabling culturally appropriate and relevant learning environments

A culturally appropriate and relevant learning environment is consistently identified in the literature as fundamental to Māori doing well in tertiary settings. Five key integrated components constitute such an environment: effective teaching; culturally specific learning spaces and peer mentoring; relevant programmes; strategic relationships with iwi and industry; and TEO leadership and management committed to Māori learner success.

Effective teaching

Effective teacher relationships and interactions

- Relationships and interactions with students demonstrate to students they are cared for, valued and believed in.
- Students' knowledge and experiences are valued and incorporated in teaching and learning.
- Collaborative peer relationships and collective group learning are facilitated.
- Early engagement is facilitated with parents and whānau to welcome and encourage their active involvement in, and support for, students' learning.
- Staff actively demonstrate their belief in Māori learners' abilities, and support and encourage learners to progress and to succeed.

Quality teacher delivery

- Teachers are passionate about what they teach, have subject knowledge expertise, have strong communication skills, and set clear boundaries.

A culturally appropriate and relevant learning environment is consistently identified in the literature as fundamental to Māori doing well in tertiary settings.





Culturally specific learning spaces and peer mentoring

- Learners are socially and academically connected to support through regular interactions with academic staff, role models and peers.

Māori cultural values and tikanga central to learning

- Strong input and oversight from staff knowledgeable in tikanga.
- Integration of learning within local Māori communities and marae to provide expert knowledge and appropriate contexts for tikanga.
- Te ao Māori integrated in assessment, reinforcing its importance and relevance to learning.

Programmes relevant to Māori learners and communities

- Programmes that are responsive to learners' individual holistic needs support learners to engage in study alongside other commitments.
- Tikanga and Māori values embedded in the curriculum and programme design and supported by the involvement of iwi and Māori communities.
- Programmes that enable learners to develop their cultural knowledge and identity.
- Opportunities for Māori learners to engage in and advance their knowledge of te reo Māori and Mātauranga Māori.

Strategic relationships and collaboration with iwi and industry

- Iwi present in advisory roles in the institution, and involved in programme design and delivery to ensure relevant content and programme credibility, and to build wider community capacity.
- Collaborative relationships between TEOs, iwi and industry to provide opportunities for learners and to ensure relevant pathways tied to future employment demand.

TEO leadership and management committed to Māori learner success

- Institution-wide commitment, policies, strategies to achieve equity and improve Māori learner success.
- Māori present in TEO leadership and management.
- Māori culture and tikanga embedded in curriculum and kawa integrated in institutional culture.
- Institution commitment and activities to foster whānau involvement.



- Recruitment policies focused on attracting staff and leaders with professional credibility and cultural and educational expertise.
- Institutions' commitment to the advancement of te reo and Te Ao Māori.
- Professional development adequately resourced and centred on building staff cultural knowledge and competency.

2.3 Gaps in recent research and literature

- Māori definitions of success for Māori learners in tertiary education and what constitutes successful outcomes.
- The impact of initiatives implemented by TEOs aimed at enhancing Māori learners' experiences and educational outcomes.
- Tuakana-teina/peer mentoring relationships in tertiary education settings and what works and what does not work in such relationships.
- The impact that particular flexible or other delivery models have had in responding to the needs of different Māori learners.
- The impact and outcomes of marae-centred delivery.
- The nature and extent of opportunities for learners to engage in te reo Māori, and specifically at advanced levels in tertiary settings, Māori learners' pathway experiences, and enabling or inhibiting factors, and the availability of culturally specific papers and programmes.
- TEO roles and activities in advancing Mātauranga Māori and Māori research.
- Iwi-industry-TEO collaborations and partnerships.
- Professional development opportunities in the tertiary sector to develop cultural competence.
- An in-depth focus on Māori learner participation in tertiary education, including enablers and barriers experienced by different groups of Māori learners (eg. younger and older students).
- The specific place of the Treaty of Waitangi in guiding TEOs' strategic planning and decision-making.

The research literature provides limited understanding of the impact of initiatives implemented by TEOs aimed at enhancing Māori learners' experiences and educational outcomes.

The research lacks an in-depth focus on Māori learner participation in tertiary education, including enablers and barriers experienced by different groups of Māori learners (eg. younger and older students).





3. MĀORI LEARNER TRANSITIONS TO TERTIARY EDUCATION

Increasing the number of young Māori transitioning successfully to vocational training and tertiary education is a key focus for the TEC and is identified as critical to New Zealand's future workforce needs.

3.1 Introduction

An important focus

Increasing the number of young Māori transitioning successfully to vocational training and tertiary education is a key focus for the TEC and is identified as critical to New Zealand's future workforce needs.

Focusing on successful Māori learner transitions into tertiary education is also critical with 22.2% of rangatahi aged 15–24 years not in education, employment, or training as at September 2011. Moreover, while Māori now participate in tertiary education at a much higher rate than non-Māori, this is at non-degree level.¹ Less than a quarter (23.4%) of Māori school leavers left school with a university entrance standard in 2011,² significantly impacting on the number of rangatahi able to enter and successfully complete higher levels of study post-secondary school.

What encourages / discourages Māori learner participation?

There is a limited focus in the literature on factors specifically encouraging or inhibiting Māori learners' participation in tertiary education. Where this is discussed, the main barriers outlined relate to geographical inaccessibility of TEOs, student fees and a reluctance to incur student loan debt, a lack of role models, and tertiary education not being seen as a relevant option (Akroyd, Knox and Sloane, 2009; Wiseley, 2009).

There is more discussion in the literature about factors enabling participation, as these are entwined within the research on enablers and barriers to Māori learner success. These are:

- low or no fees for some courses (as offered by wānanga) (Akroyd, Knox and Sloane, 2009) and scholarships (Wikaire and Ratima, 2011)
- physical accessibility of the TEO – including Te Wānanga o Aotearoa's focus on taking learning to the community (Akroyd, Knox and Sloane, 2009; Mlcek, 2011)
- flexible delivery, such as evening or weekend classes, so that students do not have to compromise family or work commitments (essential for students managing on little income or supporting family) (Akroyd, Knox and Sloane, 2009; Greenwood and Te Aika, 2008)
- role models, friends, schools, parents, whānau, communities, and TEOs who have identified relevant tertiary study options and encouraged engagement in tertiary education. Greenwood and Te Aika (2008) identify TEO graduation events involving whānau, community, and iwi, as a mechanism to encourage Māori to see that tertiary study can be for them

1. www.educationcounts.govt.nz/indicators/main/student-engagement-participation/1963

2. www.educationcounts.govt.nz/indicators/main/education-and-learning-outcomes/1891



- a desire to develop personally and economically, to help others, to provide a better life for whānau, and to contribute to community and iwi development (Akroyd, Knox and Sloane, 2009; Greenwood and Te Aika, 2008; White et al., 2009; Williams, 2011)
- a desire to develop or enhance Māori identity and knowledge of Te Ao Māori, including te reo Māori, and providers offering relevant programmes of interest (Akroyd, Knox and Sloane, 2009; Mlcek, 2009; White, 2009)
- personal commitment, goals, motivation and determination to succeed (Kāhui Tautoko Consulting Ltd, 2012a).

To what extent these factors affect younger and older Māori learners similarly or differently is not explored in the literature. This would be an important focus for future research examining Māori learner participation, particularly given the high number of young Māori who are not in education, employment, or training, and the government's priority focus on younger learners transitioning to tertiary education.

Summary of the literature

The table on the following page identifies the main body of recent literature that has informed this section of this review about Māori learner transitions to tertiary education. The following observations are made from the discussion of the literature:

- all but three of these studies are informed by Māori learner voice
- the predominant focus of the literature is on secondary-school to university transitions or the university environment. One study is based on Māori learner experiences in workplace training
- while the literature does not distinguish between the transition experiences of younger and older learners, much of it is focused on the experiences of rangatahi
- there is an absence in the literature of studies examining initiatives between TEOs and community agencies or iwi to transition Māori learners into tertiary education.

There is an absence in the literature of studies examining initiatives between TEOs and community agencies or iwi to transition Māori learners into tertiary education.



The table identifies the main body of recent literature that has informed this section of this review about Māori learner transitions to tertiary education.

Title	Data source
Curtis et al. (2012) Tātou Tātou/Success For All: Improving Māori student success	In-depth engagement with 41 Māori learners to explore Māori learners experiences in health programmes at the University of Auckland
Greenwood and Te Aika (2008) Hei Taurira: Teaching and Learning for Success for Māori in Tertiary Settings	Extensive in-depth engagement with over 100 participants representing four different programmes delivered in different institutions across New Zealand (two polytechnics, a university and a wānanga)
Henley (2009) Te Wero, the challenge: Providing Students from Ethnic Minorities with Culturally Appropriate Learning Support during Their First Year of Tertiary Study	The focus of the study is one university's equity-based tutorial programme. It is one study that specifically identifies outcomes of such tutorials for learners, though Māori and Pasifika data is combined
Kāhui Tautoko Consulting Ltd (2012a) Māori learners in workplace settings – (unpublished report for the Industry Training Federation of New Zealand)	Extensive engagement across three regions with stakeholders and teaching staff and with 34 Māori learners to understand Māori learners' experiences in workplace settings/ apprenticeships
Kopu, B. (2010a) Supporting Youth Transitions (Mayor's Taskforce for Jobs)	Extensive qualitative engagement with 270 young people aged 15-24 years in school, alternative education, training, unemployment and employment and with 18 providers across New Zealand (but not exclusively Māori learners' / providers' experiences)
Madjar et al. (2010) Stumbling blocks or stepping stones? Students' experiences of transition from low-mid decile schools to university (Starpath Project, University of Auckland)	Longitudinal research with 44 students (17 Māori) transitioning from school to university and involving multiple student interviews but not exclusively Māori learners' experiences
Ross (2009) Culturally relevant peer support for Māori and Pasifika student engagement, retention and success	Ninety-one Māori first-year learners were surveyed about their peer support experiences. Findings were analysed alongside feedback from mentors. While the study examined both Māori and Pasifika students' experiences, these are separately reported
Tahau-Hodges (2010) Kaiako Pono: Mentoring for Māori Learners in the Tertiary Sector	Onsite interviews with 21 tertiary education institutions; the majority of which were with Māori support staff, some management and some learners
Taurere, M. (2010) Advocates for Māori students: The role of careers advisors? (Doctoral thesis, University of Auckland)	Informed by the author's own development of a university equity initiative to engage Māori learners in secondary school and in-depth interviews with five school career counsellors known to have engaged in the initiative
Te Puni Kōkiri (2012a) Māori Youth Transitions	Summary of a monitoring report based on 88 interviews (including rangatahi and whānau) to review three state sector programmes/ services aimed at improving the transition from secondary to tertiary
Wikaire, E & Ratima, M (2011) Māori participation in the physiotherapy workforce	Ten key informant interviews and specific to Māori learners in tertiary and the physiotherapy discipline



Three transitional stages

This section reviews the literature in relation to three transitional stages: Māori learners in secondary school; experiences post-school and during TEO enrolment; and first semester experiences of the TEO. These three stages are identified by Madjar et al. (2010) in what appears to be the only recent longitudinal research following the experiences of learners from secondary school to tertiary education. That study involved 17 Māori learners, as well as learners from other ethnicities.

Nevertheless, central themes have emerged from across the different studies to provide consistent insights into key barriers and enablers across each of these three stages of educational transition largely told from Māori learners' perspectives and experiences.

The literature has been reviewed from the perspective of TEOs' role in influencing Māori learners' successful transitions to tertiary education. However, it is acknowledged that there are other influences operating beyond the control of TEOs that may impact on TEOs' effectiveness. Examples include decisions by secondary schools about the extent of involvement with TEOs, or the nature and extent of initiatives and activities occurring in schools and impacting on learners' decision-making.

Common barriers, enablers and opportunities

The three stages of the transition process are interconnected, as the barriers, enablers or opportunities encountered at each stage can influence subsequent experiences. For example, if a learner is 'lost' and unguided or unassisted at enrolment, this can result in inappropriate course decisions that impact on first year progress, as well as influence perceptions of the institution as an unwelcoming place.

In addition, there are common barriers identified across the three stages that negatively impact on Māori learners' successful transitions to tertiary education. These relate to Māori learners lacking:

- information, guidance and goals tied to relevant tertiary education pathway options
- academic preparedness and familiarity with tertiary academic requirements
- information and support to guide their actions and decisions.

There are also key common enablers or opportunities facilitating successful transitions across the three transition stages. These relate to Māori learners:

- setting and planning goals tied to defined study pathways
- being academically prepared
- taking advantage of activities and opportunities aimed at encouraging engagement in tertiary education

The three stages of the transition process are interconnected, as the barriers, enablers or opportunities encountered at each stage can influence subsequent experiences.





- easily accessing and receiving information, advice and support. This includes culturally relevant academic and pastoral support, and Māori-to-Māori support and learning contexts, including from peer mentors (and based on tuakana-teina relationships)
- being connected to Māori staff and peers from an early stage
- having support and guidance from whānau
- feeling welcomed and supported, and not isolated, when engaging with the tertiary learning environment.

The diagram on the following page presents a summary of the key barriers and enablers, as well as key opportunities identified in the literature. This sets the scene for the remaining focus of this section on Māori learner transitions.



KEY BARRIERS AND ENABLERS

	Key Barriers and Enablers Identified	Early Influencers	TEO Opportunities to Influence	Research Gaps
First semester experiences	<p>Enablers</p> <ul style="list-style-type: none"> Academically and socially supported and connected Frequent and in-depth feedback on academic progress Holistic wellbeing supported <p>Barriers</p> <ul style="list-style-type: none"> Disconnected Unfamiliar with academic requirements Isolated Unsupported socially and academically Academically unprepared/unsupported 	<ul style="list-style-type: none"> Connected to staff, peers and support services 	<ul style="list-style-type: none"> Early wānanga/camps Cultural spaces and support Learning communities Time for whakawhanaugatanga Orientation/induction Peer mentors Learning support 'naturally' provided Culturally appropriate support services 	<ul style="list-style-type: none"> Outcomes of Māori specific learning support initiatives and factors that enable and hinder their effectiveness Understanding factors contributing to successful peer mentoring relationships

EXPERIENCES SHAPE SUBSEQUENT TERTIARY/VOCATIONAL EXPERIENCES

Post-school – TEO enrolment	<ul style="list-style-type: none"> On-going motivation Extent of access to information and advice and support Study decisions and enrolment outcomes Enrolment process Whether practical matters are sorted, eg. financial issues 	<ul style="list-style-type: none"> Knowledge of tertiary environment Parents, whānau, role models and support people Earlier transition information and contacts made Earlier goal setting and secondary subject choice planning 	<ul style="list-style-type: none"> Proactive contact Advisory service Peer mentors Māori staff Introduced to support people & services Preparatory programmes/summer programmes 	<ul style="list-style-type: none"> Limited research exploring Māori experiences during this stage Limited information about preparatory programmes and their impact
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EXPERIENCES SHAPE SUBSEQUENT TERTIARY/VOCATIONAL EXPERIENCES

Secondary school transitions to tertiary education	<ul style="list-style-type: none"> Extent of access to information, advice and support to make informed decisions about secondary school study options Having clear education and career goals and pathways Completing secondary school subjects and qualifications tied to goals and pathways 	<ul style="list-style-type: none"> Secondary school Wharekura Whānau 	<ul style="list-style-type: none"> Provide information about diverse pathway options, opportunities and requirements Māori learners encouraged to engage in tertiary/vocational training Information and advice to parents and whānau Culturally relevant engagement with learners, parents and whānau <div style="background-color: #808080; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> Outreach Activities Visits to tertiary institutions Expos Relationships & initiatives with schools, kura, iwi, community and industry </div>	<ul style="list-style-type: none"> Impact of school – TEO initiatives on subject choices and transition decisions Impact of government transition initiatives Work-based training/vocational transitions Impact of financial barriers TEO engagement and initiatives with community, iwi and industry Non-school transitions Transition from wharekura
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Lack of adequate guidance as [students] navigated their way through the NCEA system, often ending with an unfocused mix of subjects and standards.

It is critical that Māori learners, and their parents and whānau have a good understanding of the qualifications framework and the importance of prerequisite requirements. (Taurere, 2010)

3.2 Transitions from secondary school to tertiary education

Madjar et al. (2010) explore the transition process from the starting point of secondary school, identifying that the nature and study level of school subjects selected has a significant impact on subsequent tertiary sector participation and pathways accessible to learners.

This focus is well grounded in the earlier literature about secondary-tertiary transitions, including the earlier literature synthesis undertaken by Leach and Zepke.³

Secondary school subject choice as either a key barrier or enabler

Decisions about secondary school subject choice are important as they have a key bearing on whether students are eligible to enter university, or whether they complete prerequisite subjects that will be needed to enable enrolment in specific programmes at tertiary level. Therefore, it is critical that Māori learners, and their parents and whānau have a good understanding of the qualifications framework and the importance of prerequisite requirements (Taurere, 2010).

Secondary school qualification data suggests that secondary school subject choice may well be a barrier for Māori who are less likely than non-Māori to attain National Certificate in Educational Achievement (NCEA) Level 2 and university entrance.

Māori school leavers had the lowest rates of NCEA Level 2 attainment of all ethnic groups with around just half (51.3%) of rangatahi leaving school with at least NCEA 2 in 2011.⁴ Less than a quarter (23.4%) left school with the university entrance standard.⁵ NCEA Level 2 is generally the minimum entry requirement for tertiary study, whereas students achieving NCEA Level 3 are more likely to transition into bachelor's-level study (Ussher, 2008).

While there is only a small body of recent work that directly explores Māori learners' secondary school subject selection experiences, these studies point to secondary school subject choice as a barrier in the transition process.

Madjar et al. (2010) express concern at evidence unearthed in their recent study of the disconnection between some students' NCEA subjects and standards completed at school, those students' career aspirations, and the programmes they wanted to take or enrolled in at university. This was a study that followed the transition experiences of 44 secondary students to university, and involved 17 Māori learners. It found a common "lack of adequate guidance as [students] navigated their way through the NCEA system, often ending with an unfocused mix of subjects and standards" (p.82).

3. Leach, L., & Zepke, N. (2005). *Student decision-making by prospective tertiary students: A review of existing New Zealand and overseas literature*. Wellington, New Zealand: Ministry of Education.

4. www.educationcounts.govt.nz/indicators/main/education-and-learning-outcomes/1781

5. See note 2.



Conversely, those students in the Madjar study whose academic preparation was a stepping-stone in the transition process tended to have made an early and careful selection of NCEA subjects and standards, choosing Level 3 subjects appropriate to intended fields of study at university.

The qualitative research undertaken by Wikaire and Ratima (2011) with 10 key informants identified that levels of Māori participation and achievement, particularly in science subjects, was a major barrier to obtaining the relevant prerequisites for entry into health science and specifically into physiotherapy programmes. “This was attributed to: inadequate secondary education system responsiveness to Māori generally; lack of encouragement for Māori to pursue study of the relevant science subjects; and poor engagement of health career information and/or requirements for tertiary study” (p.478).

Young people interviewed by Kopu (2010a), an extensive engagement undertaken to understand youth transition experiences, also identified that they had experienced limited or no access to good career advice and a lack of appropriate support (from parents and from schools) to make pathway decisions, as well as having experienced low teacher expectations.

Enablers and opportunities

Early goal setting and career advice and planning

Engaging secondary school students early (before secondary school Years 11–13) is identified as important as it is in the early years of secondary school that students select subjects that will either take them towards, or away from university study (Taurere, 2010).

Early goal setting and career advice and planning is identified as important to enabling Māori learners to link secondary subject choices with career aspirations and tertiary and vocational study. This is a key premise discussed by Taurere (2010) and by Kāhui Tautoko Consulting Ltd (2012a) in a study that reviews Māori learners’ experiences transitioning to vocational and workplace training. Earle (2007) identified that learners are more likely to succeed if clear about study goals and career direction.

Madjar et al. (2010) also identified that early planning and careful selection of NCEA subjects, linked specifically to knowledge of, and aspirations towards pathways, goals and planned fields of study, was a key contributor in students’ determination and preparation to transition to tertiary study.

The young people in the research undertaken by Kopu (2010a) identified that they and their families needed quality career advice, information and support from people who genuinely cared about their future. This included being aware of the scope and range of career choices beyond university and polytechnics – with pathways to vocational education and training clearly defined and articulated.

Early goal setting and career advice and planning is identified as important to enabling Māori learners to link secondary subject choices with career aspirations and tertiary and vocational study.





A key enabler contributing to transition success identified by Madjar et al. (2010) was that parents and other influential adults helped young people to think seriously about their future career goals and supported them to progress toward these goals.

Several recent New Zealand studies confirmed that parents were often students' main source of career guidance and support.

Early information to Māori learners, parents and whānau

The literature identifies that goal setting and planning is strongly shaped by high family/whānau expectations, and their advice, support and encouragement to learners (Madjar et al., 2010; Ussher, 2008).

A key enabler contributing to transition success identified by Madjar et al. (2010) was that parents and other influential adults helped young people to think seriously about their future career goals and supported them to progress toward these goals (including in identifying and applying for scholarships).

For students in the Madjar study who had role models and mentors with university experience who could inspire, advise and support young people in their decisions, developing academic goals and realistic expectations of university study was made easier. Conversely, those students who did not have this support “tended to be less clear in their plans and less well prepared for the demands of a new learning environment” (p.88).

Taurere (2010) also points to several recent New Zealand studies confirmed that parents were often students' main source of career guidance and support. However, as Taurere identifies, “without the base knowledge and understanding of the University Entrance regulations under NCEA, students and their families are totally dependent on the school system to make the best choices for them” (p.90). Moreover, the “University Entrance prescription requires sophisticated reading and comprehension skills and has the potential to confuse rather than clarify” (p.86).

Parents and whānau are key in instilling in their children the expectation that they are able to aspire to tertiary or vocational study, and can be a strong motivating influence. Therefore, it is important that there are opportunities for parents and whānau to receive clear information, to acquire knowledge, and to be involved early on in planning and supporting their children to make study choices, to set and plan goals, and to progress to tertiary study (Wikaire and Ratima, 2011).

Looking outside of the secondary school context, the importance of building whānau knowledge and involvement in career goal setting was also identified in a review of Māori youth transitions undertaken by Te Puni Kōkiri (TPK) (2012a). That review reported that a characteristic of an effective youth transition service is one where whānau are engaged and receive information “about the courses and training options, course prerequisites, training providers, funding sources, student loans, and support services available to Māori students”.

The TPK review also points to the importance of engagement with whānau early on in young peoples' career planning, as early involvement is likely to lead to ongoing participation in learners' subsequent vocational or tertiary training. Engagement is best with



whānau when face to face (Wikaire and Ratima, 2011, Taurere, 2010).

In summary, it is important young Māori learners, their parents and whānau have an explicit awareness of the implications of subject choice at secondary school. Māori learners need to be encouraged and supported to begin considering and planning for tertiary and vocational study from an early stage, to be guided and encouraged in their subject selection, and to be provided with sufficient information to enable consideration of diverse study and career options and how to progress to these.

The role of TEOs in reaching out to rangatahi, parents and whānau

“One of the critical elements needed to facilitate the transition process is the connection between school and university curricula and the extent to which academic preparation at secondary school level matches the expected entry knowledge and competencies of students enrolling in particular disciplines or programmes at university” (Madjar et al., 2010 p.84)

Schools and wharekura are instrumental in shaping Māori learners’ secondary school subject decisions and helping students link their future goals and career planning to tertiary and vocational pathway options. They also have a determining role in the extent to which TEOs reach out to Māori students, their parents and whānau (Taurere, 2010).

TEOs have an important and multifaceted role and influence in collaborating with schools and wharekura (Taurere, 2010; Kopu, 2010a; Madjar et al., 2010; Paterson, Wilson and Lawrence, 2008). This includes:

- raising awareness of diverse tertiary study and vocational training options
- contributing to the development of curricula and working with schools and wharekura to develop joint opportunities for students to study career-centred subjects whilst still at school
- encouraging and inspiring young Māori to develop career and related-study goals
- facilitating initial connections between students, their parents and whānau, and the institution
- ensuring that students, parents and their whānau understand the important link between secondary school subject and level choice and future study options
- providing information early about the requirements, expectations and realities of tertiary and vocational study, including what is available in terms of culturally relevant academic and pastoral support and information about scholarships, admission criteria, and bridging courses.

Māori learners need to be encouraged and supported to begin considering and planning for tertiary and vocational study from an early stage. They need to be guided and encouraged in their subject selection, and be provided with sufficient information to enable consideration of diverse study and career options.

TEOs have an important and multifaceted role and influence in collaborating with schools and wharekura (Taurere, 2010; Kopu, 2010a; Madjar et al., 2010; Paterson, Wilson and Lawrence, 2008).





TEOs should work to ensure that students, parents and their whānau understand the important link between secondary school subject and level choice and future study options.

The provision of information in a “Māori-to-Māori” context can be presented in way that is more meaningful or has more relevance for Māori.

Equally, TEOs have a similar role engaging with iwi, industry, community organisations and agencies that interact with rangatahi.

Taurere’s (2010) paper reviewing the interface between universities and school career advisers discusses the role of TEOs in engaging directly with Māori students through two key mechanisms: 1) Māori liaison team recruitment visits to secondary schools to hold presentations and discussions specifically with Māori students; and 2) Facilitate events at TEOs that Māori school students attend to understand more about the programmes on offer, to learn about the environment, and to engage with, and to begin to form early relationships with other learners and staff.

An unpublished resource compiled by Kāhui Tautoko Consulting Ltd (2012,b) and focused on enabling young Māori learner success, also refers to the place of expos, to show off the work and achievements of past learners, and to have current learners front the displays so that they can engage and relate to potential new learners.

Paterson, Wilson and Lawrence (2008) reviewed one secondary school’s initiative that provided mentoring and support to senior Māori students, and identified the significance a visit from a university’s Māori student support division made in engaging Māori students in the idea that university was something that they could aspire to.

Culturally specific engagement

Māori students in Paterson, Wilson and Lawrence’s study also visited a university and met with Māori university students in a Māori setting where the philosophy of the session relied on the concept of tuakana-teina and the reciprocal learning and teaching between older and younger students. While the authors did not discuss the impact of that approach, the incorporation of tikanga Māori, and a focus on key values such as tuakana-teina relationships, whānaungatanga, and manaakitanga, is identified in other literature as important to effectively engage Māori learners, parents and whānau, in tertiary transition discussions (TPK, 2012a).

In discussing an initiative called “STEAM”, which is aimed at encouraging Māori secondary school students to transition to university, Taurere (2010) identifies that Māori values underpin the initiative (see page 25) “[S]tudents are organised to work in groups and establish cohorts in recognition of the value of whakawhānaungatanga. University students rather than staff members are used as facilitators and guides to foster the tuakana-teina principle of support. The events make space for Māori to be Māori within non-Māori institutions” (p.67).

As Taurere discusses, the provision of information in a “Māori-to-Māori” context can be presented in way that is more meaningful or has more relevance for Māori. This is exemplified in an example shared in the review of Māori youth transitions by Te Puni Kōkiri



(TPK). A whānau member who had not understood NCEA given the school's comprehensive but "awful" delivery of information, subsequently developed a good understanding after attending a Māori-focused workshop because the facilitator used "whānau language".

Examples of two tertiary outreach initiatives

Two outreach initiatives aimed specifically at engaging with Māori learners at secondary school are described in the literature. STEAM, an initiative of the University of Auckland; and Kei a Tātou te Ihi (KATTI) is a collaborative initiative involving numerous TEOs and other agencies. Common to both is the specific targeting of students in either Year 9 or 10, recognising the importance of reaching secondary school students early and before they make subject decisions that may impact on their future study choices. Students are engaged by Māori and meet Māori role models. In the case of STEAM (and possibly KATTI), Māori values inform the engagement. These initiatives are described on the next page.





STEAM – University of Auckland

Aim/focus

STEAM is targeted at building links between the university and Māori and Pacific secondary school students and increasing the participation of Māori and Pacific students, particularly in mathematics and science-related degrees.

It aims to inform and clarify for students the entry requirements for the university degree courses, to identify the range of courses available, and to encourage and motivate students to gain NCEA qualifications before leaving school.

Factors driving the initiative

STEAM was a result of an institutional Review of Equal Educational Opportunities (University of Auckland, 1998). At the time recruitment and promotion of university study was mainly limited to students in their final two years of secondary schooling. Subject choice was a significant issue because access and success in the STEAM degrees depended on Year 13 mathematics and science. The review suggested that targeting Year 9 or 10 students and using Māori and Pacific role models would be a more effective approach.

Activities

As at 2010, STEAM was offered on the university campus for secondary school students and targeted Year 10 Māori and Pacific secondary school students. STEAM encouraged students to study mathematics and science throughout the five years of secondary schooling to enable access to the widest range of university degrees.

STEAM was initially offered only to schools in the Auckland area but later extended to all schools in the North Island of New Zealand. Schools were asked to select a maximum of 10 students showing potential in mathematics and science to attend a one-day programme – each year this was offered for five days with up to one hundred Year 10 students from six to eight different schools attending each day.

The programme is a series of interactive workshops each based on a relevant degree. School students spend a day on campus in groups and rotate through all workshops. Tutors at each workshop are Māori and Pacific university students studying that particular degree.

Māori values underpin the event. Students work in groups and establish cohorts in recognition of the value of whakawhānaungatanga. University students rather than staff members are used as facilitators and guides to foster the tuakana-teina principle of support. The events make space for Māori to be Māori within non-Māori institutions.

Taurere, M. (2010)



Kei a Tātou te Ihi – KATTI – run collaboratively between several partnering TEOs

Aim/focus

This is a collaborative programme run by tertiary providers to encourage young Māori to succeed in school and to go on to further study. It involves the Manukau Institute of Technology (MIT), University of Auckland, University of Otago, Auckland University of Technology, University of Waikato, Te Whare Wānanga o Awanuiārangi, Unitec, StudyLink, New Zealand Management Academy, Careers New Zealand and Massey University.

Factors driving the initiative

Māori liaison staff recognised that Year 13 is too late to start helping Māori to plan their tertiary study options and that this needed to begin in Year 10.

Activities

The programme rotates between different Auckland tertiary locations with representatives present from each participating organisation. Currently 35 schools engage with the initiative from the Auckland region and involves 650 students from Year 10, Year 11, 12, and 13 KATTI programmes are also run.

The initiative is “by Māori for Māori”. Students meet positive Māori role models and ambassadors from tertiary institutions.

<http://www.manukau.ac.nz/about-us/press-room/2012-press-releases/october/the-mori-journey-to-tertiary-education> (accessed 2 Nov 2012)

As with most other TEO initiatives described in the literature, information available about STEAM and KATTI does not include a discussion about the difference these initiatives have made in contributing to Māori learners’ transition experiences, including the impact of engaging with students in the earlier years of secondary school, and information about aspects of engagement that have worked well, or not, in engaging Māori learners. Neither initiative discusses the TEOs engagement with whānau.

Research and literature gaps

Impact of TEO secondary-school transition initiatives

As identified, there is a gap in the recent research literature discussing the impact and value of different TEO initiatives and approaches targeted specifically to reach, inform, and encourage Māori learners (and their parents and whānau) to aspire to tertiary and vocational study and to plan and link career goals to secondary school study choices.

Underpinning this is the limited amount of information about how and which Māori secondary students are “selected” to engage in, or access such initiatives. This matter is highlighted in Taurere’s (2010) thesis, which focuses on the central role of school career advisors in these decisions, and which also identified that the under the STEAM initiative, schools were requested to select a maximum of 10 students showing potential in the programmes presented.



Impact of government funded "transition initiatives"

There are a number of government-funded initiatives aimed at encouraging partnerships between secondary schools and TEOs to enable young learners to experience workplace training and tertiary study options and to link their studies to future career pathways, including the completion of lower-level credits, whilst still in secondary school.

These initiatives include the Secondary Tertiary Alignment Resource (STAR), Gateway, Modern Apprenticeships Scheme, and Youth Training and Training Opportunities (now encompassing Youth Guarantee, Foundation Focused Training Opportunities (FFTO) and Training for Work), which were initially outputs of an earlier government Youth Transitions Strategy aimed in part to raise the profile of transitions between school and tertiary or employment (National Advisory Council on the Employment of Women, 2009).

Several new Trades Academy partnerships between secondary schools and TEOs have also recently been established, which provide 16- and 17-year-olds the opportunity to gain practical skills while studying at a TEO or a workplace for NCEA credits and tertiary qualifications.

However, there is a lack of current evaluative evidence of the overall impact such initiatives have made in the transition process for Māori learners, and the extent to which these have assisted Māori students to make robust secondary subject choices that are strongly linked to desired study or training pathways. For example, to what extent are these initiatives facilitating learners to develop career goals and plan study choices? How is involvement in these initiatives affecting decisions to complete Level 3 NCEA?

An earlier evaluation of the STAR initiative was conducted in 2004 but did not provide information analysed by ethnicity. The Gateway pilot was evaluated in 2003 and identified that Pasifika and Māori students gained higher average credit achievements in 2001 and 2002 than other ethnic groups, however, the level of credit attainment was not identified (Ibid, 2009).

Moreover, despite the literature identifying the need to engage school students early, it is of note that these government-funded initiatives described are predominantly aimed at students 15 years of age or older and in more senior stages of secondary schooling.

Few initiatives aimed at younger secondary school learners

There appears to be very few specific initiatives identified in the literature that are geared towards supporting younger secondary school students to begin thinking and planning study options linked to pre-determined career goals. A recent exception appears to be the MIT Tertiary High School described on the next page.



Manukau Institute of Technology Tertiary High School

Aim, focus and factors driving the initiative

In 2010, the Manukau Institute of Technology (MIT) commenced delivery of its Tertiary High School, which is a partnership between secondary schools and MIT. This provides the opportunity for students who in Year 10 seem unlikely to succeed in the school setting but who are interested in a career pathway appropriate to an institute of technology, to combine Year 11 with tertiary pathway courses to complete NCEA Level 3 and a two-year Career and Technical Education qualification.

Activities

Students are socialised into the tertiary environment. They are provided with targeted academic and pastoral support and career pathways guidance and there is a focus on developing numeracy, literacy, and technology skills in the context of completing NCEA, working towards industry recognised trades and professional qualifications. The involvement of parents, family and whānau is actively encouraged.

As described by Middleton, S. undated PowerPoint Presentation

Understanding other transition experiences, barriers and enablers

The literature is weighted by a focus on Māori learners' transitions from secondary school to university. There is currently only a small body of literature contributing to an understanding of Māori learners' transition to vocational and employment-based training (for example, Kāhui Tautoko Ltd's 2012). Transition experiences from wharekura are missing.

Research is lacking on how TEOs may be reaching and supporting the transition of Māori learners who are NEET, and the barriers and enablers to their transitions.

There is a lack of information on non-school transitions, and relationships that TEOs may have with iwi, industry and community agencies to support Māori learners into tertiary education. Insights into such initiatives could contribute rich information from different perspectives to understand Māori learners' transition experiences in the employment-training area, as well as barriers and enablers to progression to higher levels of study.

He Toki ki te Rika is one such TEO and iwi-led partnership supported by industry and government.

Impact of financial barriers

Early insight into Māori learner transitioning have identified the impact of financial pressure on decisions to choose employment over completing qualifications. The importance of strong pastoral care and pre-training foundation skills training has also been highlighted (Te Tapuae o Rehua, 2011).

He Toki ki te Rika is one such TEO and iwi-led partnership supported by industry and government.

Early insights into Māori learner transitions have identified the impact of financial pressure on decisions to choose employment over completing qualifications. The importance of strong pastoral care and pre-training foundation skills training has also been highlighted (Te Tapuae o Rehua, 2011).



Key enablers include TEOs' relationships with schools and wharekura to develop initiatives focused on encouraging students to aspire to tertiary study, ensuring key information is available to students, and fostering TEO engagement with learners and whānau.

While financial considerations are widely identified as a limitation to participation and retention in tertiary education, research on the extent of its influence on transition decisions, and what works to overcome financial barriers, is limited. However, as identified by Wiseley (2009), this is likely a significant factor impacting on Māori learner transition to tertiary education and to higher study.

Students in Wiseley's study indicated that the no-fees option at Te Wānanga o Aotearoa had been a key factor in enabling their participation in tertiary education. Financial barriers were also identified as being the tipping point in programme choice and in shaping Māori learners' decisions to select less costly lower-level courses that take less time to complete, rather than higher-level programmes of study.

A further related financial barrier canvassed in the literature, is the relationship between fees-free courses available to beneficiaries at lower levels only, as well as the requirement placed on students in receipt of welfare benefits to leave study if offered employment.⁶

Key findings about secondary school transitions to tertiary for rangatahi

Key barriers

- Rangatahi lacking guidance, information and support to set goals and to make informed decisions about secondary school study options.
- Rangatahi leaving school without clear educational and career goals and pathways and without having completed relevant subjects and qualifications tied to these goals or pathways.

Key enablers and opportunities

- TEOs' relationships with schools and wharekura to develop initiatives focused on encouraging students to aspire to tertiary study, ensuring key information is available to students, and fostering TEO engagement with learners and whānau.
- TEOs proactively providing learners and whānau with information, guidance and support to enable rangatahi to develop goals and to make the right decisions to enable them to enrol in relevant tertiary education.
- Culturally relevant and appropriate engagement with rangatahi and whānau, and engagement by peers and role models, which shows rangatahi that they can aspire to tertiary study and will be welcome and supported in tertiary environments.

3.3 Post-school and TEO enrolment

This section discusses the transition period post-school and during the TEO enrolment period.

The longitudinal qualitative study undertaken by Madjar et al. (2010) following the experiences of 44 secondary school students'

6. An anecdotal example of a student being required by Work and Income to withdraw from a course to accept employment was recounted in the study with Māori providers undertaken by Phillips and Mitchell (2010).



transition to university, appears to be the sole recent study that examines students' experiences in-depth during this stage of the transition process. A small number of other studies (such as Kopu, 2010a and White, 2009) touch briefly on the barriers, enablers and opportunities identified.

Despite this limitation, and the fact that the Madjar study was not exclusively about Māori learners' experiences (17 Māori learners took part), it highlights the importance of this stage of the transition journey given it can be a period of potential vulnerability. This is particularly the case for learners with less clear goals and confidence about their readiness for tertiary study, and who lack appropriate guidance and support during this time.

The period post-school and pre-tertiary can be a time of uncertainty. It is a time when students no longer have direct access to staff at school, need to make sense of the implications of exam results, may be making key decisions without access to friends and family who have tertiary education sector experience, and are faced with having to directly navigate the tertiary landscape. However, this "disadvantages Māori in particular given that Māori whānau are less likely to have completed tertiary study and therefore may be less equipped to provide appropriate guidance (Wikaire and Ratima, 2011, p.479)." And "most students who are new to study do not have sufficient information to make wise and informed decisions" (White, 2009, p.5).

Therefore, as Madjar et al. (2010) highlight, the level of information and advice available from tertiary institutions and early encounters with TEOs, can impede or encourage the transition experience for Māori learners.

Barriers to overcome

A quarter of participants in the Madjar study reconsidered progressing to university during this period. For students initially less certain about their goals and readiness for university study, a lack of appropriate guidance and support added to increasing self-doubt or loss of focus prior to and during the enrolment period. "Lack of information, misunderstandings about university regulations, lack of confidence and fear of failure, all acted to shake their resolve" (p. 40).

Students who had a limited understanding of university life, tended not to access or know about course information materials put out by their intended faculties or departments. A lack of understanding about enrolment processes led to delays in students applying for financial support and enrolling in subjects. This resulted in students being unable to select preferred subjects or ending up with inconvenient lecture or tutorials slots. Subsequently this impacted on students' initial experiences once their study commenced.

An important finding of Madjar et al. was that the majority of students involved in the research experienced significant difficulties

"...Māori whānau are less likely to have completed tertiary study and therefore may be less equipped to provide appropriate guidance." (Wikaire and Ratima, 2011, p.479).





Both Madjar et al. (2010) and White et al. (2009) identified the difficulties, frustration, stress and disappointment at this stage of the transition process, which can make it a tipping point as to whether or not students continue to transition to tertiary study.

accessing academic advice, information and help during the enrolment process. Indeed the researchers in that study felt ethically required to intervene in one case. Common problems with StudyLink led to at least 10 students starting the semester without financial assistance, and saw one student withdraw within weeks of commencing.

Both Madjar et al. (2010) and White et al. (2009) identified the difficulties, frustration, stress and disappointment at this stage of the transition process, which can make it a tipping point as to whether or not students continue to transition to tertiary study. It can also be “critical to the wider student learning experience, achievement and retention once study commences” (White et al., 2009, p.74).

A consistently strong theme identified across the recent literature on Māori learner retention and success is the importance of students encountering a welcoming and supportive environment (discussed more fully in section four of this report). However, as identified by Madjar et al. (2010), a lack of information, guidance and support and practical difficulties encountered at this stage of the transition process “contributed to students’ frustration and disappointment, and reinforced the perception of universities as big, impersonal places – formidable rather than welcoming to newcomers” (p.97).

Enablers and opportunities

Therefore, students’ experiences interacting with the institution and the choices they make at this stage in the transition, can impact significantly on students’ subsequent academic and holistic experiences once they commence tertiary study. This was evidenced in Madjar’s study, where students who had obtained specific course information well in advance were able to make more appropriate subject choices than those who had not. Timely applications and knowledge about how to navigate matters, such as financial assistance ensured that all non-academic matters were taken care of before the first semester started and minimised stresses experienced.

Timely, responsive and proactive information provision, guidance and support

Opportunities identified to address barriers at this stage of the transition process centre on ongoing information, guidance and support that is easily available and is provided to Māori learners and their whānau in a proactive and supportive way both before and during the enrolment process.

Madjar et al. (2010) after seeing the practical enrolment difficulties experienced by students also recommended the need for universities “enrolment procedures and student administration services [to be] efficient, ‘user-friendly’, and responsive to students’ needs. Timely notification of acceptance or rejection by limited-



entry programmes is essential for students considering other options” (p.106).

This part of the transition phase provides a key opportunity for TEOs to identify Māori students and to start building relationships with them and their whānau that will be important for students throughout the course of their study (Wikaire and Ratima, 2011). Māori students should be identified and communication and interactions established at an early stage so that students are provided with advice on their programmes, papers and workloads as early as possible (White, 2009; Wikaire and Ratima, 2011).

It also provides the opportunity for Māori learners to be introduced to pastoral and academic support options available to develop the foundations for ongoing engagement in academic and pastoral support once studies commence.

Whānau engaged and involved

The importance of early engagement with whānau is discussed by Kāhui Tautoko Consulting Ltd (2012a) in the study of Māori learners' transitions to workplace learning, as well as in TPK's evaluation of youth transitions through programmes such as Gateway and Youth Guarantee (2012a). Both studies discuss the importance of engaging parents and whānau at this time to ensure their involvement in students' journeys, giving them the opportunity to clarify roles and responsibilities and to share their expectations of the provider and the goals they have for their rangatahi.

In the TPK study, an effective mechanism described to enable this engagement was the facilitation of joint whānau/student interviews pre-enrolment. That is also an approach followed by the Otago University's Tu Kahika health science scholarship programme for Māori learners. All short-listed students and their whānau are interviewed in their home region (many in their own homes), where staff outline expectations of learners and their whānau, and learners and whānau outline their expectations.⁷

Advisory service

Madjar et al. (2010) discuss opportunities for an easy-to-access advisory service available to students during this period that is responsive to requests for advice and help. This advisory service should also be responsible for proactive outreach to prospective students, ensuring they are on track with enrolment and are reminded of key deadlines, orientation activities and support services, and providing them the opportunity to debrief about NCEA results and their implications, and to discuss doubts, concerns or questions.

Peer mentors

There is a strong focus across the literature on the effectiveness of positive peer-mentoring and tuakana-teina relationships in engaging Māori learners (for example Wikaire and Ratima, 2011; Tahau-Hodges, 2010; Ross, 2010). Easy access to proactive and

There is a strong focus across the literature on the effectiveness of positive peer-mentoring and tuakana-teina relationships in engaging Māori learners.

7. www.otago.ac.nz/tukahika/index.html





visible senior Māori student mentors representing different faculties on campus during the summer period, is another way in which potential students could be proactively helped and supported during this time. Potentially this could also pave the way for ongoing support once students commence their studies.

Summer and preparatory courses

Preparatory courses, and individual engagement with learners and their whānau, prior to enrolment, not only supports students to become familiar with the tertiary environment, but also enables learners' individual needs to be identified so that they can be guided into appropriate programmes and assisted to engage with academic and pastoral support services. As participants in Wikaire and Ratima's (2011) study recognised, "the university needed to be proactive in identifying struggling students early, because Māori were less likely to approach services for assistance at an early stage" (p.479).

Madjar et al. (2010) and Ross (2010) identify the place of summer or preparatory courses to help students become familiar with the university's conventions and expectations, to strengthen and develop academic and study skills, boost confidence, and to assist learners to become socially and academically engaged in their new learning environment.

Options discussed include short 'not for credit' courses, or longer more academically focused 'for credit' summer courses. Longer courses could provide assistance to students to develop their study skills and to understand the nature of learning that they will be engaged in before their studies begin.

When discussing students' first semester experiences (see section 3) the literature identifies that students' unfamiliarity with the academic requirements can be a key barrier to Māori learners' success in the tertiary environment when combined with a lack of academic guidance and support.

Summer and preparatory courses are identified as enabling Māori learners to develop time and workload management skills and academic and study skills appropriate to the relevant tertiary context (Wisely, 2009). For example, Wānanga Pukenga Ako is a short course (three to five days) provided at Waikato Institute of Technology (Wintec) for Māori and Pasifika learners to develop their writing and study skills, usually in the two weeks prior to the academic year commencing (White et al., 2009).



Wānanga Pukenga Ako – Waikato Institute of Technology (Wintec)

Aim/focus

Wānanga Pukenga Ako (WPA) is a no fees one-week writing and study skills preparation course for Māori and Pasifika students, usually offered two weeks before the academic year starts.

Although the course originally sat under the mainstream student learning services, it was transferred to Te Kete Kōnae (TKK), the institute's Māori and Pasifika Support Centre, where staff are not only qualified to teach the same course content as is offered in the mainstream equivalent, but are also bilingual and practitioners of Māori and Pasifika customary protocol.

The course is focused on empowering students to identify areas in which they need assistance and to understand how they can access this assistance during their studies.

Activities

The course is set at Level 3, but caters to a wide range of students (sometimes ranging from Level 1 to Level 3) through content variance and tactical teaching delivery to ensure all levels of academic skills are catered for. Opportunities are facilitated for one-to-one and group activities, wānanga, and class tutorials. Students are provided a homework timetable to model how to manage their homework over the week with a focus on completing the assignment task/question within the timeframe given.

The course is underpinned by Māori and Pasifika values and philosophies. Holistic cultural pedagogical practices and strategies are utilized such as whakawhānaunga, manaakitanga, whakamana tangata, tautokotanga. Māori and Pasifika tuakana-teina processes are adopted.

Acknowledging that not all students know their cultural inheritance, course instruction and support is offered predominantly in English, but allows space for Māori or Pasifika language streams. Facilitators are skilled in a variety of academic fields and in tikanga and protocol. Students' culture is valued and not separated from their learning.

Students shape the room to suit their needs (set-up). Often this is in the shape of a horse-shoe so not one person is singled out or set apart from the others. After the first day, which includes whakawhānaunga, orientation and introductions, students can participate in morning karakia and each day is concluded with a karakia.

The course allows students to develop support relationships with their peers and with tutors. Students have access to TKK facilities including a whānau room for studying, interviews, and one-to-one and group teaching.

Manalo, E., Marshall, J., Fraser. C. (2010)

Summer and preparatory courses provide the opportunity for students to receive information about strategies to support holistic wellbeing during tertiary study, and for Māori learners to be connected to mentors as an early part of establishing social and academic networks. Such courses also provide the opportunity for TEOs to proactively engage with and provide information to whānau to ensure that whānau can also begin to develop familiarity with the tertiary environment, to actively participate in supporting their children's academic decisions, and to develop an understanding of students' likely study support needs.

Summer and preparatory courses provide the opportunity for students to receive information about strategies to support holistic wellbeing during tertiary study, and for Māori learners to be connected to mentors as an early part of establishing social and academic networks.





In Australia, the “...positioning of foundation/bridging programmes alongside internal organisational support structures has shown to help minimise the educational gap experienced by indigenous learners...”

Bridging/foundation programmes

Mullane (2010) indicates that approximately 303,000 students have taken part in foundation learning-related tertiary education, with Māori making up 40% of these learners. Mullane refers to “the accumulation of Māori learners entering tertiary education who are ill-equipped to meet the demands of academic study at a simple level” and as discussed in the section above, identifies that this is in part due to a lack of qualifications and academic preparation to meet entry criteria (p.42).

Foundation and bridging programmes tend to be more intensive preparatory programmes focused on supporting learners to work at a higher academic level by acquiring necessary academic skills (including literacy, language and numeracy).

In Australia, the “positioning of foundation/bridging programmes alongside internal organisational support structures has shown to help minimise the educational gap experienced by indigenous learners...” (Mullane, 2010, p.25). In New Zealand there are strong indicators that foundation tertiary programmes can be effective in scaffolding Māori learners into tertiary study.

However, as the literature identifies, there has been minimal research to understand the benefits of foundation learning for Māori and what facilitates strong learner outcomes (McMurphy-Pilkington, 2011; May, 2009; Mullane, 2010). In addition, because much of the published literature pertains to university study experiences, there lacks a solid base of information regarding Māori learners’ experiences in foundation-focused training and an understanding of what is facilitating Māori learners to progress from foundation to higher level study and to do well.

Key findings about post-school TEO enrolment transitions

Key barriers

- Māori learners lacking information, guidance and support. This is particularly a barrier for learners uncertain about tertiary pathways and goals, and who do not have family, or others to go to for support. This can impact negatively on enrolment decisions, access to financial support, and subsequent experiences once the academic semester commences.
- Experiences at this stage influence perceptions of the tertiary environment and can be a tipping point in the decision to engage in tertiary education.

Key enablers/opportunities

- Ongoing provision of easily accessible information, guidance and support that is proactively provided. Support to establish social and academic connections before commencing study.



- Ensuring whānau are involved to facilitate mutual understandings of requirements and expectations, and to support ongoing involvement in students' learning experiences.
- Opportunities to engage Māori learners and whānau include proactive advisory services; peer mentoring; and preparatory programmes, including bridging and foundation programmes to enhance learners' academic preparedness.

3.4 First semester experiences

The literature focusing on Māori learners' entry into tertiary education institutions identifies the first semester as key to whether or not Māori learners continue and progress with their tertiary studies. Earl (2007) suggests that the key intervention point for success appears to be in the first semester of the first year of study. The literature identifies that this hinges on the extent to which learners are socially and academically connected and supported to feel welcome and confident engaging in the new tertiary environment.

Transition barriers

The unfamiliarity of tertiary study and academic requirements and expectations, a lack of academic preparedness, and lack of confidence to engage academically, are identified strongly in the literature as core barriers to Māori learners' successful transitions into the tertiary environment. Coombes (2006) identified this as having a significant impact on Māori students' academic non-persistence decisions.

In the study by Curtis et al. (2012), Māori students talked of the difficulties associated with transitioning into and within tertiary study. Difficulties included a lack of basic study skills, and unfamiliarity with workload demands and different expectations of teaching support associated with the differences between high school and university study (for example, the sheer size of the tertiary institution and different relationships with teachers).

Barriers or difficulties encountered are perpetuated if students are not socially and academically connected to peers and staff who can support their academic development and engagement. This can reinforce students' feelings of isolation and lack of belonging.

"[A]cademic engagement is not automatic, and when students struggle or fail to become academically engaged their transition to university and their likelihood of succeeding are seriously compromised" (Madjar et al., 2010)

Enablers and opportunities

Enablers identified in the literature are often simply those things that work against barriers. Therefore one key enabler identified is the facilitation of staff and learner connections to create supportive

"[A]cademic engagement is not automatic, and when students struggle or fail to become academically engaged their transition to university and their likelihood of succeeding are seriously compromised" (Madjar et al., 2010).





learning relationships, along with appropriate learning support opportunities.

Madjar et al. (2010) in referring to the study by Leach and Zepke,⁸ identified that New Zealand researchers have found that “relationship building is a key factor in determining success or failure; retention or early withdrawal. Positive, professional relationships between students, their peers, institutional support staff, and teachers do have major effects” (p.16).

In Madjar’s study, the examples of students’ experiences within highly structured foundation certificate programmes and degree-level classes with a high amount of teacher-student contact, demonstrated the role of social engagement in reinforcing academic engagement, and helping students to feel more motivated and more at ease in the university environment. This bridged social distances between students and their teachers, and strengthened the students’ capacity to learn.

Support for learners’ holistic wellbeing and culturally appropriate pastoral care is also identified as a key enabler to academic success, as well as contributing to learners feeling welcome and cared about.

The literature identifies several key ways TEOs can effectively and actively connect Māori learners to their peers, academic staff and support is discussed below.

Orientation and induction

The orientation and induction experience is an initial step facilitating Māori learners to feel welcome in a new environment and for paving the way for connections to be made.

As identified in the research undertaken with workplace learners by Kāhui Tautoko Consulting Ltd (2012a), the orientation and induction process is important to shaping students’ perceptions and ongoing experiences of the learning environment:

learners felt that manaakitanga (care and inclusion) was evident in a workplace where they felt a clear impression that they would be cared for and supported (p.33).

Greenwood and Te Aika (2008) refer to the importance of a personalised and preferably iwi-based induction with students feeling valued and affirmed by a strong human interface. Powhiri were seen as important because they demonstrate a commitment to Māori values, provide a connection with iwi and affirm the importance of personal relationships. Students also considered live-in inductions, preferably in a marae context, important, because this enabled them to get to know one another (p92). Similarly, White et al. (2009) identify the importance of powhiri to contributing to cultural safety in mainstream tertiary environments.

As identified by Madjar et al. (2010), it is important how orientation activities are presented, structured and embedded in programmes.

8. Refer note 4 (p. 20).



In that study it was significant how few students attended academic orientation activities, with some indicating that they were “too scared” to go on their own.

For those students in Madjar’s study who did attend, they saw small-group orientation activities targeted at specific student groups as helpful (this aligned with the earlier literature referred to in that study pointing to the value of small specific activities). Students valued the role of an older student guiding the orientation, who was familiar with and empathetic to the needs of new students and able to share useful ‘insider’ tips on a range of practical relevant matters, including the timing of lectures and accessing student resources.

Space and time to establish relationships and connections

Curtis et al. (2012) and Kāhui Tautoko Consulting Ltd (2012a) discuss the importance of time and space at the beginning of the academic year for activities aimed at establishing relationships between staff and students and between student peers within and across years to build social and academic networks and a supportive learning environment.

Both share examples of different initiatives undertaken by TEOs to enable this. Curtis et al. refers to the three-day wānanga or “Freshers’ camps” of the Māori and Pacific Admission Scheme (MAPAS) in tertiary health programmes at the University of Auckland. Kāhui Tautoko Consulting Ltd discusses a Youth Guarantee transition at the Turipuku campus at Te Wānanga o Aotearoa in Rotorua, which is described below.

Youth Guarantee transition at Te Wānanga Aotearoa’s Turipuku campus

Time is dedicated at the outset for the kaiako and kaiawhina to get to know the learner and his or her whānau. This provides the time and space for staff, students’ and whānau backgrounds and journeys to be shared and trusting mutual relationships to be formed. The first eight weeks are dedicated to whakawhānaungatanga – students finding their place in the environment, understanding learning expectations, and tutors understanding individual learning needs to ensure students are guided to correct programmes and provided relevant support.

A measure of the effectiveness of this approach is identified in relation to the 96% completion rate for the Certificate in Sports, Fitness and Health courses.

Cited in: the unpublished report of Kāhui Tautoko Consulting Ltd, (2012b)





The role of peer mentors in acting as a conduit to link new students to academic staff is important for new students who lack confidence to initiate contact themselves.

Māori peer mentors

Māori peer mentors are consistently identified in the literature as an effective way to help new Māori learners develop a sense of place in the tertiary learning environment, to connect students to academic staff and support, and to provide proactive, ongoing and culturally appropriate guidance and encouragement (Curtis et al., 2012; Kāhui Tautoko Consulting Ltd, 2012a; Wikaire and Ratima, 2011).

The value of peer mentoring relationships is discussed by Ross (2010) in describing the initiative summarised below.

Peer support initiative in a distance-learning context facilitated by the Open Polytechnic

Peer mentors telephoned every first year Māori student at a number of key points in their first-year of study. A review of the initiative (reported by Ross), found that students valued the brokering-type role that the peer mentors provided, that their concerns were listened to and that the mentors connected them with relevant support services or with their tutors. Through this approach, it appears that the proactive contact meant that students were readily assisted with support relevant to their particular and evolving needs and were not left to seek out or navigate support themselves. At the same time, they had control over whether they accessed and engaged in support. Students identified that the peer mentoring contributed to their sense of belonging and which they regarded as important.

As described in: Ross, C. (2010)

The role of peer mentors in acting as a conduit to link new students to academic staff is important for new students who lack confidence to initiate contact themselves. As was found in the research by Madjar et al. (2010) “few students felt comfortable initiating a conversation or making appointments to discuss any aspect of their academic work with their lecturers or even tutors. Even fewer were prepared to discuss any personal problems that might have been affecting their studies” (p.67).

While there seems to be an absence in the literature of research identifying factors constituting an effective peer-mentoring relationship between Māori learners, much of the literature discusses the strong benefits of the mentoring relationship founded on the traditional tuakana-teina concept (for example, Greenwood and Te Aika, 2008; Kāhui Tautoko Consulting Ltd, 2012a; Kopu, 2010a; May, 2009).

Within the tuakana-teina relationship, the tuakana (senior or more experienced learner) is responsible for assisting the junior/less experienced learner (teina), but the relationship is a reciprocal one where both tuakana and teina are teacher and student.

The relationship provides mutual benefits for both tuakana and teina. For the more experienced learner sharing and imparting knowledge, the role is empowering and recognises and reinforces the knowledge that learners have acquired. The mentoring relationship provides tuakana the opportunity to build on



knowledge learnt. The less experienced learner receives ongoing support and is able to learn from and receive inspiration from students who have come from similar learning experiences.

Peer mentoring based on tuakana-teina “has been identified as particularly useful and relevant in supporting Māori learners to develop a sense of belonging within their learning environment, and facilitates other support that learners may require, including academic and personal support” (Tahau-Hodges, 2010, p.9).

Students from across all of four “success” programmes in different institutions reviewed by Greenwood and Te Aika (2008) valued the peer relationships and support opportunities fostered. Moreover, in the research undertaken by Tahau-Hodges with 34 Māori industry training learners, the students identified “the immeasurable support and assistance that older or more experienced colleagues provided and of being taken under the wing in the early stages of their apprenticeship” (p 26).

Timely, in-depth feedback from academic staff

Students need timely, regular, in-depth feedback on their work to build and develop academic skills and an understanding of the institution’s academic expectations and requirements. This is particularly important for first assignments and pieces of work, as without this input, students cannot learn or develop their study skills and practices, before submitting further work. One of the findings of the Madjar et al. (2010) study highlighted the difficulties students had with delayed and limited feedback on their early work. This can result in anxiety and poor performance and can ultimately contribute to students leaving.

In that study (set in a university), students in large classes “had no expectations, and no experience, of being seen as individual or special”. Some “felt overwhelmed by the totality of what they saw in front of them, and struggled to work out where or how to start. Not surprisingly, they were drawn toward other, similar uncertain students, and quickly drifted away from academic work toward spending most of their time putting off going to classes, studying, or writing” (p.68).

Proactive provision of support

Madjar et al. (2010) identify the importance of student support being proactively provided, given that “students at greatest risk of failing to make a successful transition can easily become invisible in a system that depends on them to make their needs known (p.107)”.

As with the proactive contact provided in Ross’ study (2010), Madjar et al. (2010) also observed that students were more likely to respond to academic student support services that initiated contact with students, and provision that sought to normalise learning support. This was in contrast to services that expected students to initiate the engagement, which could make learners

Students need timely, regular, in-depth feedback on their work to build and develop academic skills and an understanding of the institution’s academic expectations and requirements.





feel inadequate, and had more formal rules or practices to the engagement.

As part of normalising learning support, students in Madjar's study commented favourably about a "one-stop-shop" service located in a high-student-traffic area of the university library and which could be informally accessed without the need for prearranged appointments.

Tahau-Hodges (2010) discusses an initiative of Te Aotahi, the School of Māori and Indigenous Studies at the University of Canterbury, which normalises learning support through the tracking of every student's submission of assessments and through this monitoring, proactively provides support in response to specific needs identified.



Te Rau Puawai Māori – Massey University and Ministry of Health

Aim/focus

Established in 1999, Te Rau Puawai Māori is a mental health workforce development programme for Māori learners. It provides learners with a scholarship for course fees and travel costs and additional tutoring and mentoring. The programme supports students who are seeking to commence or complete a university qualification with a focus on Māori mental health. Most students are employed in the Māori mental health workforce and study part-time, via distance learning.

Activities

The university undertakes recruitment visits to Māori mental health providers throughout the year, providing presentations and engaging in one-to-one discussions with potential learners about enrolment, course information, and to ensure students are well informed of course expectations.

Mentors, a full-time coordinator, and part-time support tutors are available to provide academic advice and general learning support to students. They are contactable via a 0800 telephone number. Students are provided assistance with course planning, essay writing and study skills, curriculum vitae and job interview preparation, and are provided access to a Māori learning community and student networks.

A holistic and proactive student centered approach is taken to the provision of student support. The coordinator monitors student progress, identifies study related needs, provides one-to-one study support, links staff and students, and provides regular face-to-face contact through regional visits undertaken throughout the year. The support team proactively seeks out and contacts students who have not regularly updated on their study progress, and are in contact with students through regular contact by phone, email or in person.

Paid peer mentors, experienced in the discipline of mental health, are available on Thursday evenings and provide academic support. Academic mentors are available during business hours and provide study specific learning support. Two hui are held each year at the Palmerston North campus to promote whakawhānaungatanga (to grow and strengthen relationships) between staff and students. Students are introduced to campus and support services.

The programme website has a virtual whare and provides a virtual meeting place. A monthly newsletter is also provided. To promote whakawhānaungatanga each student introduces themselves by writing a paragraph about themselves along with a photo and their email details. This is distributed to each student to help identify other students located in the same area.

Factors of success

The programme is focused on providing a safe learning environment.

It provides a proactive learning support model, encourages students to study collectively, and recognises the importance of te reo and tikanga Māori. An evaluation of the programme⁹ identified that students regard it as a source of inspiration and motivation and indicated that they would not have succeeded without the support provided. The programme has been identified as resulting in students attaining slightly better overall pass rates (85 – 90%) compared with pass rates across the university. The MOE website identifies that: “For many Māori students returning to education after negative experiences, perhaps the most important factor to success is the belief of Te Rau Puawai that each Te Rau Puawai student has the capacity to achieve and excel in tertiary studies...”

D. (2007); White, F. (2009) and: http://www.minedu.govt.nz/NZEducation/EducationPolicies/TertiaryEducation/PublicationsAndResources/MāoriEducation/HeiTautokoINgaWawataMāori/Distance_Education.aspx

9. Nikora et al. (2004) *Te Rau Puawai 2002–2004: An evaluation*. A report prepared for the Ministry of Health and Massey University: Māori and psychology research unit, University of Waikato.





To better normalise learning support and to enhance its accessibility, Madjar et al. (2010) emphasise that student support services should be a core part of the curriculum rather than separate from it, and should be closely aligned to the content students are studying.

Learning support embedded in the curriculum

To better normalise learning support and to enhance its accessibility, Madjar et al. (2010) emphasise that student support services should be a core part of the curriculum rather than separate from it, and should be closely aligned to the content students are studying. They point to research suggesting that support initiatives are more effective if integrated with teaching and learning and directly relevant to students' studies.

They also observe that students followed in that study, and who had enrolled in courses with learning support built into the curriculum, "achieved greater academic and social engagement and better academic results than students in larger courses with separate support services" (p 6).

By contrast, as Madjar et al. identify, without personalised or highly structured support built into the core curriculum it is more difficult for learners (particularly in large classes) to develop a connection with the teachers, easier for students to get lost, and makes students more at risk of irregular class attendance and poor performance.



Integration of literacy support into a foundation programme – Bay of Plenty Polytechnic

Aim/focus

In 2005, the Manukau Institute of Technology's model of literacy team teaching was explored and adopted. This resulted in a literacy tutor being present in the classroom of a Level 2, 17-week foundation programme for two days per week. The foundation programme aimed to prepare students for further study. Students ranged from 16 years of age to mid-50s. Forty-one percent of the students were Māori.

Factors driving the initiative

In order to engage more students and provide more meaningful contextualised literacy support it was decided that literacy support would be more effective if embedded within the programme context in the students' classroom.

Activities

Literacy support was embedded into planning and teaching, in groups, in a class setting and in one-to-one situations. During the programme three study evenings were available for students to catch up on assignments. These evenings were labelled "fish and chips" nights and aimed to encourage students to utilise the institute's services and to feel a sense of belonging to this academic learning environment.

Individual appointments were arranged in class time to meet with students. This time was identified as invaluable as staff were able to gauge where students "were at". Although the focus for these discussions was their academic progress, students were able to discuss how study and learning fitted in with the reality of their lives. Study was not seen as an isolated event.

Factors of success

Critical success factors of this programme identified included: the team teaching relationship; teachers' backgrounds in teaching, teaching styles and shared passion for student success; a holistic approach to teaching and learning; expectations of students; classroom management; student engagement; respect for tangata whenua/diversity and the foundation learner.

Significant improvements in Māori learner retention and "success" were observed. In 2005, retention was 56%. This rose to 70% in 2006. In 2006 this lifted to 100%, with 81.25% of students who succeeded going on to further study. Staff involved with this programme in earlier years all agreed that this was an unprecedented number of students who chose to progress onto other higher education qualifications.

It was observed that there was also an embedded commitment by the institution to recognise the aspirations and learning needs of iwi through whānau; to reduce the disparity of Māori learner outcomes; a commitment to growing the capacity of staff; to recognise the unique attributes of the Māori learner within the mainstream context; and to the introduction of concepts such as manaaki within the learning environment.

Manalo, E., Marshall, J., Fraser, C. 2010

Literacy support was embedded into planning and teaching, in groups, in a class setting and in one-to-one situations. During the programme three study evenings were available for students to catch up on assignments. These evenings were labelled "fish and chips" nights and aimed to encourage students to utilise the institute's services and to feel a sense of belonging to this academic learning environment.

Learning support opportunities

Learning communities

Madjar et al. (2010) believe that the "learning communities" model should be given careful attention. In referring to a number of past studies, Madjar et al. relate that learning communities have been found to have many positive outcomes, including increased retention, academic performance, motivation, student engagement, cognitive development, and social integration (p. 18).



As McKegg (2005) points out, learning communities sit comfortably alongside the notion of whakawhānaungatanga. They “involve actively scheduling classes so that a group of students are studying together across classes...students learn together and get to know each other...students share the trials and tribulations of getting to grips with the tertiary environment and collectively support each other to success” (p.295). Students work together towards common goals and take shared responsibility for their own and each other’s learning. A constant flow of feedback between students and teachers is a critical element (Madjar, 2010).

Culturally specific and appropriate academic support

Curtis et al. (2012) identify the importance of institutions providing Māori students with specific high-quality academic support that is culturally appropriate, including providing tutorials with Māori tutors, senior academic Māori role models, and staff who are connected with Māori students and who create culturally safe learning environments.

The Māori and Pacific Admission Scheme within the Faculty of Medical and Health Science at the University of Auckland provides Māori learners with specific academic and pastoral support services and activities. As the following description of this initiative indicates this initiative appears to encompass the level of guidance and support that the review of the literature has identified as important in the transition process for Māori learners.

Māori and Pacific Admission Scheme (MAPAS) – University of Auckland

Aim/focus and activities

The programme is for Māori students enrolled in tertiary health programmes at the University of Auckland. Students receive additional academic support including additional group tutorials for specific courses, specific study space and computer labs, support to set-up study groups, study retreats, homework centres and pre-exam study weekends.

MAPAS students receive additional pastoral support including: peer/whānau support through regular cohort lunches and wānanga, a “Freshers” wānanga held prior to the first semester for students to whakawhānaungatanga/get to know one another, MAPAS-specific orientations, student attendance and progress tracking, scholarships information and application support.

Academic support is provided in a culturally appropriate ways including whānau kai, marae overnight stays, wānanga, and use of karakia and the inclusion of extended whānau.

(www.fmhs.auckland.ac.nz/faculty/undergrad/mapas.aspx)



Tuhia ki te Rangi – University of Auckland

Aim/focus

Tuhia ki te Rangi (TKTR) is a writing wānanga initiative aimed at improving the writing capacity of Māori and Pasifika students and focused on developing learner's writing abilities. It is run through the learning centre at the University of Auckland. TKTR is also focused on building relationships and confident interactions between students, tuakana (tutor/mentor) and other staff, and students at the university. TKTR is expected to help students successfully participate in their courses through the development of academic learning skills, in particular essay writing. It provides an opportunity for students to contribute to and be part of a Māori and Pasifika community of students and staff, and to be nurtured in leadership amongst Māori and Pasifika students, and tutor/mentors.

Factors driving the initiative

STEAM was a result of an institutional Review of Equal Educational Opportunities (University of Auckland, 1998). At the time recruitment and promotion of university study was mainly limited to students in their final two years of secondary schooling. Subject choice was a significant issue because access and success in the STEAM degrees depended on Year 13 mathematics and science. The review suggested that targeting Year 9 or 10 students and using Māori and Pacific role models would be a more effective approach.

Activities

TKTR incorporates Māori and Pasifika cultural practices in teaching academic writing skills while students work on an essay assignment. Tuakana tutors/mentors facilitate group and individual sessions. Key writing process functions are taught and developed through a variety of activities including Akonga Tauira (30-minute learning skills tutorials), ako (student study periods) and korero poto (content discussion). It is expected that students will produce a draft of their essay assignment over the two and a half day wānanga.

Activities such as powhiri whakatau, mihimihi and whakawhānaungatanga endorse cultural identity and establish connections for relationships to be fostered. For example, students making whakapapa connections, realising that they are doing the same course or have attended the same school. Kai is a further opportunity to build rapport between students and staff in a relaxed informal setting. With this engagement, trust is established and staff become more approachable.

Korero mai are informal feedback discussions for students to report on their writing progress and provides an opportunity to acknowledge their accomplishments and value their performance. Feedback is provided either individually or in group activities. Fun activities are also incorporated to intentionally remove students from their intense study activity.

Factors of success

TKTR is identified as facilitating sustainable relationships among students, and between students and staff; providing a teaching approach and learning environment that is culturally safe and connects students with the university community; and enabling students to improve their independent learning and to complete and pass their assignments.

Manalo, E., Marshall, J., and Fraser, C., 2010

Māori and Pasifika students responding to the Australasian Universities Survey of Student Engagement (AUSSE) undertaken across all of New Zealand universities from 2007 to 2009¹⁰ referred to the benefits of tutorials and the opportunities tutorials provide to discuss and hear different points of view in a small group. "Many comments that do not mention tutorials specifically mention the benefits of working in groups with other students" or refer to the

10. See Radloff and Coates (2011) who identify that the AUSSE survey included the voices of 674-unweighted, and 2957-weighted Māori learners. Post-stratification weighting was undertaken so responses represented the target population.



challenges of not being able to work with other students (Van der Meer, Scott, and Neha, 2010, p.7).

However, there appears to be limited information in the literature specifically demonstrating outcomes of Māori learners' engagement in culturally specific academic support, such as Māori learner tutorials.

An exception is Henley's (2009) review of the effectiveness of tutorials for first-year Māori and Pasifika students enrolled with the Department of Film, Television and Media Studies at the University of Auckland. This found that students' attendance at the tutorials reduced "did-not-sit" statistics and resulted in those students receiving a consistently higher pass rate than those who did not. However, a rise in fail rates due to non-attendance and did-not-sits was observed in 2008 with increased enrolments in the second semester. Potentially this aligns with the view of Madjar et al. (2010) that larger classes make it more difficult for a connection to be developed with teachers and the need for academic support to be highly personalised.

The following summary of Henley's findings confirm the importance of normalising learning support and the value of proactive provision of support, specific cultural spaces for learning, and culturally appropriate support, including peer mentoring. As with the first-year Māori student support initiative at the Open Polytechnic described by Ross (2010), and mentioned earlier in this report, students have the space to seek out help themselves, but are also proactively engaged to determine specific needs and how these can be supported.



Tutorials for Māori and Pacific students, Department of Film, Television and Media Studies – University of Auckland

Aim/focus

The tutorials are identified as instilling a commitment to learning because they provide an environment where learners feel comfortable and feel at home, have a space for academic learning, and gain academic survival skills. They are also empowering as the Māori tuakana tutor, once a student, is a role model for first-year learners.

Factors driving the initiative

Tutorials for Māori and Pacific students were established as part of an equity initiative to provide culturally appropriate learning support for first year students. The tutorials were developed in direct response to high non-completion rates in a programme – TV and Media Studies; two large first year courses.

Activities

The tutorials for Māori learners are taught by a Māori tuakana tutor who has the same academic status as other department tutors and tutors teaching mainstream tutorials. Academic support is normalised as it is made clear that the tutorials are not remedial and operate at the same academic level as mainstream tutorials with the same materials covered.

A tuakana mentor also attends the tutorials and proactively engages with learners outside of the tutorial in the first six weeks of the semester encouraging students to attend lectures, to enrol in a tutorial and in preparation of first assignments. This is said to demonstrate to students that they are cared about and enables information to be gathered about possible obstacles students may be facing to initiate the provision of pastoral care.

Individual learner progress is reviewed on an ongoing basis by the equity team which enables the identification of individuals' need for more specialised help.

Factors of success

Henley (2009) identifies that in the last nine years the tutorials have resulted in consistently higher pass rates than the class median for all Māori and Pasifika students within the course, as well as outstanding success in the turnarounds of did-not-sit statistics (seen in 2006 and 2007) for students who consistently attended the tutorials.

As described in Henley (2009)

Culturally appropriate pastoral support

In addition to providing academic learning support, a commitment to supporting students' holistic wellbeing and providing culturally appropriate pastoral support are further facilitators identified in the literature as important to supporting Māori learners' positive transitions into the tertiary environment (Phillips and Mitchell, 2010). Indeed, in the Tu Kahika foundation year at University of Otago, learners have a dedicated kaiarahi to provide both academic and pastoral support.¹¹

Curtis et al. (2012) identify that culturally appropriate pastoral support involves Māori support staff able to operate within both Māori and tertiary education paradigms who are "aware of and understand Māori student issues, including Māori cultural issues; foster Māori student independence; support student navigation of university processes; and support students with pastoral transitioning issues" (p.30).

In addition to providing academic learning support, a commitment to supporting students' holistic wellbeing and the proactive provision of culturally appropriate pastoral support is a further facilitator identified in the literature as important to supporting Māori learners' positive transitions into the tertiary environment. (Phillips and Mitchell, 2010).

11. Refer note 8.



Culturally appropriate learning environments feature significantly in the literature that discusses tertiary success for Māori learners and the need for education provision to take place within supportive and familiar environments, which encourage Māori to feel that they belong.

In the study of students' transition experiences undertaken by Madjar et al. (2010), factors such as loneliness and homesickness, inadequate sleep, alcohol consumption, limited physical activity and financial issues impacted on students' wellbeing and academic performance, and contributed to students' feeling unsettled and stressed.

Both Curtis et al. (2012) and Smith (2012) discuss pastoral support as a conduit to linking students to services that help to address issues impacting on students' holistic wellbeing. Smith describes the role of the Māori administrator as whaea (mother, aunt) or matua (father, uncle) who provides pastoral care in a culturally appropriate manner and is often identified as a conduit between the student, university and the whānau.

Internal support services, or strong links to external services able to be accessed to support learners include the provision of food, transport, accommodation, counselling, health care, budgeting advice, advice about how to keep well, and connections to Māoritanga (Curtis et al., 2012; Kopu, 2010a; Madjar et al., 2010; Smith, 2012).

Underlying the effective provision of pastoral support, as with the proactive provision of academic support, is an awareness of an individual's specific needs. Panoho (2012) identifies that the development and provision of effective pastoral care stems from knowing one's learners and "including them in the developmental phase, creating a holistic response to learner needs and staff selection" (p.29).

As the recent literature on student retention identifies, institutions need to be responsive to the realities of students' lives and accept that they can provide services able to help students to balance external demands or to cope with personal issues (for example, employment and whānau commitments and responsibilities) (Greenwood and Te Aika, 2008; Madjar et al., 2010; Wisely, 2009). This is an area discussed further in section four with regards to programme development and delivery in response to learners' wider commitments and needs.

Culturally appropriate learning environments

Culturally appropriate learning environments feature significantly in the literature that discusses tertiary success for Māori learners and the need for education provision to take place within supportive and familiar environments, which encourage Māori to feel that they belong. This includes a significant focus on quality teaching staff and how well Māori learners' experiences, values and culture are incorporated within programmes and across institutions.

These important factors are fully explored in section 4. However, before proceeding to that section, it is important to emphasise that the quality of teaching staff has an important impact in this stage of



the transition process and affects how well Māori learners are engaged socially and academically by the institution.

Specifically, students in different studies have identified that they are better engaged by teachers who are passionate and knowledgeable about what they teach, who are interested in learners and actively engage them in learning, and who set clear boundaries and expectations (Kāhui Tautoko Consulting Ltd, 2012a; Kopu, 2010a; Madgar et al., 2010; Marshall, Baldwin and Peach, 2008).

Research and literature gaps

There is limited information available specifically demonstrating outcomes for Māori learners' engagement in learning environments specifically tailored for Māori (such as tutorials), and therefore, there is a lack of consolidated information to understand what aspects of those learning environments enable or hinder Māori learners' engagement.

Similarly, while there is strong evidence of the contribution that peer mentoring makes to supporting Māori learners to academically and socially engage in the tertiary environment, further information on the key elements that make up an effective peer mentoring/tuakana-teina relationship would provide a more in-depth understanding of what works best to support Māori learners. This might also include insights into how the tuakana is recognised and supported by the institute, and how the relationship impacts on the tuakana or mentor in terms of his or her engagement and progression within the tertiary education environment.

There is an absence of research and information specifically exploring quality pastoral care provision for Māori learners in tertiary settings (eg. embedding counselling provision or numeracy and literacy support).

Key messages relevant to first semester transitions

Key barrier

- Māori learners being unprepared academically and unfamiliar with academic requirements. This can contribute to learners' sense of isolation, which is reinforced if students are not connected to supportive staff or peers.





Enablers and opportunities

- TEOs proactive facilitation of academic and social engagement that is culturally appropriate and a normalised part of learning. Māori peer mentors, Māori tutorials, learning communities, and the integration of support into the core curriculum, are identified as effectively facilitating such connections and support.
- Frequent, in-depth feedback from academic staff and high quality teaching.
- Recognition of the importance of holistic wellbeing and TEOs proactive provision of culturally appropriate pastoral care. Understanding each learner's individual needs is essential.



4. HOW CAN TEOS DO BETTER FOR MĀORI LEARNERS?

4.1 Introduction

Before we started this review, the authors had anticipated that the barriers and enablers to Māori learner success in the literature could be reviewed on the basis of understanding factors that impact on outcomes, such as Māori learner retention, completion, and progression to higher levels of study.

However, the body of recent literature is not defined in this way. While a small component of the literature focuses specifically on learner retention, much of it instead explores, from the perspective of Māori learners, their overall experiences within the tertiary setting, and key institutional factors contributing to or inhibiting positive learning experiences and learner success.

What is 'success'?

The literature largely leaves the meaning of Māori learner success and desired key short- and long-term tertiary education outcomes unexplored from a Māori perspective. This is a key gap in the research.

Where this is discussed, it is primarily to identify that success is about more than just course and qualification completions. Rather, it encompasses learners' progression within the institution, their personal development and growth, and their ability to enhance the wellbeing of whānau, hapū, iwi and their communities. As Phillips and Mitchell (2010) recount, following their engagement with 13 providers:

"Success was about young people participating in their services. Engaging alienated young people in learning was a significant outcome...Whānau participation and support was an indicator of success. Also the way communities participated in and supported the providers. Māori knowledge and practices formally recognised as valid components of the curriculum" (p.70-71).

Phillips and Mitchell also point out that the lived realities of the young people providers work with can make it difficult for those providers to meet high targets set by funders. This suggests that sole reliance on numerical targets, such as credit achievement or destination outcomes, can disguise the strength of other significant outcomes being achieved (for example, personal growth and development).

Tahau-Hodges (2010) outlines some examples of success indicators used by providers, including learners' engagement with their own communities, that is, the extent to which students are able to "take their learning back into their own communities so that their people can benefit from the knowledge and skills they gain at the institution". Other indicators include improved levels of student academic performance, for example, improved grade averages and the number of scholarships awarded to students in receipt of culturally specific academic support (p.20).

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Ignoring problems as if they did not exist is not a sensible answer but balancing problem detection and problem solving with equal weighting on identifying promise and potential could create another level of engagement that leads to longer term positive outcomes. (Durie, 2006, p.16)

Airini et al. (2010) identify 'success' as including "moving towards achievement of pass grades or higher, a sense of accomplishment and fulfilling personally important goals" (p.74).

A focus on what TEOs can do to improve outcomes for Māori learners

The focus of the current literature reviewed appears to have emerged from a now widely accepted position evident in recent New Zealand and international studies, that past understandings about learner retention in tertiary education have been problematic.

The older literature was grounded in deficit thinking and focused on student factors to explain student attrition and what the student needed to change to fit with the tertiary environment. Instead, the core focus in later literature is on what tertiary institutions should do to support students to successfully transition into new academic environments and to provide environments that fit to the student (Gorinski and Abernathy, 2007).

Van der Meer, Scott and Neha (2010) cite Sir Mason Durie in discussing the important balance needed between fully understanding barriers and issues and focusing on the institutional factors that the tertiary institute can influence (rather than perceived deficits within students):

"Ignoring problems as if they did not exist is not a sensible answer but balancing problem detection and problem solving with equal weighting on identifying promise and potential could create another level of engagement that leads to longer term positive outcomes." (Durie, 2006, p.16)

Indeed this is the approach seemingly followed across the recent literature. What has emerged is a body of literature which consistently identifies a number of common themes contributing to an understanding of Māori learners' perceptions and experiences of the tertiary environment. These relate to institutional factors that impact on whether or not Māori learner potential is fostered in tertiary education environments.

While barriers are referred to (and there is an inherent and integrated understanding of what does not work for Māori underlying the common themes identified), the predominant focus of the literature is on what works for Māori learners and what institutions need to be doing to shape and ensure positive learning experiences for Māori.

Unsurprisingly, the themes identified in the small amount of literature specific to retention are also the key themes that traverse the studies which focus more widely on what works and does not work for Māori in tertiary education settings. Therefore, this section is structured according to the key themes that have emerged as key institutional elements and processes important to Māori learner success in tertiary education.



The following table summarises the key literature informing this section of the report.

Title	Data source
Airini et al. (2011) Teaching for student success: Promising practices in university teaching	Multi-year study with Māori and Pacific students (26% Māori and 74% Pacific) involving 92 student interviews over three university faculties and one service centre and the collection of over 1900 stories about how teaching helped or hindered success at degree level. This was in the context of learning in smaller groups of less than 50 students/non-lecture settings
Curtis et al. (2012) Tātou Tātou/Success For All: Improving Māori student success	In-depth engagement with 41 Māori learners to explore Māori learners experiences in health programmes at the University of Auckland
Greenwood and Te Aika (2008) Hei Taurira: Teaching and Learning for Success for Māori in Tertiary Settings	Extensive in-depth engagement with over 100 participants representing four different programmes delivered in different institutions across New Zealand (two polytechnics, a university and a wānanga)
Hall (2011) You model what you want to see from them	In-depth interviews with five non-Māori lecturers identified as delivering strong Māori content in their teaching to specifically understand their approaches
Kāhui Tautoko Consulting Ltd. (2012a) Māori learners in workplace settings (Unpublished report completed for the Industry Training Federation of New Zealand)	Extensive engagement across three regions with stakeholders and teaching staff and with 34 Māori learners to understand Māori learners experiences in workplace settings/ apprenticeships
McMurphy-Pilkington (2011) We are family: Māori success in foundation programmes	Extensive engagement with 100 learners across institutions to understand elements of the physical, emotional, and cultural learning environment important to learner success
Mullane (2010) Tutors without borders: meeting the needs of Māori learners in mainstream tertiary organisations	Review of recent relevant literature (and two focus groups)
Phillips and Mitchell (2010) It is all about feeling the aroha: Successful Māori and Pasifika Providers	In-depth research with 11 diverse Māori providers to understand what works for Māori learners
Tahau-Hodges (2010) Kaiaako Pono: Mentoring for Māori Learners in the Tertiary Sector	Onsite interviews with 21 tertiary education institutions; the majority of which were with Māori support staff, some management and some learners
White et al (2009) Mā te huruhuru, ka rere te manu: How can language and literacy be optimised for Māori learner success?	Four focus groups constituted by tutors from PTEs, current Wintec students, current Wintec tutors and potential learners





“First Nations leaders have pointed to the entrenched structures of the academy as significant barriers to inclusiveness. . . The phrase most often used to describe necessary change is ‘indigenising the academy’”. (King, 2011, p.1)

Wisely (2009)
Factors affecting the retention of adult students within an indigenous tertiary education institution

Survey (95 Māori learner respondents) and one focus group with Māori and adult learners from Te Wānanga o Aotearoa focused on factors influencing retention

4.2 Overview of barriers impacting on Māori learner success

As identified across the literature and in relation to the first semester transition process (refer section 3.4), it is the extent to which the tertiary institute facilitates a sense of belonging in a culturally relevant, safe, supportive and familiar environment, and whether learners are able to see themselves and their culture reflected in these institutions, that is key to influencing whether Māori learners engage and remain in tertiary study and experience positive and successful learning experiences, (Hall, 2011; Kāhui Tautoko Consulting Ltd 2012 a/b; Mullane, 2010; Tahau-Hodges, 2010; Wiseley, 2009).

Conversely, in terms of critical barriers, it is the presence of institutional structures that contribute to tertiary education environments that are unfamiliar, unwelcoming, culturally foreign, and isolating for Māori learners, that are identified as negatively impacting on Māori learners experiences in tertiary education.

“First Nations leaders have pointed to the entrenched structures of the academy as significant barriers to inclusiveness. . . The phrase most often used to describe the necessary change is 'indigenizing the academy', defined by University of Victoria academic Gerald Taiiaki Alfred in his essay 'Warrior scholarship' as “working to change universities so that they become places where the values, principles, and modes of organization and behaviour of our people are respected, and hopefully integrated into, the larger system of structure and processes that make up the university itself” (King, 2011, p.1).

Key factors underlying this include:

- poor learner interactions by teaching staff
- unequal power relationships between teachers and learners
- staff who are culturally incompetent and lack academic and cultural knowledge
- staff and management who hold lesser expectations and belief in Māori learners' abilities
- an absence of culturally appropriate academic and pastoral support
- institutional programmes, curriculum and activities where Māori learners' experiences, values and culture are absent or “added-on”.



Other barriers commonly listed in the literature relating to learners' personal circumstances include:

- absence of whānau support and encouragement or lack of whānau knowledge to support family members, particularly if the learner is the first to participate in tertiary education
- whānau commitments and responsibilities
- employment commitments and responsibilities
- financial barriers including course fees and costs and learners' need to remain employed while studying
- transport costs or access
- low self-esteem and limited cultural identity.

The focus of the literature is not so much on these barriers themselves. Rather, moving away from a deficit approach, the literature discusses these barriers in terms of how institutions can structure programmes, activities and responses to minimise such barriers to enable Māori learner to fully engage in tertiary education.

4.3 Enabling culturally appropriate and relevant learning environments

"...at the heart of successful education for all Māori learners is the provision of a culturally responsive environment" (Kāhui Tautoko Consulting Ltd, 2012a, p.19).

There is a strong understanding across the literature that Māori learners are more likely to engage and persist with their studies when they feel that they are a central part of the learning environment, and that they belong. This is particularly important for learners who have experienced being on the margins educationally and socially. Māori learners are more likely to feel a part of the institution if it is culturally relevant to them (Phillips and Mitchell, 2010; Kāhui Tautoko Consulting Ltd, 2012a; Tahau-Hodges, 2010).

Central to this is the need for the institution and staff to understand each learner's current and changing needs and aspirations so that they may be appropriately guided and supported on an ongoing basis (Kāhui Tautoko Consulting Ltd, 2012a; Phillips and Mitchell, 2010).

The construct of whānaungatanga is intrinsic to a sense of belonging in the tertiary education environment (Kāhui Tautoko Consulting Ltd, 2012a). The development of positive relationships and connections and feeling a key part of a collective, inclusive learning community is important, as is feeling cared about and supported to succeed.

Time and time again the student voice coming through in the research refers to the difference a whānau-like atmosphere makes and the sense of belonging this instils (Akroyd, Knox, and Sloane,

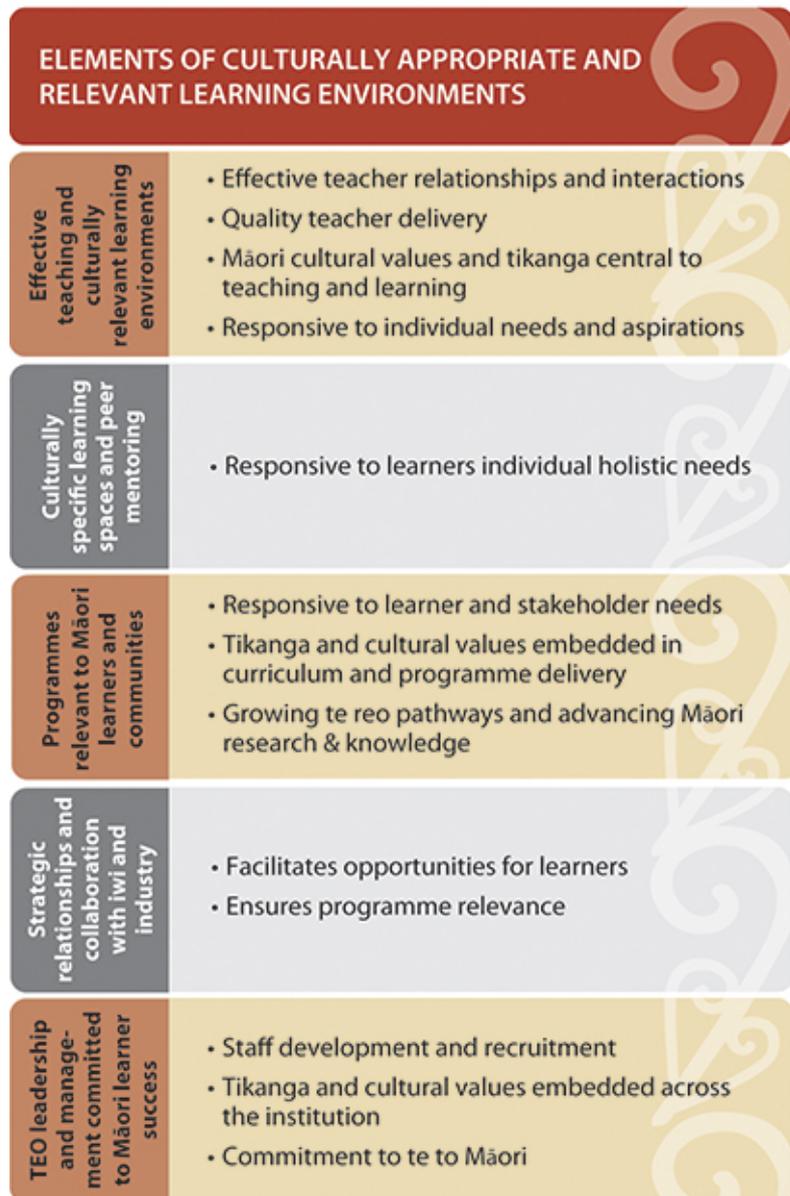
"[Alfred talks of the need] to change universities so that they become places where the values, principles, and modes of organization and behaviour of our people are respected, and [are] integrated into, the larger system of structure and processes that make up the university itself"
(King, 2011, p.1).

The construct of whānaungatanga is intrinsic to a sense of belonging in the tertiary education environment.

2009; Marshall, Baldwin and Peach, 2008; Mullane, 2010; Phillips and Mitchell, 2010).

Moreover, a study undertaken by Heathrose Research Ltd (2011) observed that workplace training environments with above average completion or retention rates had a strong sense of family and whānau culture and Māori leadership present.

Across the literature a number of inter-related structural elements are identified as contributing to effective learning environments that are supportive, welcoming and culturally relevant for Māori learners. These are discussed throughout the remainder of this section and are presented in the diagram below.





Effective teaching and learning environments

The quality of the teaching and the effectiveness of the learning environments facilitated by teaching staff is identified as crucial to Māori learner engagement in tertiary education.

This is also well recognised in the secondary school sector. As is identified in the Best Evidence Synthesis, *Quality Teaching for Diverse Students in Schools*, “high achievement for diverse groups of learners is an outcome of the skilled and cumulative pedagogical actions of teaching in creating and optimising an effective learning environment ... Quality teaching influences the quality of student participation, involvement and achievement (including social outcomes)” (Alton-Lee, 2003, p.1–2).

In the tertiary education literature, several core elements are identified as important to Māori learner success within this area of focus:

- effective teacher relationships and interactions
- quality teacher delivery
- Māori cultural values and tikanga being central to learning
- integration of Te Ao Māori in assessment.

Of note, several factors within these elements also feature in Te Kotahitanga Effective Teaching Profile developed by Bishop and Berryman (2009) (after extensive engagement with Māori secondary school students, their whānau, school principals and teachers), including the importance of relationships and interactions between teachers and students, and teachers having a positive, non-deficit view of Māori students. A specific and strong focus in the tertiary education literature relates to teachers’ facilitation of collective student relationships and relationships with whānau.

Effective teacher relationships and interactions

The nature of teacher relationships and interactions with learners is overwhelmingly identified as central to fostering a sense of belonging, safety and trust, and thus whether or not learners feel comfortable and supported to engage in the learning environment (Forsyth, 2007; Kāhui Tautoko Consulting Ltd, 2012a; Mullane, 2010; Akroyd, Knox and Sloane, 2009; White et al., 2009; Wiseley, 2009).

For example, Radloff and Coates (2011) note that the Australasian Survey of Student Engagement¹² identified a key relationship between the support provided to Māori and Pasifika students and the frequency of high-quality interactions with academic staff and positive student outcomes (including satisfaction with their educational experience, departure intentions, and the general development of learning skills).

The quality of the teaching and the effectiveness of the learning environments facilitated by teaching staff is identified as crucial to Māori learner engagement in tertiary education.

The nature of teacher relationships and interactions with learners is overwhelmingly identified as central to fostering a sense of belonging, safety and trust, and thus whether or not learners feel comfortable and supported to engage in the learning environment.

12. Refer note 11.



Essential to the teacher-learner relationship is the concept of AKO – to both teach and learn.

The facilitation of peer relationships, and relationships with learners' parents and whānau are also important in supporting students' learning.

Teacher – student relationships

In examining retention attitudes and behaviours from a survey undertaken with students from Te Wānanga o Aotearoa, Wiseley (2009) found a positive link between retention and students having regular and meaningful interactions with teachers. This was also a similar finding of research in the secondary schooling area by Bishop et al. (2009), who "found that the quality of teacher-student relationships and interactions was a central factor in improving Māori student achievement" (p.32).

Positive relationships, based on respect, reciprocity, and trust, are identified as essential to effective learning and illustrate the importance of togetherness and the cooperative nature of learning. Mullane (2010) sees effective teachers as replicating a whānau context. One student in Mullane's study is quoted as stating: "creating a whānau feeling within that group can kind of make them work well together ... they need to feel part of a whānau-type setting where they can be comfortable and free to express any difficulties or to ask questions" (p.70).

Whānau values and concepts such as manaakitanga, aroha, and awhina underpin effective relationships. Students are supported to thrive if shown that they are cared for and valued, and that teachers believe in their ability to succeed and are there to support them to achieve their goals (White et al., 2009).

Year one learners in Forsyth's study undertaking the Mātauranga Māori class of the first-year Bachelor of Education and who experienced teaching practice conducted under the principles of Ata (with care and deliberation)¹³ "overwhelmingly related that a sense of belonging in class was what made their learning experiences exceptional, along with feeling comfortable and relaxed in the environment" (Forsyth, 2007, p.77). Students "felt [that] respectful relationships within the teaching/learning environment were perhaps the most important factor in allowing them to feel valued, accepted, and welcome (p.91)."

Essential to the teacher-learner relationship is the concept of AKO – to both teach and learn. Valuing learners for who they are, and recognising their contribution to learning through the exploration and sharing of diverse life experiences and knowledge, contributes to learners' sense of relevance, identity and centrality in the learning environment (Kāhui Tautoko Consulting Ltd 2012a/b; Mullane, 2010; Phillips and Mitchell, 2010; Wiseley, 2009).

This was also recognised in Greenwood and Te Aika's (2008) examination of four high-performing programmes across different New Zealand tertiary institutions. Strong teacher-student "relationships involved being accessible, being willing to be a

13. Core elements of this approach identified, included: *Ata-haere: To be intentional and approach reflectively; Ata-whakarongo: To listen with reflective deliberation; Ata-noho: To give quality time to be with people and their issues; Ata-whakaaro: To think with deliberation, considering possibilities; Ata-korero: To communicate and speak with clarity*" (p15).



co-learner, recognising that students have different preferences and needs, treating students as people who are making sense of their lives as well as acquiring qualifications, and using the power of the group” (p.91).

Facilitating collective peer learning

Teachers’ facilitation of collaborative relationships and collective group learning is recognised as encouraging students to work together to attain common goals and collective responsibility for learning, and also contributes to a sense of place and belonging (Gorinski and Abernathy, 2007; Kāhui Tautoko Consulting Ltd, 2012a; May, 2009; Wiseley, 2009).

In particular, the literature emphasises the strength of support Māori learners gain from fostering relationships based on the traditional concept of tuakana-teina derived from the principles of whānaungatanga (relationships) and ako (learning and teaching) (Greenhalgh et al., 2011; Greenwood and Te Aika, 2008; Kāhui Tautoko Consulting Ltd 2012a/b; Kopu, 2010b; May, 2009; Mlcek et al., 2011).¹⁴

Relationships with parents and whānau

The powerful role of parents and whānau in motivating and supporting learners is well recognised across the literature and is linked to Māori learner retention and completion (Durie, 2001; Kāhui Tautoko Consulting Ltd, 2012a; Kopu, 2010b; White et al., 2009; Williams, 2010; Wiseley, 2009).

For the 16 Māori adult learners who enrolled at university via special admission and had gone on to complete undergraduate degrees in William’s (2010) study, whānau support had been critical to the persistence and success of some of those learners.

In Kāhui Tautoko Consulting Ltd’s (2012a) engagement with Māori learners in industry training “[many] learners stressed the importance of having whānau who provided regular monitoring of progress ... Learners who had recently completed their apprenticeships or were nearing completion spoke of the significant role that whānau had played in them doing well” (p.23–24).

Employers interviewed in that study identified that getting whānau involved early on was key to learner participation, retention and completion. Developing relationships with whānau meant that ongoing communication occurred about the learner’s progress, including identifying when additional support and motivation were required.

Just as the literature recognises the significant importance of whānau support, so too does the literature recognise the absence of whānau support and encouragement as a barrier to learner retention, completion and progression. For example, in the same study by Kāhui Tautoko Consulting Ltd (2012a), stakeholders observed that for those learners who had limited whānau support

The powerful role of parents and whānau in motivating and supporting learners is well recognised across the literature and is linked to Māori learner retention and completion.

14. Refer to page 39 of this report regarding the tuakana-teina relationship.





High expectations and a belief in Māori students' abilities is seen as contributing to Māori learner achievement when coupled with effective teaching practices, including ongoing encouragement and support (Greenwood and Te Aika, 2008; Kāhui Tautoko Consulting Ltd, 2012a/b; Kopu, 2010b; Tahau-Hodges, 2010).

“often the apprentice found it very difficult and these were usually the cases where an apprentice would not complete” (p.24).

Therefore, teachers' ability to establish and maintain positive relationships with parents can be pivotal. Such relationships are important to enable whānau to be involved in supporting learners' goal development and progression, to understand study expectations and requirements, to identify how they can best support their rangatahi, and to enable teaching staff to better understand learners' needs and experiences on an ongoing basis.

Māori and non-Māori providers consulted in the youth transition research undertaken by Kopu (2010a), pointed out that while it can be difficult to engage family members, such relationships can be fostered by proactive activities centred on welcoming and encouraging whānau to become actively involved in students' learning. Examples shared by providers included family days, offering family counselling, and running a whānau literacy programme.

High expectations and belief in Māori learners' abilities

The negative impact of teachers' low expectations of Māori learners' abilities is well canvassed in literature pertaining to Māori students' experiences' in secondary school education.

“Bishop and Berryman, the co-creators of the [Te Kotahitanga] programme, found that the dominance of deficit theorising by teachers, both consciously and unconsciously, perpetuate teachers' already low expectations of Māori students' ability. Students who feel their teachers have low or negative expectations of them will respond negatively, resulting in frustrating consequences for both students and teachers” (Human Rights Commission, 2012, p.32).

The recent literature on Māori learners' experiences in tertiary education also identifies this concern and emphasises the importance of teachers and institutions believing in the abilities of Māori learners.

High expectations and a belief in Māori students' abilities is seen as contributing to Māori learner achievement when coupled with effective teaching practices, including ongoing encouragement and support (Greenwood and Te Aika, 2008; Kāhui Tautoko Consulting Ltd, 2012a/b; Kopu, 2010b; Tahau-Hodges, 2010).

This emphasis on high expectation is linked to positive teacher interactions with learners centred on building self-belief and self-esteem and encouraging goals and progression (Coombes, 2006; Phillips and Mitchell, 2009). May (2009) found that this is particularly crucial for Māori learners who have often had negative learning experiences in the education system.



Quality teacher delivery

Research with Māori learners shows that the quality of teacher delivery can be a key barrier or enabler to Māori learners' engagement in learning, retention and achievement.

Quality delivery encompasses teacher's passion for what they teach, subject knowledge expertise and professional credibility, communication skills that ensure concepts are explained clearly, ability to relate well with learners. Quality teaching also included the establishment of clear roles and boundaries, but also flexibility in learning (Airini et al., 2011; Akroyd, Knox and Sloane, 2009; Greenwood and Te Aika, 2008; Kāhui Tautoko Ltd, 2012a; Madjar et al., 2010; May, 2009; Phillips and Mitchell, 2010).

Students interviewed by Akroyd, Knox and Sloane (2009) who had either successfully completed or not completed their tertiary studies, identified that the skill of kaiako¹⁵ had been a key factor. The students who had positive outcomes (that is completion of studies) identified kaiako as a teacher's ability to explain concepts clearly and simply and to use effective methods to work with the range of students in the class.

Conversely, several of the "non-successful" students had been in "situations in which kaiako had failed to create a safe or supportive learning environment, did not have the expertise to teach the course material in sufficient depth, or were not able to provide clear and consistent explanations" (p.13).

Teacher quality was also the main reason identified to explain students' withdrawal from studying in Wiseley's (2009) research. Students had minimal confidence in kaiako who lacked knowledge or had limited teaching abilities.

Greenwood and Te Aika (2008) in discussing the importance of teacher knowledge and credibility identified how the presence of excellent teaching staff in an organisation impacts on the institution's reputation and how this has an impact on whether potential learners, whānau, and the wider Māori community choose to engage with the organisation.

Māori cultural values and tikanga central to teaching and learning

Seeing one's own experiences, culture, values and world views centrally reflected in teaching and learning is integral to Māori learners' sense of belonging in the learning environment. Conversely, where this is absent or added-on the learning environment lacks relevance for Māori learners and contributes to their marginalisation and isolation.

The literature discusses this at two interrelated levels: one, the integration of Māori cultural values and tikanga into the learning environment, and two, the way in which teachers are able to integrate the Māori community into the teaching and learning

Teacher quality was also the main reason identified to explain students' withdrawal from studying in Wiseley's (2009) research. Students had minimal confidence in kaiako who lacked knowledge or had limited teaching abilities.

15. Kaiako = Teacher.



Just as Māori experiences, culture and tikanga should be a central part of teaching and learning, so should assessment content and practices incorporate Te Ao Māori to affirm and develop Māori cultural knowledge and identity.

(Airini et al., 2011; Curtis et al., 2012; Greenwood and Te Aika, 2008; Hall, 2011; Kāhui Tautoko Consulting Ltd, 2012a; May, 2008; Mullane, 2010; White et al., 2009; Wikaire and Ratima, 2011).

As discussed above in relation to student-teacher relationships the degree to which those involved in each programme practice the values of aroha, manaakitanga and whānaungatanga is particularly significant (Greenwood and Te Aika, 2008). May similarly finds that courses “infused with explicit tikanga and Māori pedagogies, such as whakawhānaungatanga and tuakana-teina” (p.7) are an integral part of Māori student success.

In a small study exploring how non-Māori teachers embedded Māori content in their teaching and learning, Hall provides examples of the active modelling of tikanga Māori undertaken by teachers and students on an everyday basis in the classroom. Hall's examples include mihimihi (introductions) at the start of the course, manaakitanga (the sharing of kai), and the consistent and regular use of Māori historical events, and relevant current issues, Māori language terms and concepts, Māori statistical data and information, and Māori perspectives and practices.

Hall identified how non-Māori staff built strong and appropriate practices through mentoring from Māori colleagues, the reflective critique of teaching materials and delivery by Māori peers, professional development and training in Māori language and cultural practices, and their interactions with local Māori community experts. Teaching delivery methods included co-teaching with Māori colleagues, Māori guest lecturers, and learning on the marae.

The integration of the wider Māori community and local marae into students' learning is identified as upholding a real context for tikanga and enabling students to learn from knowledgeable experts. This affirms students' connections to the local Māori community. It enables learners to place their learning in a community context and to explore how the knowledge and skills they acquire can be used to benefit their own communities once they graduate (Greenwood and Te Aika, 2008; Kāhui Tautoko Consulting Ltd, 2012a; Mlcek et al., 2009).

This level of respect for Māori culture and values necessitates staff connections to the wider Māori community and their access and receptiveness to strong cultural and local iwi knowledge (Marshall, Baldwin and Peach, 2008; Greenwood and Te Aika, 2008).

Te Ao Māori integrated in assessment

Just as Māori experiences, culture and tikanga should be a central part of teaching and learning, so should assessment content and practices incorporate Te Ao Māori to affirm and develop Māori cultural knowledge and identity (Hall, 2011; Hohapata, 2011; Wiseley, 2009).



Hohapata (2011) reviewed how a small Māori private training establishment Matapuna Training Centre, changed its assessment practices to integrate Te Ao Māori, which led to a significant increase in student credit achievement.

That study relayed several examples of how this can readily be achieved across diverse programmes:

“In a computing course an example of linking to Te Ao Māori could be an assessment task where a student puts together a powerpoint presentation of their pepeha and whakapapa ... In a multi media course, the link to Te Ao Māori might include the study of traditional forms of Tamoko design” (p.5)

This particular initiative as an example of the integration of Te Ao Māori into teaching, learning and assessment is summarised further in the box below. It provides insight into how students’ mana and esteem can be developed through the building of cultural knowledge in teaching and learning. It is also an example of the integration of the local Māori community and marae into teaching and learning.



Integrating Te Ao Māori into teaching, learning and assessment – Matapuna Training Centre

Aim/focus

Action research was undertaken using a methodology of integrated assessment with Māori youth learners aged 16-18 years enrolled in Youth Training with Matapuna Training Centre, a small Māori PTE in Tairāwhiti. Learners commonly had not experienced education success before and were dealing with social and family issues.

Factors driving the initiative

This different approach to assessment was driven by “non-completion of workbooks, low credit achievement, frustrated tutors and students” (Hohapata, 2011, p.5).

Activities

Mentors worked alongside Māori youth learners to facilitate the assessment process and to link achievement with naturally occurring evidence from activities learners engaged in during the course. This was a shift from previous assessment practices of using nationally purchased workbooks.

The learning and assessment activities developed ranged from “listening and engaging in discussions before, during and after an activity, reading, writing, speaking and listening and engaging in group learning such as wananga, a marae noho and Pohiri” (Hohapata, 2011, p.4).

One practical example shared of an activity to achieve cultural, communication skills and literacy outcomes, was learners’ participation in a noho marae requiring students to learn about the tikanga and kawa of the particular marae and whakapapa, personal health and safety, roles and responsibilities and team work.

This involves the local marae. A kuia’s feedback on the performance of a karanga on the marae contributed to student’s learning and achievement across unit standards about assertiveness, cultural performance, speaking and listening and is an example of the integration of community knowledge to enhance students’ learning. Collective group work and peer observation, evaluation and teaching were also actively facilitated.

Factors of success

As a result of this initiative, student achievement increased by 20-30 credits plus for learners in the trials during the trial timeframe. Before the project, credit achievement had been below expectations.

Hohapata, 2011

Culturally specific learning spaces and peer mentoring

A core component of culturally appropriate and relevant learning environments is an institution’s provision of effective, culturally-specific learning spaces and opportunities, such as peer mentoring, to support Māori learners to engage academically confident, and to experience a culturally safe, supportive and familiar learning environment.

The presence or absence of culturally specific learning support opportunities, and the quality of these opportunities for Māori learners, relies on the commitment on the part of the institution, particularly senior management, to implement, fund and support them (Curtis et al., 2012).



Culturally specific learning spaces

The importance of culturally specific learning spaces for Māori learners include tutorials specifically for Māori learners, and also campus-based marae, whānau rooms, and cultural and whānau focused activities (Greenwood and Te Aika, 2008; Tahau-Hodges, 2010).

The research highlights the value of these spaces. As Airini et al. (2010) observed in reflecting on Māori learner engagement in such spaces during degree study, these spaces provided “havens in which minority culture, language and identity could be normal, and learning, support, and success could occur through lenses of culture, language and identity ... surrounded by your friends, your peers, like people you feel comfortable with” (p.83).

Māori and Pasifika learners’ identification of the value of culturally specific, relevant and supportive learning spaces was evident in the findings of the Australasian Survey of Student Engagement (AUSSE).

As Van der Meer, Scott and Neha (2010) report, nearly a third of Māori and Pasifika learners commented on the benefits of a supportive learning environment with illustrative comments including: “Allowing Māori students a place of their own where they mix their ideas and share their learning with each other and others ... Offers of academic and other support, in particular Tuakana Program (discipline-specific workshops for Māori & Pacific Islanders)” (p.7).

The report by Radloff and Coates (2011) in reviewing the AUSSE findings identified that Māori and Pasifika students were more likely to have difficulty keeping up to date with their study and were more likely to have seriously considered leaving, in later years. The report suggests that there is a need for the provision of greater learning support for Māori and Pasifika learners (Van der Meer, Scott and Neha, 2010).

Peer mentoring

The important role of peer mentoring in supporting Māori learners to develop a sense of place and to connect academically and socially in the tertiary environment has also been discussed.

Earlier literature has identified that minority students’ access to mentors significantly affects decisions to persist with studying (Coombes, 2006). Information from three TEOs offering formal mentoring programmes in Tahau-Hodges (2010) study suggested that Māori learners who participated in mentoring relationships were “more likely to complete their courses and qualifications than other Māori learners attending the institution” (p.19).

The strength of mentors and mentoring programmes provides access to senior Māori academics, peers and role models, and its power to “deliberately bring Māori learners together as academic learning communities to provide academic support”

Māori and Pasifika learners’ identification of the value of culturally specific, relevant and supportive learning spaces was evident in the findings of the Australasian Survey of Student Engagement (AUSSE).

The strength of mentors and mentoring programmes provides access to senior Māori academics, peers and role models.





It is important that the programmes developed, designed and delivered by TEOs are relevant to, and based on, an informed understanding of the needs and aspirations of Māori learners and communities.

(Tahau-Hodges, 2010, p.16-17). It is empowering as it helps Māori students gain confidence and self-belief by engaging with peers who have similar experiences and by seeing and being inspired by the success of students from similar backgrounds (Curtis et al., 2012; Ross, 2010).

In reviewing mentoring practices in both Māori and non-Māori organisations, Tahau-Hodges (2010) identified that good mentoring practice was based on Māori values, principles and practices (such as aroha, manaakitanga, rangatiratanga, kotahitanga and kaitiakitanga) and encouraged connectedness between the mentor and person being mentored and a sense of responsibility to each other.

Although a distinction was made between informal and formal mentoring programmes operating in the different institutions, the mentoring observed in non-Māori participating institutions operated in similar ways to kaupapa-Māori education institutes when based on Māori values and practices, a kaupapa-Māori based relationship framework, and when intrinsic to the teaching and learning process.

Programmes relevant to Māori learners and communities

It is important that the programmes developed, designed and delivered by TEOs are relevant to, and based on, an informed understanding of the needs and aspirations of Māori learners and communities.

Equally, programmes need to be responsive to the needs of iwi, industry and other key stakeholders.

Programme delivery responsive to learners' individual holistic needs

Literature, particularly about student retention, emphasises the need for institutions to identify and to be responsive to factors in learners' lives that can impact on attendance, course work, completions and achievement. Several studies discuss employment and whānau responsibilities (Williams, 2011; Wiseley, 2009) as two particular factors commonly impacting on Māori learner retention and engagement in learning, and the need for institutions to respond with flexible programme delivery options.

As Williams (2011) explains in reporting on research with 16 Māori learners aged 25 to 56 years of age who had entered university by special admission and successfully completed undergraduate degrees:

"In a collectivist culture, maintaining whānau relationships and responsibilities is culturally expected. Some participants found it particularly difficult to balance family and study commitments because of the strong collective emphasis inherent within Māori culture" (p.65).



To help learners balance commitments and responsibilities, different programme delivery options, such as weekend block courses and evening classes are identified. In addition, in the study undertaken by Greenwood and Te Aika (2008), students at one TEO were able to negotiate class start and finish times and assignment due dates because of the relationships and respect that existed between tutors and students.

However, despite this important focus, there is limited research or evaluation identified in the literature examining the impact that particular flexible or other delivery models have had in responding to the needs of different learners and their related impact on Māori learner retention, participation and completion.

Tikanga and cultural values embedded in curriculum and programme delivery

As identified in the previous section, the central place of Māori content, tikanga and culture in teaching, learning and assessment enables Māori learners to develop and build their cultural knowledge and identity and ensures the relevance and sense of place that Māori learners have in the tertiary environment.

Equally, the literature identifies that tikanga and Māori values should be embedded within and across the curriculum to ensure that tikanga is “lived and practised, and not just a theoretical construct” (Greenwood and Te Aika, 2008). To ensure the relevance of programmes, Māori communities and iwi should be involved in curriculum design.

This assumes that TEOs have strong internal capability, deliver relevant programmes and activities, and have strong connections with local Māori communities, or have established relationships with other providers or organizations to enable this offering and to match students’ needs and goals (Phillips and Mitchell, 2010).

Strong cultural identity is important

Integrating culturally relevant content and pedagogy is not only affirming of Māori learners’ cultural identity, but can support Māori to develop their self-identity. This is important as several of the recent studies refer to past research suggesting Māori learners are more likely to succeed when they have strong cultural identity and are culturally confident (Airini et al., 2010; Hall, 2011; Kāhui Tautoko Consulting Ltd, 2012a; Marshall, Baldwin and Peach, 2008; Mullane, 2010; Tahau-Hodges, 2010).

Van der Meer, Scott and Neha’s (2010) recent analysis of the survey responses from 105 Māori learners found a link between learner retention and strong Māori identity and help-seeking, as well as learners’ engagement in Māori tutorials. Conversely, anecdotal evidence from Tahau-Hodge’s (2010) engagement with providers delivering Māori mentoring programmes, suggested that learners with little knowledge or experience of their Māori cultural identity

Equally, the literature identifies that tikanga and Māori values should be embedded within and across the curriculum to ensure that tikanga is “lived and practised, and not just a theoretical construct” (Greenwood and Te Aika, 2008).





...there are only a very small number of recent studies that discuss delivery of programmes solely on the marae and these are divided on whether or not that is a key enabler to TEOs doing better for Māori learners.

was a key determining factor in Māori learners struggling at tertiary level.

In Phillips and Mitchell's (2010) research, providers interviewed related that a large number of Māori students were disconnected from hapū and iwi and had little understanding or experience of Māori cultural knowledge, practices or te reo Māori. As such, the providers worked to connect students to hapū and iwi, cultural traditions, language and practices.

Similarly, several examples are relayed across the literature about teaching and learning activities centered on enhancing cultural identity, including connecting learners to marae, and through wānanga, noho marae, and powhiri (Hohapata, 2011; Mullane, 2010). One initiative identified is Unitec's Whai Ake Mentoring Programme.

Maia and the Whai Ake Mentoring Programme – Unitec

Maia and its Whai Ake Mentoring Programme delivered at Unitec's Māori Development Centre is an example of a programme focused on building learners' cultural knowledge and identity. The programme provides learners with academic, cultural and pastoral support and through its compulsory elective 'Mana Motuhake' delivered on the Unitec marae, provides cultural support and develops cultural knowledge focusing on subjects such as mihi, pepeha, tikanga marae, Treaty of Waitangi and Māori mythology.

(Tahau-Hodges, 2010)

Marae-based delivery

While the recent literature consistently identifies the importance of teaching and learning incorporating marae experiences, there are only a very small number of recent studies that discuss delivery of programmes solely on the marae and these are divided on whether or not that is a key enabler to TEOs doing better for Māori learners.

Greenwood and Te Aika (2008) suggest that "the placement of courses for Māori in physical marae buildings is less important than developing spaces where Māori values operate, where Māori knowledge is valued, where iwi are welcomed, and where Māori people can be at home" (p. 96). The authors also point out that observation and respect of the tikanga of the local iwi is an indicator of the programme's cultural integrity.

In contrast to Greenwood and Te Aika, Mullane (2010) identifies stronger completion rates achieved in a certificate level programme delivered on a marae as compared with completions in programmes delivered on-site at the tertiary institution. This marae-delivered programme was the Bay of Plenty Polytechnic's Certificate in Marine studies delivered on two marae for at-risk youth. Mullane observed that the two marae offerings of the programme "achieved over 80 percent successful completion rates for their non-traditional cohorts, which eclipsed completion rates for the majority of on-site programme offerings" (p.10).



Mlcek et al. (2009) believe that the enhancement of foundation learning opportunities are achieved through marae-based delivery due to the “development and reaffirmation coming from a different kind of wairua on the marae, the strength of leaders to enhance learning, and the knowledge that learning on the marae is the stepping stone to success” (p.4). The marae environment was seen as significant to building and affirming Māori learners’ identity and to enhancing learning outcomes in a safe environment.

Mlcek also identifies that in addition to nurturing individual Māori students “[a]uthentic marae-based models of education should be considered as the primary vehicle for the promotion, delivery and sustainability of te reo Māori and ngā Matauranga” (p.5).

Growing te reo Māori pathways and advancing Mātauranga Māori capability

Aside from references to centrally reflecting Māori culture, including te reo Māori, in teaching and learning, there is limited recent literature exploring Māori learners’ engagement in te reo Māori-specific programmes at tertiary level, including barriers and enablers to achievement and to progression to advanced pathway opportunities. There is also a limited understanding of cultural papers and programmes available to learners.

One paper by Philip-Barbara (2012) identifies three core components to engaging students in te reo Māori – the ability for students to apply their language in a range of Māori language speaker communities, utilising ‘language movers and shakers’ within respective rohe in teaching roles, and the encouragement of students to actively engage their whānau and household in the journey.

There is also a lack of discussion in the literature about TEOs’ roles and activities that contribute to the advancement of Mātauranga Māori. However, this is, a core focus of the tertiary education sector, and it is included in the New Zealand Qualifications Authority’s quality assurance of TEOs (excluding universities) delivering programmes that lead to a qualification approved under the recently launched Mātauranga Māori Evaluative Quality Assurance Framework.

Under that framework key evaluation questions guiding the quality assurance process include the extent to which Mātauranga Māori expressions of scholarship and significant creative activity are evident, and whether explicit links are made between educational performance and the contribution towards the preservation, promotion and advancement of te reo Māori and tikanga Māori.¹⁶

There is also little information available in recent literature about the contribution of TEOs to the advancement of Māori research and knowledge, including through the Performance-Based Research Funding and collaborative partnerships across the sector, as well as approaches that have worked well to successfully engage Māori

16. Refer <http://www.nzqa.govt.nz/assets/Maori/MMEQA/MM-EQA-EER-Tools.pdf>





learners in research at higher levels of study. There is little recent research evidence about enablers and barriers supporting Māori learners to engage in and complete doctoral studies. However, there are several specific initiatives that have been developed to advance Māori research and knowledge, as discussed in the boxes below.

TEO initiatives to advance Māori research and knowledge

Te Kotahi Research Institute – The University of Waikato

The Kotahi Research Institute is described as the unified vision of Te Rōpū Manuwharekura, a unique advisory body representing iwi within Waikato University's region. It was established to increase Māori engagement in research and development by improving access to research and providing pathways for innovation. The institute's stated aims include: undertaking research that will accelerate development and lead to social, economic, environmental and cultural wellbeing; building strong iwi, community and international networks that support Māori development; and applying mātauranga Māori, diverse Māori perspectives, indigenous knowledge and disciplinary knowledge in order to develop innovative approaches to research and development.

Villegas, 2010

Te Mata o Te Tau, the Academy for Māori Research and Scholarship – Massey University

Te Mata o Te Tau was established to provide a forum for fostering Māori academic advancement and creating new knowledge "in the nexus between indigenous knowledge and the sciences". It focuses on collaboration across academic disciplines and subject areas, promotion of high quality research to contribute to new knowledge and positive Māori development and the provision of leadership for Māori academics at Massey University.

Villegas, 2010

Ngā Pae o te Maramatanga

Creating and advancing Mātauranga Māori is a key role of Ngā Pae o te Maramatanga, a Centre of Research Excellence funded by the TEC and hosted by the University of Auckland. Partnerships are with many entities, including with a number of universities and three wānanga, to contribute to excellent research and to "create a synergy of excellence across Māori and non-Māori researchers and across disciplines"¹⁷ Iwi leaders are also partners in research and doctoral training. Many projects funded have included iwi leaders as key project leaders. Ngā Pae o te Maramatanga supports Māori doctoral students through the provision of writing workshops, retreats, clustered peer supervision and a nationally networked curriculum that is part of its Capability Building Programme.

Smith. K (2007) and Villegas, 2012



Manu-Ao – multi-university collaboration

Manu Ao is a collaboration involving all New Zealand universities. It was funded by the TEC from 2009 and 2012. The initiative was aimed at building leadership in academia and research and to extend Māori professional capability. Its intent was to forge connections between research, policy and practice, including engaging indigenous organisations across the world and strengthening activities in universities. This involved strengthening the interface between professional practice and university education to better align academic courses with workplace demands, and to ensure greater certainty for practitioners in sectors undertaking postgraduate education. Relationships were established between professional organisations and academic programmes relevant to Māori professionals. Leadership courses and leadership wananga were held to build the ability of Māori academics and professionals to undertake leadership roles.

As described in an internal TEC document and in Villegas, 2011

National Institute of Creative Arts and Industry Tuākana Research Assistant Training Programme – University of Auckland

Aim/focus

The programme is focused on developing Māori and Pasifika researchers, expanding research into Māori and Pasifika areas of interest and adding to existing knowledge.

Activities

Students develop core research skills: conducting interviews, data analysis, effective literature searching, kaupapa Māori and Pasifika methodology, literature review, research design, research proposals, research reading, time management, and writing a research report. Sessions are facilitated by Māori and Pasifika researchers and Māori and Pasifika programme graduates either operating in their field of practice or enrolled as current postgraduate students. Research assistant roles are offered to further develop students' research capacity and experience and to put learning into practice.

Factors of success

The programme provides an opportunity for students to work across disciplines, to network culturally with other high achieving students and to be inspired by Māori and Pasifika staff and alumni. Examples are identified where graduates, as a result of the initiative, have pursued ongoing research including through enrolment in postgraduate study. There has also been an identified increase in the number of Māori and Pasifika students doing postgraduate courses within the initiative.

Manalo, E., Marshall, J., Fraser, C., 2010

In concluding this subsection, it seems fitting to return to the work of the Māori tertiary reference group of the MOE who in 2003 published the Māori Tertiary Education Framework. That framework articulated seven key priorities, which interweave with a number of the findings of this review of the more recent literature: lifelong learning pathways; kaupapa Māori provision; inclusive learning environments; Māori as sustainable wealth creators; Māori leadership; advancement of whānau, hapū and iwi; and Māori-centred knowledge creation.

With regards to Māori-centred knowledge creation, the framework specifies core areas of focus to guide the growing of Māori research capability and capacity that is part of Mātauranga Māori and





Strong links and input from local hapū and iwi and Māori communities, including iwi representation on governing boards, is identified as a characteristic of successful providers in several studies (for example, Greenwood and Te Aika, 2008; Phillips and Mitchell, 2010).

provides key insights given the literature gaps identified in the recent review of the literature. Guiding goals are:

- tertiary research relevant to Māori communities
- research and development that benefits Māori
- Māori guardianship of knowledge that is recognised and embraced by the system and TEOs
- TEOs and government agencies supporting the development of Māori intellectual independence and Māori knowledge according to tikanga Māori.

Realisation of these goals requires collaboration between researchers, Māori communities, kaupapa Māori providers, TEOs and research institutions. It also requires institutions to recognise “their kaitaki (guardianship) role as holders of Māori knowledge held by or passed to them as students participate in tertiary education” (p. 35).

Strategic relationships and collaboration with iwi and industry

“As agents for whānau and parents, iwi are in a position to provide advice, contribute to planning, and monitor progress, and to promote the inclusion of learning opportunities that will contribute to the wider goals of tribes and Māori communities” (Durie, 2006).

The development and maintenance of collaborative relationships with iwi and Māori communities are vital to institutions’ abilities to understand the economic, cultural and educational aspirations and needs, as well as plans and initiatives of Māori communities. This is crucial to the identification, development and delivery of relevant programmes and opportunities, which have Māori knowledge, tikanga and Māori culture at their centre (Greenwood and Te Aika, 2008; Kāhui Tautoko Consulting 2012a; Mullane, 2010).

Greenwood and Te Aika (2008) identify active consultation as involving “iwi in advisory roles to the institution and the programme, strong visibility of local iwi in staff profiles, iwi input into programme content, and observation of local iwi tikanga” (p.89).

Strong links and input from local hapū and iwi and Māori communities, including iwi representation on governing boards, is identified as a characteristic of successful providers in several studies (for example, Greenwood and Te Aika, 2008; Phillips and Mitchell, 2010).

Across the four programmes at different TEOs studied in the research undertaken by Greenwood and Te Aika, a common key element was either a marked level of iwi support, or institutional commitment to collaboration with iwi. This saw programmes that arose from an iwi plan for the educational development of its people, collaboration with iwi that occurred from programme conception, and programmes that were iwi driven, led or developed.



Attaining a high level of iwi support for a programme is identified as significant because it “impacts on the way Māori students perceive their programme, the sense of ease and safety experienced by Māori students and staff, access to Māori content, the programmes’ ability to promote their courses to Māori and recruit students, perceptions of vocational success, and the institution’s and the programme’s ability to contribute significantly to the capacity building of the community as a whole” (Greenwood and Te Aika, 2009, p.6).

Similarly, Mullane (2010), commenting on the Bay of Plenty Polytechnic’s engagement with local iwi and Māori (including representation of local iwi on its Māori Council), identified that increased consultation in the development of academic programmes resulted in an increased integration of contextualised Māori content within programmes, and a stronger amalgamation of bi-cultural attitudes in mainstream delivery.

Strategic relationships and collaborations with industry

In addition to establishing strategic and collaborative relationships between TEOs and iwi, building a working relationship with industry is also significant in providing opportunities for Māori learners and in developing and delivering relevant programmes, including those that will engage learners in pathways tied to future areas of employment, economic growth and demand.

Kāhui Tautoko Consulting Ltd (2012a) discusses the significant opportunities available to Māori learners through iwi support and involvement in industry training and workplace learning, including iwi scholarships and marae-based trades training programmes. Stakeholders interviewed in that study saw iwi “as potentially playing a greater role in apprenticeship programmes as a result of economic benefits derived from Treaty of Waitangi settlements – for example through the provision of scholarships – as well as some iwi taking a greater leadership role in the delivery of tertiary education ... ” (p.48).

Accordingly, Kāhui Tautoko Consulting Ltd identifies a need for further research to explore how opportunities for Māori learners can be strengthened through iwi-industry collaborations and to understand factors supporting and inhibiting such collaborations.

Similarly, in discussing the growing Māori economic asset base in a post-Treaty settlement environment, NZQA’s Māori strategic plan¹⁸ also suggests that the “skills and qualifications pathways for Māori learners should align with the new and growing areas of economic opportunity” (p.20). Central to this are collaborations between TEOs, iwi and industry, and an understanding of what works and what does not work to support such relationships.

In discussing the growing Māori economic asset base in a post-Treaty settlement environment, NZQA’s Māori strategic plan also suggests that the “skills and qualifications pathways for Māori learners should align with the new and growing areas of economic opportunity.”

18. Te Rautaki Māori A Te Mana Tohu Mātauranga O Aotearoa. Māori Strategic Plan for the New Zealand Qualifications Authority 2012–2017.

Strategic relationships and collaborations also with industry

He Toki ki te Rika

He Toki ki te Rika is an Institute of Technology Polytechnic and iwi-led Māori trades training partnership involving Christchurch Polytechnic Institute of Technology (CPIT), Te Rūnanga o Ngāi Tahu, Te Tapuae o Rehua, and the Built Environment Training Alliance (BETA) cluster of Industry Training Organisations (ITOs) with support from Hawkins Construction and initial funding from Te Puni Kōkiri (TPK). CPIT and industry training organisation partners deliver the training and Te Tapuae operationalises the contributions of Ngāi Tahu.

Aim/focus

The partnership tied to the Canterbury rebuild is aimed at recruiting and supporting Māori to complete trades training, to transition into employment, to complete an apprenticeship programme and to progress to advanced/ leadership training. All training modules were designed to lead to apprenticeships at Level 4 and above.

Enrolments

The partnership was launched in June 2011 with initial support from TPK for recruitment and pastoral care. It sought 200 Māori trainees by Dec 2011. While this number was initially exceeded at an early stage (initially 237), by June 2012 134 were enrolled. A number withdrew due to work or family commitments. Enrolments have been predominantly young Māori men with lower levels of past educational attainment and employment experience.

Obstacles

Obstacles to successful completion of training and transition to employment have been identified as foundational in nature. Most trainees came with limited educational achievement and limited experience and preparedness for work (ie. no driver's licence, not drug free). Financial constraints, lack of a 'skills broker' function and adequate transition support, and limited employment and apprenticeship opportunities in Christchurch were also identified.

Responding to obstacles

Identification of these obstacles led to a proposal for greater investment and alignment with social services activities. In addition, a focus on incentivising further progression into higher levels of training such as apprenticeships, and expanding wrap around supports post-training, to ensure greater realisation of Māori potential at higher skill levels and to limit seepage at transition points.

There has been a focus on a model that includes enhanced coordination among the partnership organisations centred around the iwi and specifically tailored to Māori, including enhanced pastoral care, pre-training foundation skills (including a work readiness/experience programme), links to existing trades networks and training pathways that can respond to a changing environment. An integrated multi-agency funding model through an integrated and iwi-led investment approach was suggested.

Te Tapuae o Rehua, 2011

TEO leadership and management committed to Māori learner success

In their writings on equity both Taurere (2010) and Nakhid (2011) identify that although equity is centered on equal opportunity, justice and fairness for all, the strength of the implementation of equity directives is shaped by those engaged in its implementation.

Nakhid's paper identified the concern that some university academic staff did not see it as their role to change their teaching practices or to address negative statistics around Māori student achievement.



Therefore, Nakhid identified the need for institutions to educate and require staff across the board to understand their responsibilities for equity and for improving Māori learner achievement. Moreover, those involved in equity decision-making need to understand how operational structures support and maintain unjust practices.

The core elements identified in this report as central to Māori learners' positive experiences and outcomes in the tertiary learning environment are highly dependent on TEOs embracing and driving leadership and management.

- Specific policies and strategies aimed at achieving equity for Māori learners across all areas of an institution include:
 - policies that foster high expectations through support and encouragement for learners to complete courses with good results, to progress to higher study, and to produce excellent research
 - the presence of well-resourced and highly regarded learning spaces
 - workload policies that enable teachers to have the time to understand, care for, and respond to students' diverse needs
 - policies that recognise strong teaching practices that achieve strong outcomes
 - strategies aimed at systematically reducing barriers identified as impacting on successful outcomes.

(Fitchett, 2010; Mullane, 2010; Wiseley, 2009).

- Māori represented, supported and valued in management, advisory and leadership positions and enabled to grow into leadership roles (Curtis et al. 2010; Greenwood and Te Aika, 2008; Kāhui Tautoko Ltd, 2012a; Mullane, 2010).
- Māori culture and values embedded in the curriculum across the institution and developed with key input from Māori staff, whānau, and local iwi (Curtis et al., 2010; Kāhui Tautoko Consulting Ltd, 2012a; Wikaire and Ratima, 2011).
- Tikanga and kawa integrated as an everyday part of the institution's culture including for example, the natural use of powhiri, karakia, waiata, and noho marae, and wānanga (Greenhalgh et al., 2011; Hohapata, 2011; White et al., 2009).
- Strategies aimed at fostering the involvement of whānau in students' learning and in institutional activities (Kāhui Tautoko Consulting Ltd, 2012a/b).
- Recruitment policies and practices focused on actively attracting and recruiting educators and leaders with professional credibility and cultural and educational expertise who really care about and know how to engage and interact with Māori learners (Airini, 2010; Curtis et al., 2010; Greenwood and Te Aika, 2008).

The core elements identified in this report as central to Māori learners' positive experiences and outcomes in the tertiary learning environment are highly dependent on TEOs embracing and driving leadership and management.





***“A constant reality that continues to challenge educators across the sectors is that the majority of Māori are enrolled in mainstream settings and that the majority of their educators are non-Māori ... [who need to] study and interact with the intricacies of culturally responsive practice and to integrate the newly acquired knowledge into their respective contexts.”
(Macfarlane, 2010, p.2)***

- Institutional commitment to te reo Māori, including staff development opportunities and support for bilingual and immersion programmes, including the active promotion and linkages to such programmes available at other institutions (Fitchett, 2010).
- Professional development opportunities and adequate resourcing to allow all staff the time to engage in professional development which is centred on:
 - effective teaching strategies and best practices for teaching Māori learners (White et al., 2009)
 - building an understanding of tikanga, Te Ao Māori and te reo Māori proficiency (Fitchett, 2010; Kāhui Tautoko Consulting Ltd, 2012a; Mullane, 2010)
 - embedding Māori language and cultural practices into teaching and research (Hall, 2011)
 - encouraging research aimed at understanding and improving outcomes for Māori learners (Wiseley, 2009).

It is of note that in the secondary education sector, professional development through Te Kotahitanga Professional Development programme uses the Effective Teaching Profile developed by Bishop and Berryman (2009) to focus on the creation of culturally responsive learning contexts. This includes supporting teachers to “understand the need to explicitly reject deficit theorising as a means of explaining Māori students’ educational achievement levels, and where teachers take an agentic position in their theorising about their own practice” (p.31).

Macfarlane (2010) identifies that:

“A constant reality that continues to challenge educators across the sectors is that the majority of Māori are enrolled in mainstream settings and that the majority of their educators are non-Māori ... [who need to] study and interact with the intricacies of culturally responsive practice and to integrate the newly acquired knowledge into their respective contexts” (Macfarlane, 2010, p.2).

In the tertiary setting, Macfarlane (2010) refers to a summer school course to engage educators in responsive ways with cultural diversity, while also being aware of the impact of any personal biases they might have. This is called “Culturally inclusive pedagogies. Motivating diverse learners” and includes profiles of what culturally responsive teachers and teaching looks like. The central message is that when educators:

“connect to the culture of the student in the classes, building and sustaining relationships are enhanced and the likelihood of better performance by the students increases” (Ibid, p.2).



Key findings

As discussed, culturally relevant and supportive teaching and learning environments impact significantly on the extent to which Māori learners participate in and do well in tertiary education.

Much hinges on the quality and skills of teaching staff, and the central place of Māori learners' experiences, and Māori culture, values and tikanga. These factors are important to building learners' cultural identity, confidence and self-esteem and depend on the presence of culturally competent staff knowledgeable in tikanga, as well as educators' and providers' connections to local marae, hapū, iwi and Māori communities.

In sum, effective teaching and learning environments for Māori require:

Effective teacher relationships and interactions

- Relationships and interactions with students that demonstrate to students that they are cared for, valued and believed in.
- Students' knowledge and experiences are valued and incorporated in teaching and learning.
- Facilitation of collaborative peer relationships and collective group learning.
- Facilitation of early engagement with parents and whānau to welcome and encourage their active involvement in, and support for, students' learning.
- Staff actively demonstrate their belief in Māori learners' abilities, and support and encourage learners to progress and succeed.

Quality teacher delivery

- Teachers are passionate about what they teach, have subject knowledge expertise, have strong communication skills, and set clear boundaries.

Culturally specific learning spaces and peer mentoring

- Learners are supported both socially and academically through regular interactions with academic staff, role models and peers.

Māori cultural values and tikanga central to learning

- Strong input and oversight from staff knowledgeable in tikanga.
- Integration of learning within local Māori communities and marae to provide expert knowledge and appropriate contexts for tikanga.
- Te Ao Māori integrated in assessment, reinforcing its importance and relevance to learning.

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Programmes relevant to Māori learners and communities

- Programmes that are responsive to learners' individual holistic needs to be supported to engage in study alongside other commitments.
- Tikanga and Māori values embedded in the curriculum and programme design and supported by the involvement of iwi and Māori communities.
- Programmes that enable learners to develop their cultural knowledge and identity.
- Opportunities for Māori learners to engage in and advance their knowledge of te reo Māori and Mātauranga Māori.

Strategic relationships and collaboration with iwi and industry

- Iwi present in advisory roles in the institution, and involved in programme design and delivery to ensure relevant content, programme credibility and to build wider community capacity.
- Collaborative relationships between TEOs, iwi and industry to provide opportunities for learners and to ensure relevant pathways tied to future employment demand.

TEO leadership and management committed to Māori learner success

- Institution-wide commitment through specific policies and strategies to achieving equity and improving Māori learner success.
- Māori present in TEO leadership and management.
- Māori culture and tikanga embedded in curriculum and kawa integrated in institutional culture.
- Institutional commitments and activities to foster whānau involvement.
- Recruitment policies focused on attracting staff and leaders with professional credibility and cultural and educational expertise.
- Institutional commitment to advance te reo and Te Ao Māori.
- Adequately resourced professional development centred on building cultural knowledge and competency among staff.

4.4 Summary of gaps in recent research and literature

The key gaps identified in the research and literature discussed above relate to the following:

- Māori definitions of what Māori learner success and desired outcomes from tertiary education look like
- the impact of initiatives implemented by TEOs aimed at enhancing Māori learners' experiences and educational outcomes



- tuakana-teina/peer mentoring relationships in tertiary education settings and what works and what does not (including insights into how the tukana is recognised and supported by the institute, and outcomes for tuakana as a result of that role)
- the impact that particular flexible or other delivery models have had in responding to the needs of different Māori learners
- the collective outcomes of diverse programmes centered around, or delivered on, the marae, for different cohorts of Māori learners and at different programme levels
- opportunities for learners to engage in te reo Māori at advanced levels in tertiary settings, their pathway experiences, and factors enabling or inhibiting such engagement factors. Opportunities to engage in culturally specific papers and programmes
- TEO roles and activities in advancing mātauranga Māori and Māori research, including through PBRF and collaborative partnerships across the sector and with key stakeholders. TEO activities in actively supporting Māori learners to engage in research at an advanced level, including at a doctoral level and to ensure that research is conducted and used for the benefit of Māori
- opportunities for Māori learners through iwi-industry-TEO collaborations and partnerships, and factors enabling or inhibiting such collaborations
- the extent of professional development opportunities in the tertiary sector centred on developing cultural competence and knowledge of pedagogies that work for Māori learners in tertiary settings.

Participation and success at higher levels of study

Another key gap in the literature relates to understanding factors contributing to or inhibiting Māori learners progression or entry to higher level study (eg. Level 4 and above), and whether or not relevant factors are the same key elements discussed in the preceding sections of this report.

This is an important area of focus as most tertiary participation by Māori is at subdegree level: “The proportion of Māori 18- to 25-year-olds studying at degree level is around half the proportion of non-Māori. Māori remain less likely to achieve a bachelors degree by age 25 than non-Māori.”¹⁹

However, for Māori, movement towards higher qualifications is central to accelerating Māori economic development (Landers, 2012) and the New Zealand economy through the development of highly skilled workers (Radloff and Coates, 2011). Having a bachelor’s degree or higher qualification improves employment opportunities and remuneration levels (Earle, 2007).

New Zealanders with a bachelor or higher degree are more likely to be employed, with 82 percent of the population holding a bachelor or

Another key gap in the literature relates to understanding factors contributing to or inhibiting Māori learners progression or entry to higher level study (eg. Level 4 and above).

19. <http://www.educationcounts.govt.nz/publications/series/tes/facing-the-challenge-tertiary-education-strategy-monitoring-2010/facing-the-challenge-critical-issues-for-achieving-the-strategy>



There are very few incentives in the welfare system to encourage progression to higher study and higher skills acquisition.

higher qualification employed either full-time or part-time ... Only 2.5 percent of New Zealanders with a bachelor or higher degree are unemployed ... New Zealanders with a bachelor degree level qualification also earn on average around 60 percent more than those with only a school level qualification (Radloff and Coates, 2011, p.v).

The little reference that is made in the literature about Māori engagement in higher study suggests that cost is a barrier, both in terms of fees, and in terms of time away from immediate income opportunities. Hence Māori may choose programmes of study at a lower level because they cost less to enrol in and take less time to complete (Wiseley, 2009).

Landers (2012) also notes that there are very few incentives in the welfare system to encourage progression to higher study and higher skills acquisition. Indeed, anecdotal information identified suggests that conditions attached to receipt of social welfare benefits may actually deter students from completing or progressing to higher study (see page 29).

Greenwood and Te Aika (2008) identify the importance of Māori learners being actively exposed to, and encouraged to consider staircasing options, and for staircasing opportunities to be easily accessible to students and seen as a realistic option. TEOs active connections to other institutions who offer relevant higher level programmes contribute to this.

In considering doctoral level study, Smith (2007) explored possible reasons for high Māori attrition rates, particularly in the first year, in an article in which she considered this through her own experiences as a doctoral student and based on previous literature.

Reflecting on the potential tensions between the Māori learner's worldview and that of the institution, Smith raises key questions such as to what extent the tuakana-teina relationship and reciprocal relationship of teacher and learner foster supervisory relationships.

Smith also refers to the use of kaupapa Māori research methodology and how its validity and legitimacy is questioned in some fields of academia. This can result in students being steered away from using this methodology, "or asked to use multiple methodologies as a 'back-up' to ensure the validity of their research" (p.3).

The extent to which such elements operate no doubt contributes to or detracts from the experiences of a culturally familiar and relevant learning environment identified as significant in the literature reviewed at section 3 and 4 of this report. As Smith also notes, the individual focus of the PhD programme itself does not typically embrace collective and collaborative learning and is likely to be isolating.

Experiencing a hostile university space and conflict between "a kaupapa of whānaungatanga" and a culture of isolation and individualism, is also identified in the thesis of Villegas (2010) which



examined an initiative of senior Māori academics at the University of Auckland in 2002 to support the development of 500 Māori doctorates in five years. Hence, the fostering of whānaungatanga amongst students and scholars and the creation of a community of Māori doctoral students was seen as central to the success of the initiative.

MAI²⁰ helped to “breakdown the isolation of the doctoral experience, creating a central place where it was “normal” to be Māori ... Ultimately, MAI offered a unique space at the university where Māori students could be honoured, celebrated, and lifted up. It offered support to Māori students and an opportunity to explore doing research based around a particular “kaupapa”, or philosophy, that emerged from Māori ways of being ... MAI is based in a kaupapa of whānaungatanga and seeks to care for students as family” (Villegas, 2010, p.131).

Villegas discusses the important driving force of Māori academic leadership behind the initiative, including the support of a Pro-Vice Chancellor, Māori to develop and contribute to a range of initiatives to raise the profile of Māori in university and to stimulate more Māori academics studying at a higher level. This included responding to relevant barriers, such as a lack of Māori faculty and senior administrators, and an absence of Māori curriculum outside of Māori studies departments. Māori senior leadership was also behind a whānau-based approach to doctoral development and the driving force actively encouraging Māori learners to engage in higher study.

Māori learner participation

The literature lacks an in-depth focus on Māori learner participation in tertiary education, including enablers and barriers experienced by different Māori learners.

Role of Treaty of Waitangi

Understanding how TEOs purposefully give effect to the Treaty of Waitangi and the extent to which this drives organisational decision-making and development is a gap in the literature that is more likely identifiable from analysis of individual TEO documentation. A key question relates to how the Treaty is embedded in strategic organisational decision-making, planning, programme development, stakeholder engagement and relationships, and staff recruitment and development.

20. MAI – the Māori and Indigenous Program formed at the University of Auckland – was created “to serve as a home away from home for Māori pursuing a PhD”, involving workshops on specific aspects of doctoral training, feedback on members’ ideas, writings and experiences, and visits from international scholars. MAI is now the national programme of Ngā Pae o te Māramatanga for Māori and indigenous postgraduate advancement (Villegas, 2010, p. 130).

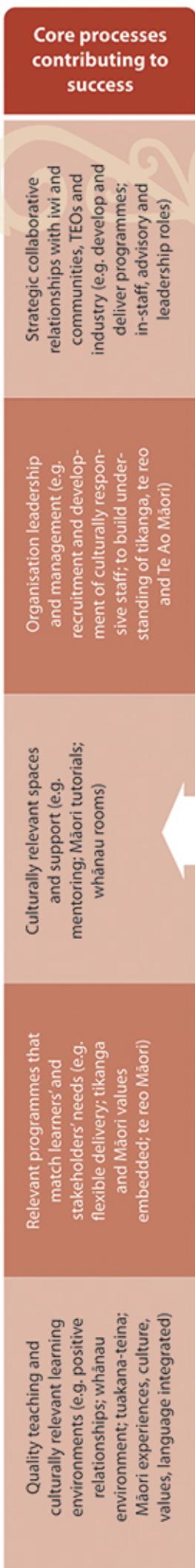




Accelerated TEO Performance for Māori learners



Success is largely undefined in the literature, but the above outcomes are inferred



Māori learners successfully transition to tertiary and vocational training, including higher levels



Assumed key driver: TEO commitment to Treaty of Waitangi, equity, and Māori learner success



5. CONCLUSION

The recent research evidence and the focus of this TEC review is on what tertiary education organisations can do to actively and successfully engage and support Māori learners in tertiary education.

The literature review has identified key barriers, enablers and opportunities to successful Māori learner transitions and tertiary education experiences.

It is concerning that the futures of rangatahi can be derailed from an early age due to an absence of strong guidance and support and a lack of understanding of the diversity of future pathway opportunities and what is needed to get there. While it is not solely up to TEOs to respond to this concern, the literature identifies the important role TEOs play in the provision of information and guidance to Māori learners and their parents and whānau from the early stages of secondary school right through to learners' engagement in tertiary education.

Ensuring that Māori learners are socially and academically connected from the outset of their tertiary education journeys can have a key bearing on initial and ongoing experiences and outcomes. Whether Māori learners encounter a culturally relevant, familiar and supportive learning environment is identified as crucial.

This review of recent literature has identified five key integrated components that strongly and consistently emerge as important to enabling such environments:

- effective teaching
- culturally relevant and specific learning spaces and peer mentoring
- relevant programmes
- strategic relationships with iwi and industry
- TEO leadership and management committed to Māori learner success.

The synthesis of the recent literature and the clear emergence of core themes has informed the development of key indicators. It is envisaged that the research evidence and indicators together will contribute to both the TEC's and TEOs' understanding of what works for Māori learners in tertiary settings and to guide practical responses to doing better for Māori.

The review has also identified a number of research gaps in this area. There is limited understanding of the key tertiary educational outcomes of primacy for Māori and what "success" means. There is a need to better understand the different opportunities available for organisations to partner (including with iwi, industry and TEOs) to better engage, create and support Māori learner opportunities and successful outcomes.



An examination of the roles, activities and expectations of TEOs in the advancement of te reo Māori, Mātauranga Māori and research was largely absent from the recent literature written in English. It was also not possible to identify to what extent the Treaty of Waitangi drives the activities and decisions of TEOs. This is more likely identifiable from analysis of information from individual TEO documentation and engagement.

There is a need for a greater understanding of the impact of initiatives that have been implemented to enhance Māori learner engagement and success in tertiary education and to identify from this understanding what factors have been key.

Furthermore, there are limited longitudinal studies focusing specifically on Māori learners' experiences transitioning, entering and progressing in different tertiary education environments that are specifically focused on Māori learner progression and success at advanced levels of study.

Therefore, while a review of the current literature available enables a robust understanding of key institutional roles and elements crucial to facilitating Māori learner engagement and success in tertiary education, addressing these research gaps can only strengthen this important knowledge base.



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