



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

## ~ **Te Rau Awhina: The Guiding Leaf**

Good Practice Examples of Māori and Pasifika  
Private Training Establishments



**Te Rau Awhina: The Guiding Leaf**  
**Good Practice Examples of Māori and Pasifika Private Training**  
**Establishments**

Dr Jane Marshall, Kathryn Baldwin and Dr Roger Peach

Research and Knowledge Services

© **NEW ZEALAND QUALIFICATIONS AUTHORITY 2008**

ISBN: 978-1-877444-21-0 (print)

ISBN: 978-1-877444-24-1 (web)

The title of this report, *Te Rau Awhina: The Guiding Leaf*, is a reference to the leaf as a significant symbol in Māori culture. This document aims to provide a guide forward for Māori and Pasifika PTEs.

Published by the New Zealand Qualifications Authority, 2008.

The cover image, by photographer Mark Coote, is a representation of the whakatauki:

**Nāu te rourou, nāku te rourou, kā ora ai te iwi.**

**With my basket, and your basket, together the people will grow.**

# Mihi

Kia ora, Talofa lava, Kia orana, Malo e lelei, Fakaalofa lahi atu, Taloha ni, Ni sa bula

Ngā whakarei kua pae ki uta, te hunga taki mano kua riro ki tua o paehiwi koutou kua riro hei taurapa mo ngā waka tupuna, koutou kua hipa atu ki te po moe mai.

Tātou ngā mahuetanga o rātou mā, ngā mihi maioha kia koutou i tautoko i āwhina i āta wānangahia, ki te taha i to mātou nei tari, ā Te Mana Tohu Mātauranga o Aotearoa, ki te whakarauika i ngā kōwhiringa whāiti o tēnei pukapuka, hei ārahitanga, mo ngai tātou katoa.

Nō reira he whakatauki mutunga mātou

Nāu te rourou, nāku te rourou, kā ora ai te iwi.

## Acknowledgments

The authors wish to thank all those who have been involved in the project and the production of this report. First and foremost, thank you to the Private Training Establishments and the interview participants, in particular, who gave so willingly of their time and expertise for this study. Some providers have generously gifted various resources during the course of this work. We thank them and say that if anyone is interested in obtaining copies of what has been provided please contact your individual Regional Facilitator of the Provider Development and Support team of the New Zealand Qualifications Authority (NZQA).

A special thanks to Kararaina Cribb, as without her support and encouragement this research would not have eventuated. Thanks are also due to the members of the Provider Development and Support team of NZQA; Tui Marsh, Bernie Matthews, Leigh Milmine, Seini Nai, and Raewyn Te Tau, who were the catalysts for this undertaking.

We thank Mihaere Kirby, Cultural Advisor from the Office of the Chief Advisor Māori, NZQA, for his many contributions, especially for the provision of the title and mihi, and input to the glossary.

The support and guidance of James Chal, Manager of the Research and Knowledge Services team of NZQA were invaluable, as were the comments of Drs. David Lillis, Kirsty Weir, and Jim Strachan also of the Research and Knowledge Services team.

The editorial assistance of Steve Rendle and Ashlee Gross of the Communications team of NZQA was much appreciated.

The authors are grateful to Professors Mason Durie and David Thomas, and Dr. Colin Tukuitonga for their insightful reviews of a previous draft of this document. To them, and to all who helped us so willingly to undertake and shape this research, we say a heartfelt, "Thank you".

# Contents

<b>Executive Summary .....</b>	<b>7</b>
<b>1 Introduction .....</b>	<b>13</b>
1.1 Background .....	13
1.2 Rationale .....	14
1.3 Research questions .....	15
<b>2 The Holistic Characteristics of the PTE's .....</b>	<b>16</b>
2.1 Components of a holistic approach .....	16
The surrogate whānau/aiga component .....	16
Individuals' sense of belonging .....	17
Creating a greater humanity .....	17
2.2 Evidence of care in a holistic PTE environment .....	18
2.3 Summary of Section 2.....	21
<b>3 Programme Design &amp; Development, Teaching &amp; Learning and Classroom Management .....</b>	<b>22</b>
3.1 Teaching and learning .....	23
Having the right tutors.....	24
Learner motivation .....	25
Setting clear boundaries/expectations .....	27
Meeting learners where they are at .....	27
The use of celebration, fun and humour.....	28
3.2 Programme design, development and review.....	29
Programmes based on different needs/drivers.....	30
Course structure and timings .....	32
3.3 Techniques for delivery .....	33
Individualised learning plans.....	33
Resources .....	34
Course delivery techniques.....	35
Assessment.....	36
Defining and reviewing success.....	37
Learner reflection and evaluation.....	38
3.4 Summary of Section 3.....	39
<b>4 Organisational Factors Supporting Good Practices in Māori / Pasifika PTEs .....</b>	<b>41</b>
4.1 Organisational beginnings, visions and goals .....	41
4.2 Organisational characteristics.....	44
PTE management and leader characteristics .....	44
The role of a Quality Management System (QMS).....	46
Tutor recruitment and requirements .....	49
The importance of tutor support from management .....	51
The importance of external relationships .....	54

Organisational reflection and evaluation .....	58
4.3 Future areas of focus .....	60
4.4 Summary of Section 4 .....	60
<b>5 Conclusions, Limitations and Future Research .....</b>	<b>62</b>
5.1 Conclusions.....	62
5.2 Limitations .....	64
5.3 Suggestions for future research.....	65
<b>6 Methodology .....</b>	<b>67</b>
6.1 Kaupapa Māori .....	67
6.2 Participants .....	68
6.3 Data analysis .....	70
6.4 Preparation of report .....	71
<b>7 References .....</b>	<b>72</b>
<b>8 Appendices .....</b>	<b>75</b>

# Executive Summary

## Introduction

This study was designed to investigate the practices of nominated Māori and Pasifika Private Training Establishments (PTEs) in relation to teaching & learning, and programme design & development. It also investigated for what reasons the nominated Māori and Pasifika PTEs used the strategies they did to develop teaching and learning. It asked what cultural elements were interwoven into their practices, and finally, to what extent the practices of the nominated PTEs compared with those considered in the literature to be indicators of good practice.

## Key findings

- The three key components to creating a holistic, 'good-practice' Māori/Pasifika Private Training Establishment (PTE) were:
  - adopting the surrogate whānau/aiga concept
  - creating a sense of belonging
  - creating a sense of greater humanity.
- The third theme closely resembles the Māori theme of inclusivity.
- Tutors play a pivotal role in influencing the attitudes and efforts of learners. Good-practice tutors were seen as being flexible, committed, having a passion for teaching, being focused on the learners, and able to motivate them.
- The needs of students were generally paramount in driving the development of the PTEs. Student needs included academic, personal, social, and whānau needs.
- To meet student needs, the PTEs adopted flexible course structures and timings. They also developed individualised learning plans, and used one-on-one learning. They also encouraged student reflection and feedback.
- The four key organisational characteristics of good-practice PTEs were:
  - the characteristics of managers
  - having a robust Quality Management System
  - recruiting, developing, and supporting high-quality tutors
  - maintaining good external relations.

## Method

This study, conducted over an 18-month period, was designed to investigate the teaching & learning practices, and the programme design & development of Māori and Pasifika PTEs that were considered to exhibit good practice based on meeting the following criteria:

- compliance with Quality Assurance Standard 1 (QAS1), and in particular section 1.2.5 of QAS1 (see Appendix 1)
- consistently meeting targets for positive learner outcomes in relation to - attaining employment or moving on to further training within the tertiary sector, credit and/or qualifications achievement, and course completion and personal/cultural development



- use of Regional Facilitators and Auditor knowledge.

A selection of Māori and Pasifika PTEs who met the above criteria was chosen to be involved in the study. A total of 13 PTEs took part in the study. Ten of these were Māori PTEs, and three Pasifika PTEs. It must be emphasised that to the extent that the term “good practice” is used in relation to the PTEs that participated in this study, it simply means that they met the criteria for inclusion (see Section 6.2 for more details).

Over the course of the study, 21 interviews were conducted with 41 people across the 13 PTEs. The interviews were carried out by two members of the Research and Knowledge Services (RKS) team of NZQA, neither of whom were Māori or Pasifika. Although the research did not adopt a fully kaupapa Māori approach, it incorporated many ingredients that are recognised as good practice when working with Māori and Pasifika. The researchers consulted and worked closely with the Provider Development and Support team of NZQA throughout the study, particularly in relation to the appropriateness of the methodology (see Section 6.1 for more details).

The roles of the interviewees ranged from Chief Executive Officer of the PTE to tutor and librarian. Over half the interviews were conducted with pairs or groups of interviewees, and 10 were conducted on an individual basis. The interviews were recorded digitally and then transcribed. The transcripts were later analysed by coding them according to major themes that emerged from the interviews as each was conducted. After coding, the qualitative data were analysed by three members of the RKS team using the method of content analysis (see Patton, 1990). Common themes were identified as well as points of disagreement and agreement between the results of the content analysis and those reported in the relevant literature.

## Inherent characteristics of the PTEs

Using a holistic approach was mentioned frequently in the current research as a means of maintaining and creating healthy relationships within the PTE. Previous research has found that the holistic approach is now the preferred approach for working with Māori and Pasifika learners (e.g. Cram & Pipi, 2001). The current study has identified three components that were seen as being important for creating a holistic Māori/Pasifika PTE environment. Analysis revealed this overarching principle was comprised of:

- the surrogate whānau/aiga concept
- the concept of belonging, and
- the concept of creating a greater humanity and being inclusive of all cultures.

The current research showed the **whānau/aiga concept** provided an environment in which learners could contextualise their learning and engendered a feeling of cultural safety. The whānau/aiga concept was repeatedly mentioned in interviews as helping learners to experience a sense of belonging.

The second component, a **sense of belonging** was talked about in 8/21 (38%) of the interviews. It was seen as helping to create a sense of security in learners which enabled both their holistic well-being and academic success.

The concept of **creating a greater humanity** was similar to ‘a sense of belonging’ in that both concepts helped meet a fundamental human need that was greater than any specific individual or cultural considerations. It also closely resembles the Māori theme of inclusivity. While previous literature has found that good-practice PTEs put

an emphasis on ensuring that Māori learners have opportunities to develop their cultural identity, the current research has found that the PTEs in this study have expanded this emphasis to include all types of learners from all cultures.

## **Classroom management techniques**

A number of classroom management techniques were identified as important for creating a context of good practice. The most commonly mentioned of these were tutor characteristics, dealing with learner motivation, and setting clear boundaries/expectations.

Tutors were seen as playing a pivotal role in influencing the attitudes and efforts of learners. The maintenance of a healthy tutor-learner relationship was seen as one of the keys to the development of a successful PTE by the participants in this study. This finding is consistent with similar findings in the literature. The most commonly mentioned characteristics of successful tutors in this study were:

- flexibility
- commitment
- a passion for teaching
- a focus on learners
- the ability to motivate students.

The most commonly mentioned characteristics of successful tutors derived from the current findings do not match exactly with those mentioned in the literature. However, they do map onto them in general. For example, believing in learners and demonstrating a commitment to ensuring their learning was one characteristic mentioned in the literature. This is very similar to the notions of commitment and a focus on learners mentioned by interviewees as characteristics of tutors in this study.

In terms of learner motivation, the most commonly mentioned method of increasing and maintaining it was to encourage learners to set goals. In particular tutors gave learners practice in setting realistic goals. They also encouraged learners to reflect on their actions and thoughts in relation to their goals. This is discussed more fully below.

Setting clear boundaries and expectations was the most frequently mentioned classroom management technique. This was mentioned in 18/21 (90%) of all interviews. This technique was not explicitly mentioned in the literature. However, the idea of setting clear boundaries and expectations comes from the notion of adults taking care of the younger members of the whānau/aiga. It also embodies the notion that the learner should have respect for the tutor due to knowledge she or he holds.

Having an open-door policy was also mentioned by numerous PTEs as being an important part of their kaupapa. This meant that that learners and staff had full access to other staff and management at all times. This was considered important because it demonstrated that all PTE staff and learners were valued.

Tutors tended to be employed because they were part of the community. Many tutors knew the parents/families of the learners, and other iwi members. This helped to develop the sense of belonging referred to above.

## Teaching & learning

Three key areas were commonly mentioned in relation to teaching and learning techniques. These were the **use of a holistic approach**, **meeting learners where they are at**, and the **use of celebration, fun, and humour**. The importance of the first two of these elements is consistent with the literature. However, the use of celebration, fun, and humour was emphasised more frequently and more strongly by interviewees in the current research than in previous literature.

Fun, humour and celebrating achievement was seen by high-performing PTEs as an important component of their organisation. Indeed, these three elements were mentioned by 10/13 (77%) of all PTEs as important factors which fostered learning and helped to create a functional and positive environment. Although the advantages of using fun, humour, and celebrating achievement were occasionally mentioned in prior research, they were much more frequently mentioned by interviewees in this study as key elements in both the teaching-learning process and in developing a successful organisation. The positive benefits from using fun, humour, and celebration identified in the current study were:

- an increase in student confidence
- making individuals feel empowered, important and valued
- contributing to the concept of the surrogate whānau
- strengthening group cohesion.

## Programme development & design

The needs of the students were generally seen as paramount in driving the PTEs. For example, in order to be successful, the PTEs realised that they had to adapt to new ways of learning preferred by the students, such as the provision of more on-line courses. In addition to reacting to learners' needs, the PTEs in this study also often anticipated them via the use of formal and informal needs assessments. PTEs recognised that by meeting individual learner needs they were also helping to meet the needs of their community.

The design of the PTEs' programmes was an ongoing process in response to the changing needs of their learners and respective industries. The design process was generally driven by PTE directors and staff. Modification to the programme was usually based on reflection of past experiences and consultations with industry. The PTEs liaised with the relevant industries in order to develop their organisations in line with industry needs, and kept abreast of government policy.

The PTEs generally adopted flexible course structures and timings based on learners' needs. They also designed courses to suit the different levels of students and their learning styles. Individualised learning plans were commonly used in order to meet individual learners' needs, and in particular, one-on-one learning was a commonly used approach in order to meet students at the appropriate level.

Assessment of students was carried out when the staff thought the learner was ready. There was ample opportunity for re-assessment if the learner did not meet the standard initially and there was ample opportunity for both tutor and learner feedback to be exchanged in order to prepare learners for the next stage of assessment. These approaches were reported to be the most effective way to help students who had developed an aversion to assessment from their prior experiences of it.

The most **commonly mentioned techniques** for programme delivery were:

- one-on-one individualised learning
- use of te reo Māori
- group work
- quizzes and games
- practical hands-on activities
- the use of technology such as computers.

PTEs in this study generally encouraged their students to set personal goals. This was in keeping with the focus on individualised learning mentioned above. The PTEs also encouraged students to reflect on their progress in relation to their goals. They also were open to having the students reflect and give feedback about their courses and programmes.

## Organisational characteristics of the PTEs

The current research found that there were **four key factors** that were important organisational characteristics in supporting the Māori/Pasifika PTEs included in this study. The first of these was the **characteristics of managers**. The most frequently mentioned managerial characteristic that was considered important was having an appropriate skill set. However, interviewees didn't specifically state what skills were appropriate. It was considered important that managers have:

- a strong background in education
- an open communication style.

The second key characteristic mentioned was having a robust **Quality Management System (QMS)** in place. This enabled PTEs to maintain a strong foundation in order to be able to carry out the work of their true calling.

The third factor was employing **tutors who fitted well** with the PTE. Tutors were regarded as being crucial to the teaching-learning process (see above). Management was seen as playing a crucial role in recruiting, developing, and retaining tutors. Good professional development was seen as important because it helped to develop and retain tutors and other staff. Professional development was conducted both internally and externally and ranged from courses run by the Ministry of Education to providing opportunities for tutors to observe other tutors in a classroom setting.

The final factor was the **maintenance of good external relationships**. PTE leaders saw the need to build and maintain strong relationships with a wide range of groups within the community, including with whānau/iwi/aiga, government organisations, the justice system, schools, other PTEs and relevant individuals.

This research found that the importance of goal-setting, reflection, and evaluation both on the part of the individual learner and staff member, but also on the part of the PTE as a whole was emphasised by the respondents. In particular, the importance of encouraging PTEs to reflect on and evaluate their own performance is not as commonly mentioned in the literature as a feature of a successful PTE as it was by respondents in this study. In addition, more stress was placed on the importance of individual goal-setting by the interviewees in this study than has been previously reported.

In addition, all the PTEs also evaluated their own performance in relation to their own goals. They also assessed the effectiveness of the strategies through which they

attempted to achieve these goals. The PTEs in this study were aware that their environment was not static and that the needs of their learners and the industry were constantly changing. Evaluations were seen as a useful method for determining whether or not the PTE was meeting its requirements.

## Conclusions

The current study has extended previous research in the area of Māori/Pasifika PTEs in a variety of ways. It has identified three key components that were seen as being important for creating a holistic environment.

These were:

- the surrogate whānau/aiga concept
- the concept of belonging
- the concept of creating a greater humanity/being inclusive of all cultures.

The third component, in particular, was strongly evident from the responses of the participants in this study. It closely resembles the Māori theme of inclusivity.

In terms of programme design & development, and teaching & learning, this study also showed that setting clear boundaries was a classroom management technique that was frequently mentioned as important by interviewees. This technique has not been explicitly mentioned in previous literature. The use of celebration, fun, and humour as teaching techniques was also emphasised more frequently and more strongly by interviewees in the current study than in previous research.

Finally, this research found that the importance of goal-setting, reflection, and evaluation both on the part of the individual learner and staff, but also on the part of the PTE as a whole was emphasised by the respondents. In particular, the importance of encouraging PTEs to reflect on and evaluate their own performance is not as commonly mentioned in the literature as a feature of good-practice PTEs as it was by respondents in this study. In addition, more stress was placed on the importance of individual goal-setting by the interviewees in this study than has been previously reported.

# 1 Introduction

This study was designed to investigate the practices of nominated Māori and Pasifika Private Training Establishments (PTEs) in Aotearoa/New Zealand in relation to teaching & learning, and programme design & development. The New Zealand Qualifications Authority (NZQA) has produced this document to support PTEs and encourage continued development of PTE practices.

## 1.1 Background

Providing quality learning outcomes with and for Māori and Pasifika (Pacific Islands people in New Zealand) is a strategic priority for NZQA. In keeping with NZQA's commitment to improving capacity-building for customers and stakeholders, the Provider Development and Support team (PDS) within NZQA is employed to work with self-identified Māori and Pasifika PTEs registered with the Authority. This working relationship is designed to enable the PTEs to operate with excellence in a quality-assured environment, whilst retaining their own unique cultural framework.

Regional Facilitators in the PDS team provide developmental assistance and advice to Māori and Pasifika PTEs. Data gathered in 2004 demonstrated that providers who engaged significantly with PDS improved audit outcomes. NZQA data also demonstrate that Māori providers are playing a critical role in lifting the achievement, retention and participation levels of Māori learners.

The purpose of this research was to produce a document that outlined the practices of a sample of Māori and Pasifika PTEs which met the 'best practice' criteria of the study, and provided a resource for a range of Māori and Pasifika PTEs. It is important to acknowledge, however, that there was no intention to create a 'one-size-fits-all' account of a supposedly typical best-practice PTE. Rather the PDS team provided an eclectic range of Māori and Pasifika PTEs for the members of the RKS team to talk with so that the resulting study would be useful to as broad a range of PTEs as possible.

The PTEs which participated in this study were assessed as being good-practice PTEs mainly in relation to quality assurance, and not in relation to specific outcomes of their learners. Therefore, the members of the RKS team took the approach that they would record what hallmarks of good-practice appeared to exist within each PTE, but that the importance of each hallmark would vary across PTEs, and would depend to some extent on the environment in which each PTE found itself.

### Quality Assurance Standard One (QAS1)

PTEs must comply with Quality Assurance Standard One to be registered through NZQA. Each element of QAS1 is made up of a number of requirements which must be met in order to be fully compliant with the Standard (see Appendix 1).

### Definition of good practice

The literature contains two definitions of good practice for Māori and Pasifika PTEs. Cram and Pipi (2001) defined a successful provider as one recognised and nominated by others with some or all of the following characteristics:

- A historical and/or national overview of their sector
- Known to and by others, and spoken of positively
- Having a profile and credibility within their sector. This may also be the case outside of their discipline
- Knowing their rohe well
- Being cognisant of the unique and special needs of their clients, and
- Being requested by the community to provide the service.

On a similar theme, good practice or 'creating success' as identified by Skill New Zealand (2001) involved three key elements:

- The learning environment
- The delivery practices, and
- The provision of services.

This document explores these definitions of good practice both through a literature review and interview-based research. It reports on the current practice of a sample of Māori and Pasifika PTEs in New Zealand assumed to exhibit good practice.

There is a limited amount of research available on Māori and Pasifika PTEs. What does exist began predominantly in the mid-1990s and has been conducted or published mainly by Government departments and academics. The current literature review has been based on the following parameters. The literature is:

- New Zealand based
- Focused on good-practice principles
- Māori and Pasifika based, and
- PTE specific.

## 1.2 Rationale

The research had four objectives, viz:

1. To conduct a literature review on current research to inform Māori/Pasifika PTE Programme Design and Development and Teaching and Learning
2. To use interview-based research to identify examples of good practice in programme design & development and teaching & learning in Maori and Pasifika PTEs
3. To compare the findings of the literature review with the results of the interview-based research conducted in this study, and
4. To create a resource for dissemination to Māori/Pasifika PTEs.

The rationale for the interview-based research is to:

- Identify field-based good practice in order to complement the theoretically-based literature review
- To highlight similarities and differences in PTEs behaviours in the field and in the literature; to consider the theoretical markers alongside practical examples
- Develop a deeper understanding of the 'how' of good practice for the PTEs included in the study, and
- To help meet the need for more Māori and Pasifika PTE research and knowledge (as highlighted in the literature).

## 1.3 Research Questions

The key research questions guiding this study were:

1. In regards to programme design & development, and teaching & learning, what were the current practices of the nominated Māori and Pasifika PTEs?
2. To what extent and in which areas do nominated Māori and Pasifika PTEs demonstrate good practice in their daily work?
3. For what reasons do nominated Māori and Pasifika PTEs use the strategies they do to develop teaching and learning?
4. What cultural elements are interwoven into their practices?
5. How do the examples of current practices of the PTEs in the study compare with the “best practices” outlined in the research literature?



## 2 The Holistic Characteristics of the PTEs

Establishing a context in which all PTE members can fulfil their potential is seen as essential to success in previous research and also by the majority of the Māori and Pasifika PTEs in this study. Providing a holistic environment includes caring for the physical, mental and spiritual wellbeing of learners. As reported in the literature, the holistic approach is now the preferred way of working with Māori and Pasifika learners (Cram & Pipi, 2001; Pasikale, 1996, 1999). In addition, PTEs who emphasised a more holistic and cultural approach within their organisation reported empowering their learners (Skills New Zealand, 2002).

### 2.1 Components of a Holistic Approach

The current research has defined three key components which make up the holistic approach used within Māori and Pasifika PTEs. These factors are operating on three different levels and are defined within this research as:

- surrogate whānau/aiga
- an individual's sense of belonging
- the concept of creating a greater humanity.

This research found these key components were not mutually exclusive, but were interrelated. This chapter discusses all three factors and includes evidence of their use within PTEs.

#### The surrogate whānau/aiga component

This component was evident in both the literature and the current interviews. Research by Pasikale & Yaw (1998) has found that the physical environment and links to the home help create a family atmosphere that encourages and accepts Pasifika learners. The whānau concept is also an element of the kaupapa Māori approach (International Research Institute for Māori and Indigenous Education, 2004) and is considered critical to Māori educational processes, structures and pedagogy. In the current study, the ability of the PTE and its staff to take on the role of surrogate whānau/aiga was the most commonly mentioned factor for creating and maintaining optimal PTE relationships. This factor was mentioned in 9/21 (43%) of the interviews.

Specific elements of the **whānau/aiga** concept included:

- taking on the role of an otherwise largely absent family unit
- taking on the guidance role of a mother and father
- building and reinforcing trust
- developing familial and friendship-based relationships between staff and learners
- the entire PTE functioning as a recognised family unit.

PTEs in this research stated that the whānau/aiga concept was important to their success because it created a feeling of cultural safety in their learners and staff, and also promoted learners' self-confidence. This was seen as important and many of the PTEs' tutors and managers stated learners' cultural needs had not been met by the mainstream educational system. The current research showed a surrogate whānau/aiga provided an environment in which learners could contextualise their learning. It also provided a system in which problems were discussed in a group context rather than individually, or delegated to another person.

The whānau/aiga concept was repeatedly talked about during the interviews. This demonstrated its power and importance in establishing and maintaining optimal relationships within the PTEs and also helped learners to experience a sense of belonging.

The whānau/aiga model, although emphasising a common bond among individuals, accommodates difference and diversity in much the same way as a family is typically made up of a range of individuals with different needs and aspirations. Thus individualised learning is quite compatible with the whānau/aiga concept. Indeed it stems from it. The creation of individualised learning plans and the use of one-on-one learning by good-practice PTEs will be discussed in a following chapter.

## Individuals' sense of belonging

The second component, **a sense of belonging**, was raised in 8/21 (38%) of the interviews. This is recognised in the psychological literature as a fundamental human need and provides a foundation for learners which enabled both holistic well-being and academic success. Research by Pasikale & Yaw (1998) indicated that the whānau/aiga concept instils feelings of belonging and allows for greater interaction among individuals across all levels of the organisation.

In the current research, a sense of belonging was also mentioned as another way in which strong links could be made with the community as learners who felt a sense of belonging to the PTE created and maintained links within their wider community. An area within this concept not strongly identified in previous research was that ex-learners were always welcome to return and so these individual PTE-community bonds often continued to strengthen after learners' studies ended. Knowing that they were welcome and accepted into the PTE community everyday was mentioned as contributing to their holistic well-being:

*“... they come in here and they feel acknowledged for who they are so I think that's a major thing ... meeting that basic need and then you build up from there.” (Int. 9, Pasifika PTE)*

This research indicates that the sense of belonging is created by the quality and vision of the tutors and staff, and organisational arrangements (see later chapter). The authors' impression from their site visits was that good-practice PTEs were also committed to creating a positive physical environment for their learners. It is also likely that the creation of a sense of belonging was a reflection of a shared sense of commitment to things Māori or Pasifika. However, it is not possible from our research to say to what extent each of these factors contributed to the sense of belonging.

## Creating a greater humanity

**Creating a greater humanity** which is inclusive of all cultures was mentioned in 7/21 (33%) of the interviews as an important factor for enhancing professional relationships between staff and learners. It was considered important because it gave learners a sense of identity and allowed them to see reflections of themselves within the PTE. This concept closely resembles the Māori theme of inclusivity.

Research by Cram & Pipi (2001) found that good-practice Māori PTEs in particular place an emphasis on ensuring that Māori learners have the opportunity to

strengthen their cultural and personal identity through different experiences. The current research expands on these findings in that it found that PTEs encouraged learners and staff to respect one another's culture, and associated individual differences to create something that was bigger and more inclusive than any one culture alone.

The concept of creating a greater humanity was similar to 'sense of belonging' and the Māori concept of inclusivity, in that all concepts help meet a fundamental human need. One PTE described itself as a 'living culture' that welcomed anybody and it was this which allowed learners to feel the sense of familiarity and belonging which encouraged them to remain at the PTE:

*"I think that my morning class is like a family... They're very caring about each other... And they just interact the whole time, asking questions, but they don't realise that they're learning so much grammar and vocabulary and self-confidence in the process." (Int. 4, Pasifika PTE)*

Tutors also actively learnt about their learners' cultures in order to make sure their cultural needs were met (such as adhering to the tikanga). However, the sense of creating something greater helped all members of the PTE feel included:

*"When I used to teach Pasifika last year, I felt that I was adopted by Pasifika people and I was initiated into their culture ... and they wanted to ask about other cultures and they were very open too, it is cultural diversity but we all come together as humanity." (Int. 5, Pasifika PTE)*

## 2.2 Evidence of Care in a Holistic PTE Environment

In terms of the literature, Skills New Zealand (2001) found that PTEs' emphasis on the learner and developing and/or restoring the learner's mana was critical for learners. Learners feel valued through good tutor/learner relationships, learner/whānau interactions and peer relationships. Learners who are valued are more successful at engaging confidently and effectively in their learning environment. The current research supports the finding that learners who feel valued are more likely to be successful and shows that learner success can also be partly attributed to the caring, nurturing and respectful nature within PTEs.

High levels of caring, nurturing and respect were mentioned by 11/41 (27%) of the interviewees as a key characteristic of their strong functional relationships. Many interviewees commented that learners, tutors and management were very caring of one another and that it was an inherent trait or 'way of being' for the organisation. This was demonstrated by learners actively helping and caring for one another in and out of class, and by the level of passion and commitment shown by tutors and management.

Various techniques for maintaining healthy tutor-learner relationships were mentioned. The most frequent was setting clear boundaries/expectations, and using appropriate discipline to ensure expectations were met. This was mentioned in 18/21 (86%) of all interviews and is discussed in greater detail in the next chapter. The next most frequently mentioned technique was the use of a holistic approach in dealing with learners (reported in 11/21 (52%) of interviews).

Using a **holistic approach** with learners was often mentioned as a key technique for creating and maintaining a healthy tutor/learner relationship. The holistic approach

often involved taking on the physical, mental, spiritual and general well-being issues of learners, both during their time at the PTE and often after they had left. For example, PTEs generally offered post-placement and vocational support. A few PTEs also helped learners to move on and decide what they wanted to do if they did not offer the sort of courses the learners wished to take. Although tutors were focused on their learners, they also focused some of their attention on directing learners to other potential organisations. A learner who may not be interested in a specific course that a PTE ran was often still directed to more appropriate courses:

The use of a holistic approach was often mentioned in conjunction with being able to see the potential in learners and actively focusing on their positive individual traits and values (mentioned in 8/21 (38%) of interviews).

The holistic approach was perceived as important because it allowed tutors to influence learners in a positive way, by engaging with learners in the classroom and by going the extra mile and demonstrating full commitment to all aspects of their wellbeing:

*“Any time you can talk with the tutors. The students have no problems pulling them aside. All the tutors do that extra mile, that is part of the kaupapa ... Don't just do what you do in the classroom and say 'see you'.” (Int. 1, Māori PTE)*

**Creating a positive environment** was also mentioned in 8/21 (38%) of interviews as staff strived to create a positive environment both in a physical and a learning sense. There were mixed opinions about whether the state of the PTE buildings themselves were important, but a common theme across all PTEs was the challenge of creating a physically attractive environment through the use of posters, art, and charts for celebrating achievement etc. Learners were often actively encouraged to take ownership of their environment and practice self-responsibility by participating in domestic chores such as taking out the rubbish and doing dishes.

Research from Cram and Pipi (2001) stated that the Māori principles of whanaungatanga and ngā hononga are applied in good-practice PTEs to reinforce a supportive environment. This was evident from the current research not only for Māori PTEs but also within Pasifika PTEs. However, while these principals were found in the current research the degree to which PTEs provided support differed. Support in the current research ranged from additional academic literacy/numeracy support to the full range of personal support inherent in a fully functioning holistic model of care for learners.

Some tutors and management also spoke about providing support when they were often the only ones in the learners' lives who were able to offer this assistance. It appeared to be particularly powerful when done by a PTE as they could use a coordinated approach across learners' lives, rather than a piecemeal approach which different agencies would have to adopt. At times, even seeking agency support was not an option for learners due to language barriers or unfamiliarity with the agency system.

Tutors spoke of offering support to a level with which they were personally comfortable. The level of support offered generally seemed to be an issue decided by each individual tutor rather than by strict guidelines issued from the organisations. Two tutors felt it was necessary to be open about 'who' they were and aspects of their personal lives within appropriate boundaries. They were of the opinion that this

openness enabled them to create mutual respect with learners and they could also use it as a vehicle to motivate them.

Some PTEs chose not to offer certain support as they believed it did not enable the learners to be self-sufficient:

*“A lot of students say ‘oh, but on my old course they picked me up’, and I was like ‘yeah, but that is not helping you organise yourself to get to course’.” (Int. 17, Pasifika PTE)*

Learner support was considered important to the PTEs because it enabled learners to learn:

*“The language stops them from finding houses, from going to the bank to get money. They’ve got debts up to their eyeballs ‘cos they can’t read the contracts and they’re getting duped. ... That’s why we’ve got so many of us on the support side. And once we deal with that, they know we’re committed.” (Int 19, Māori PTE)*

Other reasons given for offering learner support were the resulting increase in self-esteem and functioning once basic needs were met, the importance of providing a strong foundation for learning to occur and operating in accordance with a holistic approach or model for learners learning. To help achieve these outcomes a variety of other methods were also used. These are listed in Table 1 below:

**Table 1: Examples of learner support**

<b>Examples of learner support from interviewees</b>	<b>Mentions</b>
Literacy/numeric/general academic support	8
Supporting all aspects of learner’s life – the holistic model	5
Full vocational process/transition into work support	5
Support in dealing with agencies/companies – i.e. debt, immigration etc	5
Being listening ear/moral support/caring	5
Offering a network of support avenues i.e. doctor, counsellor, chaplain etc (and sometimes paying)	5
Transportation to/from PTE	4
Tangi/other family incidents support	4
Contact with tutors outside of PTE	3
Provide lunch to learners/food to family	2
Access to phone at PTE/ 0800 number access to PTE	2
Providing additional general & life skills information	2
24/7 support	2
Email/text contact with tutors	2
Morning walks and debriefs of life events	1
Actively seeking contact opportunities with whanau	1
Having an open resource room	1
Telephoning learners regularly	1
Free lessons for additional activities i.e. singing	1
Aligning holidays with school term times for parents	1
Support to parents in managing learners	1

## 2.3 Summary of Section 2

In summary, previous literature has found that the holistic approach is the preferred approach for working with Māori and Pasifika learners. The current research is consistent with previous literature. It also defines three key elements of the holistic approach. Firstly, creating a whanau/aiga environment for learners was seen as essential for promoting a safe environment for learners both from previous literature and the current research. The current research elaborates on the whanau/aiga concept by showing that it is important to the extent that it provides a feeling of cultural safety for both learners and staff, and promotes learners' self-confidence.

Secondly, creating a sense of belonging is recognised as an indicator of a good-practice PTE in both the previous literature and the current research. The current research has identified that a sense of belonging is essential in establishing a foundation for learning to occur. Current research also identified that the bond of belonging between a PTE and learner can continue after the learner has left the PTE.

Thirdly, although previous literature has found that good-practice Māori PTEs place an emphasis on ensuring Māori learners have opportunities to develop their cultural and personal identity, the current research found Māori and Pasifika PTEs expanded this emphasis to include all types of learners. This is consistent with the Maori theme of inclusivity. Being inclusive of all cultures and extending this to humanity provided learners with a sense of identity and familiarity with the PTE.

The adoption of a holistic approach by good-practice PTEs is evident from previous literature. The current research also found two characteristics that participants said were important in developing a holistic approach within a PTE. These were having a caring, nurturing and respectful environment (which differed depending on which was effective for the individual PTE) and offering various levels of practical support ranging from literacy/numeracy support to a variety of personal support activities. These types of support reportedly resulted in an increase in the self-esteem of learners, a strong foundation for learning to occur, and consequently an improvement in learner development.

### 3 Programme Design & Development, Teaching & Learning and Classroom Management

This chapter explores specific aspects of teaching & learning and programme design & development. Although the findings of the current research are presented as two sections, their practice in daily life is often blended and interwoven as the teaching of the programme takes place. Within these two areas, a constant cycle of design, develop, deliver and evaluate/review is also in motion. In addition, a series of classroom management techniques creates the context for programme design & development and teaching & learning to occur. These three key areas are outlined in further detail below after a review of the relevant literature.

In the Māori PTE literature a kaupapa Māori philosophy had been identified as a key feature of Māori PTEs exhibiting 'good-practice' behaviours (e.g. Cram & Pipi, 2001). This philosophy then helps to define and drive all other 'good-practice behaviours' both at the learner level and at an organisational level. In terms of the relevant teaching approaches, the literature indicates that both traditional and contemporary learning practices continue to offer a range of relevant teaching approaches to support individual Māori learners. Traditional learning practices noted in the literature (Hemara, 2000; International Research Institute for Māori and Indigenous Education, 2004) included:

- holistic learning practices
- formal learning through whare wananga learning
- informal learning through adults looking after children
- low tutor/learner ratios
- intergenerational teaching and learning, particularly through kaumatua
- streaming
- multi-level relationships between curricula and teaching practices
- symbiotic relationships – relationships between tutors and learners that were mutual teaching and learning experiences, and
- peer assessment – assessment was carried out by peers when tasks were being performed before or with the community.

The holistic approach to learning has now become the preferred approach for use with both Pasifika and Māori learners, as it compliments their cultures, places greater emphasis on knowledge and learning that is not solely confined to the classroom, and accepts learning as a life-long, evolving process (Cram & Pipi, 2001; Pasikale, 1996, 1999). According to the literature, contemporary teaching and learning practices also include both formal and informal learning. There is also a lack of division between the tutor and the learner, and the holistic nature of Māori education evident in traditional practices continues to be meaningful in current contexts (International Research Institute for Māori and Indigenous Education, 2004). As highlighted in the current study, the holistic nature of Māori education means that in order for learners to achieve to their maximum potential, they must be in an environment that is conducive to learning and means that the environment and practices must also benefit the individual as part of the Māori community. This places an emphasis on the learner's individualised needs and aspirations, since each individual's achievement is also seen as an achievement for the whānau and conveys mana. The holistic perception of learning as both a formal and informal process is also an important starting point for developing effective intervention learning strategies for Pasifika learners (Pasikale, 1999).

Stemming from the holistic approach to learning, there are four main teaching methods mentioned in the literature in relation to Māori and Pasifika PTEs. These are:

- A **teacher-centred approach** (Jones, 1991 [cited in Pasikale, 1999]; Skills New Zealand, 2001).  
This approach refers to tutors purposefully directing their learners' development, and is commonly favoured by Pacific elders who recognise the tutor as an essential person in providing appropriate knowledge to learners to ensure their success. Pasifika children are taught to respect tutors due to the knowledge they hold. There is an emphasis on the learner as the unlearned and the tutor as the learned. The teacher-centred approach is useful for establishing relationships and modelling the desired learning outcomes. One-to-one tuition is a feature of this approach.
- A **learner-centred approach** (Pasikale, 1996, 1999).  
A learner-centred approach prioritises learners' needs. Every attempt is made to know and understand the learner's abilities, attitudes, experiences, and motivation. One-to-one contact between learners and tutors is also a critical part of this learning approach.
- A **tutor as learner/learner as tutor approach** (Hemara, 2000; Pasikale, 1996, 1999).  
Tutors are placed in the centre of learning along with the learner, so that the process of learning is one of reciprocity and co-operation with both learner and tutor learning from one another.
- A **practical-centred approach** (Fraser, Gilling, & Sapsford, 1998; Pasikale, 1996, 1999).  
Practice and application are emphasised wherever possible. The aim is to ensure a practical, outcome-oriented, industry-driven approach. It is assumed that if learners are exposed to real-life expectations and attitudes, they are more likely to be better prepared for the work environment.

Overall, the research highlights that there is a need for flexible teaching approaches and learner-centred programmes to cater for diverse learning styles. The key is to use a variety of approaches to ensure a match between learner preferences, context, and content. Therefore, a range of diverse responses and approaches is necessary to meet the individual needs of the learners in differing contexts.

### 3.1 Teaching & Learning

A number of teaching and learning techniques were identified which created the context for good practice to occur. The PTEs in the current research commonly mentioned a range of techniques used to manage their classrooms. The three main ones reported included having the right tutors, dealing effectively with differing levels of learner motivation, and setting and following through on clear boundaries/expectations.



## Having the right tutors

The development and maintenance of a healthy tutor-learner relationship was seen as one of the keys to a successful PTE both by the participants in this study and in the relevant literature. According to the current literature tutors are perceived as playing a pivotal role in influencing the attitudes and efforts of learners as they help learners set goals and support them in achieving them. Important tutor characteristics highlighted in the research are:

- a high degree of empathy
- nurturance
- being supportive
- acceptance of and involvement with learners
- believing in learners and demonstrating a commitment to ensuring their learning
- quality teaching (Skill New Zealand, 2001).

The most commonly mentioned characteristics that made for a successful tutor mentioned by PTEs in this study were the following:

- flexibility
- commitment
- passion for teaching
- focus on learners.

These characteristics in the current study do not exactly match with those mentioned in the literature. However, they do map onto them to some extent. For example, a committed tutor with a passion for teaching would show a high degree of empathy with the learners and be supportive and nurturing. They would also be committed to high quality teaching. Further detail of the most commonly mentioned characteristics of successful tutors are given below:

- **Flexibility** – Eight (62%) of PTEs stated that tutors needed to be flexible in their role. They stated flexibility of tutors was needed both within the classroom and within the organisation. In terms of flexibility within the classroom, 4/26 (15%) of PTE tutors noted that they were flexible in relation to their learners' time constraints. One tutor stated some learners in his class had work commitments on a particular day so they would usually miss the class. For this reason, when these learners did attend, the tutor offered extra time for them to catch up on the missed lessons so they did not fall behind. One PTE mentioned they had a team approach and that their tutors were able to provide assistance to learners that were not regularly in their lessons. If one of their tutors has specific knowledge that could help a learner, they provided time to sit down and teach the particular learner. This was seen as a huge benefit to learners not only because they made educational gains from one-to-one teaching, but also because relationships were formed with different tutors throughout the organisation. Two tutors stated that within the classroom they needed to be flexible in how their lessons were conducted. One said that they could feel when their learners were not performing in class and this made it necessary for them to change the structure of their lessons. For example, on days when the class were not concentrating on the more theoretical work, they might undertake a physical activity outside instead.

In terms of flexibility within the organisation, 3/13 (23%) of PTEs stated their tutors were trained to teach a variety of programmes so they could relieve other tutors and be flexible enough that they could undertake jobs outside of their job description. One small PTE stated their tutors needed to be able to cover other staff since it was hard to find outside relieving staff at the last minute. Often staff

members at PTEs are required to show flexibility to the extent that they could take on any given role when required. For example:

*“We all chip in. It’s not beyond our financial controller to go down and do some painting. That’s just the way it is. And like I said, Person X., it’s not beyond them to have to go and clean the toilets if our cleaner hasn’t turned up or whatever.” (Int. 12, Māori PTE)*

- **Commitment** – Six (46%) of the PTEs thought tutors were most valuable when they were committed to the learning of their learners. These tutors allowed learners to learn and practice until they had mastered a skill, so that when they left the organisation, learners had the skills and knowledge required for the workforce. This commitment was shown by the long hours tutors spent preparing and delivering material to learners. Without their tutors’ commitment, learners would not be adequately equipped for parts of the workforce and the PTE organisations could gain a negative reputation within industries and communities.
- **Passion for teaching** - The passion of tutors was a predominant characteristic also mentioned by 6/13 (46%) of PTEs. Tutors talked about their passion for teaching in general, for young Māori / Pasifika peoples and for their subject. Passion was thought to be a characteristic that could not be learnt. However, if tutors possessed passion they seemed more likely to be committed, motivated, encouraging, and supportive of learners. The PTEs generally reported having passionate tutors and consequently a small staff turnover. One tutor also talked about her mission to try and instil her passion for her subject into her learners:

*“I thoroughly enjoy it with a passion, to be able to teach ... and give them skills to get out there into the real world and not just get out there and do it for the sake of doing it, but to do it with a passion.” (Int. 16, Māori PTE)*

- **Learner focus** - Successful tutors were aware that their main focus should be on their learners. Focusing on the learners forms part of a holistic approach to teaching and learning in which tutors work with learners to help them succeed both personally and educationally. For example:

*“The sort of things that we do that I think [are] part of our supporting role is actually going out and picking [up] the learners, dropping them off, ringing them every day and just listening to what their needs are.” (Int. 5, Pasifika PTE)*

A teaching technique highlighted in the current research was the importance of effectively dealing with different levels of learner motivation.

## **Learner motivation**

Literature relating to a Pasifika PTE reported that adult and academic learners have different levels of motivation. Cleverley (1996) reported that academic learners are motivated to gain the requirements for a qualification, certificate or to continue their education. Adult learners are motivated to gain knowledge and skills that are related to employment or personal needs. Adult learners are people who are usually highly motivated to gain higher/better positions in their life or work. Adult learners are also more motivated to achieve their goals as they can see the relevance of their

education in their lives. The current research did find that PTEs reported some possible differences between younger and older learners along the lines reported by Cleverley, however, these differences were not as clear-cut as those reported in his work.

In the present study, lack of learner motivation was mentioned as a problem by 6/41 (15%) of interviewees, however, in 5/41 (12%) of cases they also commented on the fact that learners were motivated on entering the programme. Learner motivation, or lack thereof, generally seemed to be related to learner characteristics. For example, younger learners tended to be less motivated than adult learners. In part this seemed to be because younger learners tended to have less understanding of what sort of job they wanted to pursue compared with adult learners. Younger learners had often dropped out of school, had a low level of literacy/numeracy skills, and were obliged to attend a PTE. By contrast, adult learners tended to choose to attend a PTE in order to gain the requisite skills and qualifications to get a job in a particular industry. This finding is consistent with Cleverley (1996). It was not the case, however, that motivation level was reported as being solely related to age differences. In some cases, adult learners' motivation could be hampered by some of the factors mentioned for younger learners above, while younger learners had clear ideas about what they wanted to achieve, and how they were going to use their time at a PTE to attain their goals.

Perceived learner motivation levels in some cases also depended on the entry policy of the PTE. In general, if a PTE had an open-door selection policy, it was likely that it took in a reasonably large proportion of learners who were not motivated to be at the PTE, but who were there for other reasons. If, however, a PTE had a somewhat restrictive entry policy (e.g. if space was limited for industry-based PTEs), then they were likely to accept only motivated learners into their programme.

How then did the PTEs in the current study increase and maintain motivation in learners? Most frequently they did this by encouraging learners to set goals, and giving them practice in goal-setting, particularly in how to set realistic goals (12 mentions). They also encouraged learners to reflect on their actions and thoughts in relation to their goals. This is in keeping with the focus on individualised learning that these PTEs display. The PTEs reported that, in general, learners are helped to set short-term, proximal goals, rather than long-term, distal goals. This means that the learners don't ignore small but important steps they are taking on the way to achieving their ultimate goal. It also means that learners see the progress, reflect on their goals, and adjust them according to their development and needs. Some PTEs said they use learner progress charts so that learners can monitor their paths towards their goals.

The ability of tutors to motivate their learners was mentioned by 4/13 (31%) of PTEs as being important. Tutors motivated learners through their delivery in the classroom and by offering their learners an education that they could see was relevant to them and could be applied in their own lives.

The third classroom management technique highlighted in the current research was the importance of boundaries/expectations and following through with the use of discipline.

## Setting clear boundaries/expectations

This was the most frequently mentioned technique for maintaining healthy tutor-learner relationships and was mentioned in 18/21 (86%) of all interviews. This is perhaps surprising given it was not mentioned explicitly in the literature. However, the idea of setting clear boundaries and expectations comes from the notion of adults taking care of the younger members of the whānau/aiga, and ensuring that the greater good of the whole learning community is kept in mind. It also embodies the notion that the learner should have respect for the tutor or elders due to the knowledge they hold.

The concept of “tough love” was mentioned, as was the need to be “very firm” in setting rules and boundaries, both in a personal sense and in providing a disciplined atmosphere of learning in the classroom. It was seen as important to communicate expectations clearly. Learners were also encouraged to take ownership of their own learning and to demonstrate responsibility across all aspects of their lives.

In terms of discipline, a range of other techniques were also mentioned. These tended to stem from the PTE as surrogate whānau/aiga concept to the extent that they were based around the notion of family and extended family (see Cram & Pipi, 2001; Hemara, 2000; Skill New Zealand, 2001). For example, some PTEs in the current research said that certain learners needing a real short sharp telling off (“just like Mum and Dad would do”). Other PTEs mentioned the importance of the learners’ peer group in promoting appropriate behaviour. Healthy peer-group pressure was seen as a productive way of creating and maintaining cultural and behavioural norms, just as older siblings might instil in younger members the cultural and behavioural norms of the family (see Hemara, 2000). These techniques were consistent with those mentioned in the literature relating to both traditional and contemporary Māori and Pasifika learning.

## Meeting learners where they are at

Part of being open and upfront with learners involved “**meeting them where they were at**” and being able to work with that as the starting point. This was mentioned in 11/21 (52%) of the interviews. For some PTEs, this involved hooking the learners by slowly introducing them to different learning elements and possibilities:

*“We offer short programmes on hip hop, music, yeah. We were inundated. But that’s how you get them through the door. ... get them started, then slowly say ‘hey, why don’t you try this?’.”*  
(Int. 1, Māori PTE).

Interviewees felt that it was important to draw on the life experiences of the learners both in order to make the learning more relevant to them, and to show that they were valued as people. It was hoped that this would make the learning experience more positive for them.

In order to meet learners where they are at, the most commonly mentioned approach by 11/41 (27%) of interviewees using one-on-one teaching. This included:

- understanding learners’ learning style (visual, auditory, kinaesthetic) – multi-modal teaching
- having a high staff-learner ratio, including staff who can intervene to help with literacy, and study skills on an individual basis
- Learner input in designing the course

- individual development plans depending on learning styles, e.g. written, verbal, visual
- different level task sheets – learning at learners’ own level
- peer tutoring
- individualised assessment.

These methods are consistent with prior research identifying organisations providing excellent learner support services (e.g. Anae, Anderson, Benseman, & Coxon, 2002; Cleverley, 1996).

The PTEs also reported that they try to get to know and value their learners. In part, this was to foster a sense of shared goals and mutual respect. The most commonly mentioned activities used to do this were:

- social interaction with learners (e.g. shared lunch)
- sports and games
- listening to learner music.

## **The use of celebration, fun and humour**

Celebration, fun and humour were specifically mentioned by 10/13 (77%) of PTEs as being an important component of their organisation. Making learning fun is also one of the effective teaching practices mentioned in the literature (Skill New Zealand, 2001).

Fun and humour were used in different ways. One way was to role-model desired behaviour and learning. Another was to offer a doorway into learning. A third was to actively create a functional positive environment.

*“While still doing the things that need to be done we’re aware that the atmosphere needs to be light.”  
(Int. 19, Māori PTE)*

Celebration was also used in different ways, for example to improve and maintain staff and learner morale, for acknowledgement of achievement, and to enhance and maintain bonds:

*“We have a couple of things we run. We have one that we call the Trainee of the Month – which is a monthly recognition to learners who have achieved in whatever area – and it doesn’t have to be academic.”  
(Int. 15, Māori PTE)*

In terms of perceptions of humour, one PTE mentioned that they tended to think it was a ‘kid’ thing to do, but that it had been highly effective in working with both staff and learners. Staff considered it important for learners because often they had not come from a culture of celebration and that it was important to celebrate even the little achievements they made:

*“You know when we first came into this, we sort of tended to think, you know giving them stars or certificates or chocolates or whatever ... that’s a real you know a kid thing to do. But it’s not. Everybody likes that acknowledgement.” (Int. 3, Māori PTE)*

Māori especially were reasonably widely acknowledged in the interviews to value humour, but more than that, humour was simply considered to be a characteristic of humanity and an effective mechanism for learning.

The outcomes of using these techniques of fun, humour and celebration were seen as:

- an increase in their learners' confidence and their willingness to give activities a go
- making individuals feel important and valued
- empowering individuals
- contributing to the concept of the surrogate whānau
- valuing the individual and their contributions
- strengthening group cohesion.

Ten (77%) PTEs mentioned specific activities or rewards that they used for celebration, fun or humour. These are outlined in Table 2 below.

**Table 2: Examples of celebratory activities and rewards**

Beach days
Certificates
Chocolates
High tea at a hotel
Celebrating birthdays – cards, gifts, days off
Choir for internal and external events
Shouting or sharing Kai
Vouchers
Singing
Games
Kapa Haka
Beauty therapy
Team-building days
Celebration days
Trainee of the month

Once the appropriate context has been set and is maintained using a variety of classroom management techniques, the process of teaching & learning can occur in conjunction with programme design & development.

### 3.2 Programme Design, Development and Review

As discussed, the majority of Māori and Pasifika PTEs in the literature described their main teaching approach as learner-centred, with many also highlighting their use of an individualised approach when designing programmes. Very few providers rely solely on the teacher-centred approach (e.g. Pasikale & Yaw, 1998; Skill New Zealand, 2001). This study also found that the PTEs in this study used an individualised approach when designing their programmes.

The design of the PTEs' programmes tended to be an ongoing process in response to the changing needs of their learners and their respective industries. One PTE, however, said that their programme was basically established, and just required fine-tuning from time to time, and indeed most of the PTEs seemed to be operating with the core of their programmes established. There was a range of timeframes given for

the establishment of their programmes. One PTE said that the design of the programme was quite quick but the development was a lengthier process. Another said that the development took two years to complete.

The design process was generally driven by PTE directors and staff and the vehicle for design development was staff team meetings. For example:

*“We have meetings...and we will throw ideas around, so it’s input from all, although he (the director) is the boss, whatever he says goes, but he does give us an opportunity to have an input as well.” (Int. 2, Māori PTE)*

and:

*“With the programme development and design... by being part of it, I think they will develop a better understanding of why it happens like this.” (Int. 15, Māori PTE)*

Some PTEs said that the programme was developed to some extent using guidelines from NZQA, TEC, and WINZ. There was also mention of the PTE’s contractual obligation to build around outputs required by funding agencies.

Modification to the programme was usually based on the past experiences of running the programme and/or in-house reflection on the way in which the programme was functioning, or based on consultation with industry regarding its needs, or both.

Examples of an individualised approach to programme design & development from the current study are given next. Six key areas were identified. These were: development based on different needs/drivers, the design process, course structure and timing, individualised learning plans, resources and assessment. In keeping with the design-develop-deliver-review cycle, delivery techniques are then explored followed by the role of evaluation and review.

## **Programmes based on different needs/drivers**

Six different needs/drivers that impacted on programme design & development were identified in the current research. These were:

- **Government policy.** Government policy (usually manifested through WINZ or TEC) was mentioned as driving the design and development by three PTEs. For example:

Another PTE said that research conducted by WINZ showed that there was a huge need for their services in a particular city. The PTE relocated to that city in order to address the need and develop its business.

Successful PTEs have adapted to the changes in government policy while holding firm to their core beliefs and programmes. For example:

*“Yes as the government has changed their focus and the different funding hurdles we’ve changed, but our focus has always been on the same types of programmes.” (Int. 18, Māori PTE)*

- **NZQA.** Seven (54%) PTEs mentioned that contact with NZQA was important in course accreditation and/or development. In general, PTEs reported that their programme was usually developed before it went to NZQA for accreditation. NZQA was not generally seen as being as important an influence on programme development as TEC and WINZ.
- **Industry as drivers.** Six (15%) interviewees also mentioned that their particular industry drove the development of their PTE. In general, successful PTEs created a dynamic feedback loop between themselves and industry needs, in order to equip their learners to participate in the particular industry that the PTE was set up to serve. One PTE reported that they took part in liaison hui with people from their industry. They also sent out surveys to employers to find out what skills they wanted to see developed in the learners at the PTE:

*“Designing the programmes, we basically do liaison hui, getting the people from the industry into our meetings, and employer surveys that we do.”*  
(Int. 16, Māori PTE)

Contact with the industry, often through advisory groups, also helped the PTEs to obtain feedback from the industry about the performance of their learners. This feedback helped the PTE to better develop its programme, for example:

*“We have other tutors available within or through industry and we have other assessors available within the industry that we can utilise who are trained by the ITO, who can monitor our students in the workplace as well.”*  
(Int. 7, Māori PTE)

- **Management as drivers.** As well as reacting to learners needs (see below), good-practice PTEs assessed and often anticipated learner needs. Management was mentioned as driving programme development in eight PTEs. Management in this case consisted of directors, in-house staff (e.g. learner liaison officers, tutors, etc.) and trustees. In most cases PTE management conducted either formal and/or informal learner needs assessments to anticipate the needs of prospective learners, and design and adapt their programmes accordingly.
- **Based on learners’ needs.** Fifteen (37%) interviewees said that their PTE’s programme development was based on the needs of their learners. One typical response was that the design of the programme was entirely dependent on the individual and that:

*“It depends upon what the (the students) want....I will give them an assessment that will assess those needs to a level, and then we work out between us a programme. So it’s their learning, it’s not mine, - it’s what they need, not what I think they need.”* (Int. 20, Māori PTE)

The needs of the learners are generally seen as paramount:

*“The students come first and their needs come first and....the main force driving the learning is the learners and I’m just hopping on board and making sure that we keep going with where we’re headed.”* (Int. 5, Pasifika PTE)

Another respondent mentioned that the nature of their learners had changed dramatically in the past two years, and so the PTE’s programmes had changed accordingly. In particular, learners no longer wanted to take out student loans, and



are consequently more specific about what they want to learn from the PTE. In addition, learners are changing their preferred medium of gaining information with a preference for the use of computers, and so learning occurs in different ways. To be successful, the PTEs have had to adapt to the new ways of learning in part by providing more of their courses on-line.

- **Community needs.** As mentioned above, PTE development was frequently based on needs assessment, either of the individual learners, or the community. Thus, successful PTEs were driven to some extent by the needs of the communities they served. For example, one PTE stated that by helping their learners obtain basic IT skills, they were also helping to upskill the broader community in that area, as their learners could pass on their knowledge to the community.

The second feature highlighted in the current research in terms of programme design & development was the importance of course structure and timings.

## Course structure and timings

The PTEs in this study realised that it was important for them to fulfil their learners' needs and therefore structured and timed their courses to fit in with these. For example, two PTEs' reported that their course structure and timings were dictated to some extent by learners' needs. Flexible entry/exit points for learners and rolling start dates were mentioned by five PTEs. A further three PTEs stated they shape their programmes around learners' availability, timetables and constraints. The learners of one PTE wanted more intense training for more hours per week, but for fewer weeks. Although the PTE said that this meant quite a large structural change for them, they found that it also worked better for them in the long run.

Several PTEs set up individual learner development plans so that learners could learn at their own pace. Because there was a wide range in the types of learners the PTEs catered for, different unit standards and different modules were offered at the same time. This was to prevent all learners from being forced to take the same module at the same time and hence run the risk that some would be unsuccessful or bored and drop out of the programme. In addition, rolling start dates were introduced to allow learners to enter courses at a time that fitted in with their other constraints. PTE's also had different start dates for different courses for much the same reason, although for these courses the only entry point was at the beginning of the course.

One PTE had staff holiday breaks in line with the school holidays because their clients were adult learners who needed to be at home to look after their school-aged children during these times. Alternatively, the scheduled daily start times for one PTE's courses was from 9am until 3pm, however, management found that it made sense to allow solo parents with children to look after to come to class a little later in the morning and leave a little later in the afternoon. Many of the PTE's staff also offered additional learner support during the school holidays so that learners could do assessments and get additional one-on-one assistance if it suited them.

Some PTEs who were employment orientated structured the timing of their programme. For example, one ran courses that always started at 8am, and finished at 4pm as these hours coincided with their industry's hours. However, there was some flexibility within this structure to the extent that some learners came in at 7.30am and could stay all day if they desired. Another industry-based PTE started courses at 4 pm., and ended them at 11 pm., again to mirror the most commonly

worked hours in their particular industry. This time schedule also meant that learners who were working or had other commitments during the day could still attend the night-time classes. Another PTE also ran programmes in the evenings so that learners could attend classes after work. This PTE also initially ran its courses for 48 weeks of the year, in keeping with the industry schedule. However, they had to change to providing their programme in the industry off-season in order to give potential clients the opportunity to attend when they were not at work themselves. Now they recruit clients all the time and learners come and go depending on individual needs.

Flexibility of course scheduling is important in giving learners the opportunity to succeed. For example, one PTE reported having a lot of solo parents as its clients.

The third feature highlighted in the current research in terms of programme design & development was the importance of individual plans for learners.

### 3.3 Techniques for delivery

#### Individualised learning plans

In line with research reported by Anae et al. (2002), most PTEs in the current research generated individualised learning plans (ILPs) for their learners. In part this is to focus clearly on the gaps in the learners' understandings or skills.

In order to generate the individualised learning plans it is necessary to identify individual differences as part of the induction process. Techniques mentioned included allowing learners to have input into their learning, offer feedback on what impacted them and how the programmes were run and offer learners choices. Most PTEs do this in one form or another:

*"I usually go through their individual learning plans as part of their induction process and that is where we identify where each individual is different to the next person that comes in the door." (Int. 7, Māori PTE)*

An important element highlighted by tutors in the ILPs was the need to give learners realistic challenges in order to push them a little to do things which they may not have had the confidence to do for themselves:

*"These students are very smart, they very quickly realise that one of their needs is not being fulfilled ... Some want more challenge, some people want a little less challenge so that's where our training or our experience at teaching comes in." (Int. 9, Pasifika PTE)*

The need for constant contact with the learners was also emphasised in order to meet the learners' individual needs. One-on-one time was seen in the literature as an important element of both formal/informal learning and both the tutor-centred and learner-centred approaches (Hemara, 2001; Pasikale, 1996;1999, Skill New Zealand 2001). In the current research, one-on-one time was also highlighted as an important technique for developing both the learning and learner/tutor relationship:

*"It's that one-on-one that is, that they really, really appreciate because they have, most of them have never, ever had it." (Int. 3, Māori PTE)*

PTEs also encouraged learners to set individual goals, and then use the tutors to help them work towards them:

*“I don’t know a tutor that isn’t very committed to allowing the student to, the learner to really practise and practise until they have mastery of goals.”  
(Int. 5, Pasifika PTE)*

*“We have two learning goals and one which is their own personal goal. So they’ve got to have a personal goal.”  
(Int. 16, Māori PTE)*

To generate these ILPs and put them into action requires a high staff-learner ratio, often with tutor aides as well as tutors/tutors involved:

*“There’s a lot of time spent with individual students when they come in, having a conference with them, setting up a learning plan, helping them to do that learning plan, monitoring it and so on.” (Int. 3, Māori PTE)*

The individualised learning plans are also reviewed and revised to keep up with learners’ development and altered needs:

*“The plan is a living document ... they complete a section that they have done in the timeframe they have set and then we move on and review it and then implement some more of their programme.” (Int. 7, Māori PTE)*

Assessment of unit standards is also linked to individualised learning plans:

*“There’s your fast ones and your slow ones that might have an assessment twice or three times a week. There’s a slower one that might not have an assessment for a couple of weeks ... it’s a case by case basis.”  
(Int. 12, Māori PTE)*

To the extent homework is given, it is usually given sparingly because the tutors know that many of their adult learners have children to look after and do not have much time for homework.

The fourth feature highlighted in the current research in terms of programme design & development was the role of resources.

## **Resources**

Some PTEs in the current study said that there was a lack of good resources for adult learning. In part this was because the resources were not produced in Aotearoa New Zealand and were, therefore, not really relevant to the PTEs’ and their learners’ situation. For this reason the PTEs tended to tailor the resources to their own needs or create their own resources. However, a lack of funding and time was seen as a constraint on this enterprise.

In line with society’s increasing reliance on technology, 2/13 (15%) of PTEs said that they used various aspects of information technology as resources. These included computers (both desktops and laptops), as well as computer-aided instruction software, and website access. However, some respondents mentioned again that the computer software was not always relevant to the New Zealand situation. There was a perceived need to develop more, and more relevant, interactive, computerised

learning material. Use of a resource room was also mentioned (9% of mentions). Some PTEs said that workbooks or handbooks were their primary resource. Libraries, both in-house (in one case) and also university and public libraries were mentioned as were games and compact discs.

## Course Delivery Techniques

The above section explored the key features of good-practice PTE programme design & development identified in the current research. Six key areas were identified. These were: development based on different needs/drivers, the design process, course structure and timing, individualised learning plans, resources and assessment. The following section explores ways in which those programmes are delivered.

PTEs in the current research used a variety of techniques for programme delivery. Delivery techniques that were mentioned most frequently (i.e. 9 or more mentions) are listed below. All the techniques listed below have been cited in the literature as effective teaching practices.

- **One-on-one, individualised learning** (21 mentions) - This was the most commonly mentioned delivery technique. This is not surprising since meeting individual client needs, and designing individualised programmes to meet those needs, was a high priority for good-practice PTEs.
- **Use of language/te reo/culture** (16 mentions) - This was the next most commonly mentioned technique and reflects the way in which the PTEs used delivery techniques appropriate to the clients and communities they served. It also reflects the way in which these PTEs used delivery techniques which valued each client as a person, but also emphasised cultural awareness, and collective responsibility. The use of te reo also helped to link the PTEs to their communities. In addition it was seen as helping learners develop self-confidence through increasing awareness of who they are and their cultural heritage.
- **Group work** (15 mentions) - The emphasis on collective responsibility was highlighted by the fact that group work was the next most commonly mentioned delivery technique.
- **Quizzes/games** (12 mentions) – These were used to make learning fun and engage learners who had had negative experiences with tests and assessments in mainstream education. They also served to build cohesion within the group.
- **Practical hands-on activities** (12 mentions) – As well as being an effective mode of teaching for kinaesthetic learners, these were used partly because the PTEs' purpose was to provide their clients with the skills needed to participate in the workforce. They also helped to show learners how theory can be put into practice while de-emphasising the theoretical components of learning which learners had often found challenging in the past. One PTE described how they used this delivery technique:

*“... usually it's always theory in the morning and then morning tea, then they come back and we finish our theory. After lunch we all meet in one of our clinics and I do a demo and it's up to them to practise.”*  
(Int. 17, Pasifika PTE)

- **Technology/computers** (12 mentions) - As mentioned above, technology and particularly the use of computers played an increasingly large part in the range of delivery techniques. The use of computers made the delivery system more flexible, and meant that learners were increasingly in control of their own learning.
- **Peer tutoring** (10 mentions) - As well as being a valuable teaching tool in its own right, this technique helped to foster group cohesion and responsibility.
- **Role models** (9 mentions) - Like peer tutors, role models helped create group cohesion and also served to show learners what could be achieved through participation in the PTE. Most role-models were former learners of the PTE who had succeeded in the workforce and the wider world.

## Assessment

Three key principles have been identified in prior research as underpinning good-practice PTEs' approach to assessment. These are:

- readiness (to assess only when the learner is ready)
- re-assessment (to test and re-test until the learner is successful within reason)
- feedback (to engage in meaningful and ongoing dialogue) to prepare learners for the next stage of assessment.

In terms of these findings, Skill New Zealand (2001) reported that all feedback given to learners is measured against a learning plan. The PTEs in this study also assessed learners when they were ready, allowed for re-assessment, and gave feedback that was linked to individualised learning plans in their efforts to meet individual learners' needs. The importance of assessing the learner only when she or he was ready was also an attempt to make assessment a more positive experience for the learners than it had often been in mainstream schools. This is consistent with recommended approaches to assessment in the literature (Skill New Zealand, 2001).

Assessment was reported to be a problem for some PTEs in the current research. One PTE reported this was because their learners had left school early, had developed an aversion to assessment and were not really interested in the process. Two PTEs said it was a problem because their learners, although able to display their ability verbally, were not adept at performing on written assessments. Another two PTEs had problems with moderation. For a further one PTE, it was because there were no resources for the assessment of Tikanga Māori. For another PTE, they perceived that the moderators did not look at all the elements of a particular assessment but only their particular element.

For the most part PTEs used a tracking process of individual learning plans to assess learners. The tracking process was generally audited and progress assessed in relation to the unit standards. One PTE used both learner self-assessment together with tutor assessment to monitor progress, and again the assessment was individually based:

*“The assessment is really dependent on the readiness of each student to take the assessment. So I don't give assessments for the whole class.”*  
(Int. 14, Māori PTE)

The PTEs used hands-on check lists, and task sheets to assess progress, and the assessment was usually ongoing and task-by-task. Some PTEs used a workbook

with marking schedules for unit standards. Usually the workbook and marking schedules were used in conjunction with practical assessments.

The fourth and final component of the design-develop-deliver-review cycle is explored below.

## Defining and reviewing success

All PTEs said that they reflected on their successful and less successful endeavours, both at a teaching and organisational level. They also evaluated their performance in relation to their goals, and assessed the effectiveness of the strategies through which they attempted to achieve these goals. Encouraging PTEs as an organisation to reflect on and evaluate their own performance is not as commonly mentioned in the literature as the need for PTEs to encourage tutor/learner reflection. However, respondents in this study reflected this and so it is explored in the next chapter.

In order to be able to reflect on and evaluate their performance, PTEs must have some criteria against which to judge their success. This research found that PTEs defined their own success in relation to four main areas. These were the extent to which:

- PTEs helped learners to achieve in the educational and workplace arenas (22 mentions)
- PTEs met learners' and communities' needs (20 mentions)
- PTEs established sound management systems (16 mentions),
- PTEs used traditional modes of delivery to develop their learners.

*“... this place is no different from anywhere else except the protocols and policies and procedures we use to deliver those things are Māori.”*  
(Māori PTE, Int 6)

Traditional methods incorporated into the delivery of courses mentioned by PTEs included *waiata*, *karakia*, *kapa haka* and *whakatauaġkġ*.

For each area, the PTEs most frequently reported indicators of success are given below:

### Learners' educational and workplace development

- Seeing change/progress in learners
- Having learners thank you for what you have done for them when they leave
- Receiving feedback from learners that they are learning
- Seeing learners obtain work placement
- Seeing learners get promotions at work
- Seeing learners gain entry to university
- Seeing former learners gain teaching positions at university or polytechnic
- Having former learners return and say that you're doing a good job
- Having learners leave the PTE with a qualification or obtaining certification
- Seeing a learner join a library
- Ensuring that graduating learners are confident in their own culture
- Developing the skills of all learners

### Meeting learners' and community needs

- Testaments from former learners
- Seeing learners take their learning into their families and wider community
- Developing a partnership with local high schools

- Maintaining contact with parents
- Seeing learners develop into decent human beings
- Raising learners' self-esteem
- Improving the learners' health, well-being, and social skills
- Seeing learners meet their own goals
- Ensuring that graduates are confident in their own culture

#### **Establishment of good management practices**

- Seeing the programme expand
- Developing a high profile in the community
- Maintaining a high quality of service
- Retaining a high percentage of learners
- Increasing the number of clients
- Tying industry to the requirements of education
- Minimising financial expenses while achieving quality training
- Management shares their knowledge with tutors in order to empower them

#### **Using cultural tools to develop learners**

- Changing industry representatives' perceptions of the value of using a Māori approach to deliver protocols and policies
- Promoting and encouraging Māori educational advancement
- Learners knowing their links to the whānau
- Invoking the Pasifika concept of aiga

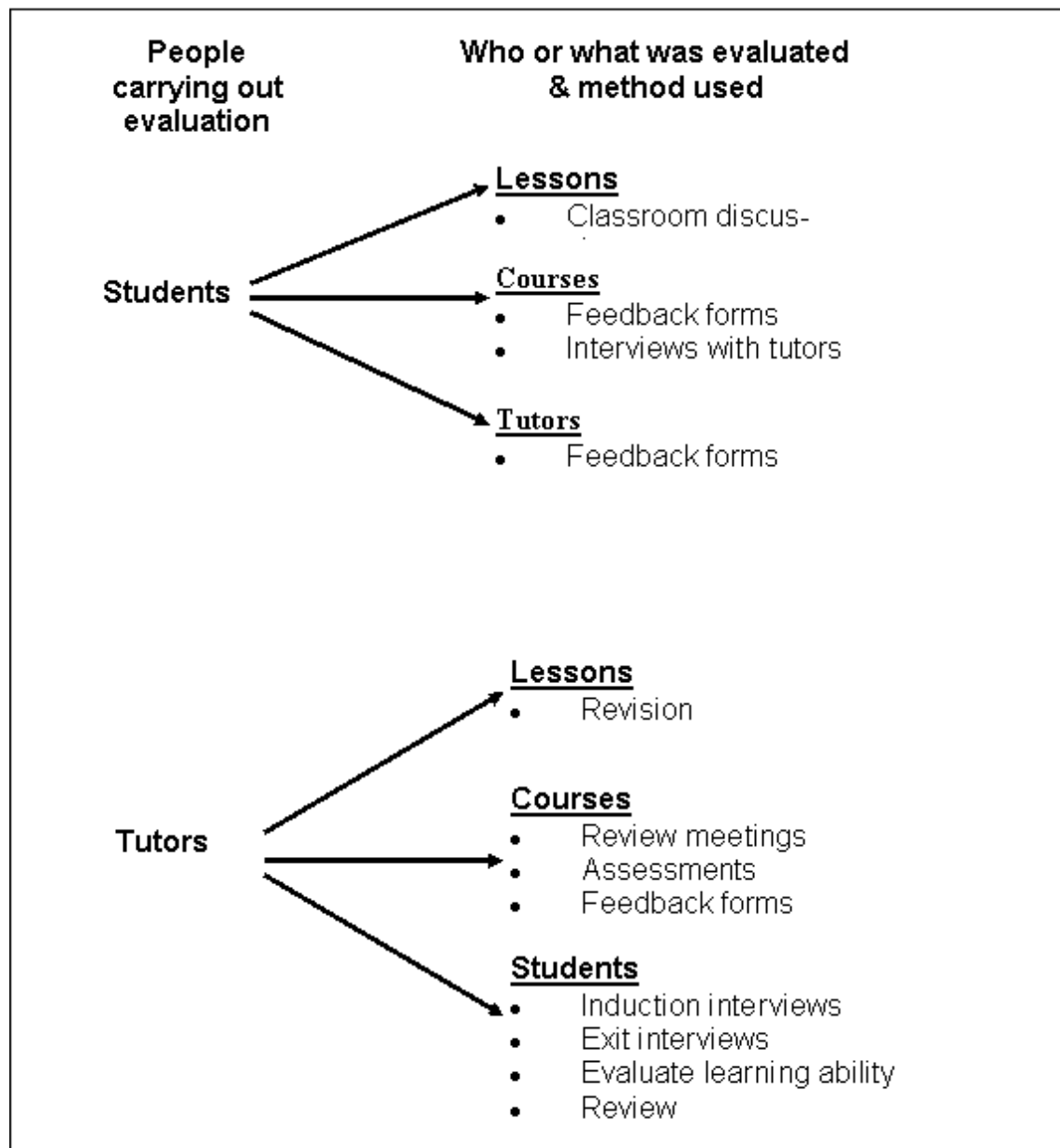
### **Learner reflection and evaluation**

Learner reflection can be broken down into two main areas. The first is the learners' reflections on their own progress. The second is the learners' reflections on their PTE's programme. To some extent these are interlinked, in so far as the learners' feedback on the effectiveness of the PTE reflects the extent to which each learner believes that the PTE's programme is helping her or him to make progress towards the learner's goals.

Learners were encouraged to reflect on their goals and progress through staff-learner conferencing at one-on-one individual session, either with their tutors, and/or learner liaison staff. One PTE mentioned that learners are asked to do regular self-reflections regarding their progress. Another said that learners are asked to reflect on the events of the previous day, including what they have learnt that day, before embarking on the next day's work.

Reportedly, learners at the PTEs were given the opportunity to reflect on lessons, courses and tutors using a variety of methods. Tutors also evaluated their lessons, courses and their students (Figure 1). The PTEs in this study valued and took account of learner feedback. Usually the learner evaluations were discussed at regular staff meetings. The PTEs tried, as much as is practical, to modify their courses or their approach taking notice of the learner feedback. Once again, this highlights the fact that these PTEs were aware that meeting their clients' needs is paramount to their own success, and their clients' needs are reflected in their feedback.

Figure 1: Evaluation processes within a classroom setting



### 3.4 Summary of Section 3

A number of teaching and learning techniques were identified as creating the context for good practices to occur. The three main ones reported in the current research were: having the right tutors; dealing effectively with different levels of learner motivation; and setting and following through on clear boundaries and expectations.

The most commonly mentioned characteristics in this study that made for a successful tutor were: flexibility; commitment; a passion for teaching; and a focus on learners.

The PTEs in this study had to deal with a range of learner motivation levels. Most frequently, the PTEs in this study increased and maintained motivation in their



learners by encouraging them to set goals, and giving them practice in goal-setting, particularly in how to set realistic goals. They also encouraged learners to reflect on their actions and thoughts in relation to their goals. This practice tied in with the focus on individualised learning that good-practice PTEs displayed.

Setting clear boundaries and expectations for learners was a technique for maintaining healthy tutor-learner relationships that was mentioned frequently here, but not much in prior research. However this idea seems to stem from the notion of adults taking care of the younger members of the *whānau/aiga*, and ensuring that the greater good of the whole learning community is kept in mind. Tutors at the PTEs in this study generally stressed the importance of communicating their expectations clearly to their learners. By the same token learners were encouraged to take ownership of their own learning and responsibility for all aspects of their lives.

In addition to the three above-mentioned techniques for teaching and learning, respondents also said that it was important for staff to meet students where they were at developmentally, and to celebrate their learning and use fun and humour as aids to learning. Meeting students where they were at was seen as playing a part in being open and upfront with learners, and also hooking the learners by slowly introducing them to different learning elements and possibilities. Celebration served a variety of purposes including improving staff and learner morale, to acknowledge achievement, and to enhance and maintain bonds between people. Fun and humour was seen as offering a portal to learning and creating a functional positive environment.

Programme design and development resulted from responses to different needs/drivers. These needs/drivers were not mutually exclusive, but the main ones were: government policy; NZQA; industry; PTE management; learners' needs; and community needs. The PTEs included in this research tended to see their learners' needs as paramount. Therefore, they generally structured and timed their courses to fit in with these needs. The desire to meet individual students' needs, and the emphasis on one-on-one learning - this was the most commonly mentioned course delivery technique - also led PTEs to develop individualised learning plans so learners could learn at their own pace and their own time.

The use of *te reo* was also frequently mentioned as a course delivery technique. The use of *te reo* was seen as helping to link the PTEs to their communities and helping their learners to develop self-confidence.

In the foregoing chapter we have looked at the development of good practice in relation to teaching & learning and programme design & development. Although these two aspects are crucial to the function of good-practice PTEs, it is also necessary to establish good management practices in order to be successful, as without good management the organisation could fail no matter how good the teaching and learning and programme design might be. In the next chapter we will look at the organisational factors which support the practices of Maori and Pasifika PTEs included in this study.

## 4 Organisational Factors Supporting Good Practices in Māori and Pasifika PTEs

There are a number of organisational factors which support good practices in Māori and Pasifika PTEs, both in their teaching & learning and programme design & development. Some of these factors have been highlighted in the literature and others are new. These are explored in three key areas below:

1. organisational beginnings, visions and goals
2. organisational characteristics of good-practice PTEs (including PTE management and leader characteristics, the role of Quality Management Systems (QMS), tutor recruitment and requirements, tutor support from management, the importance of external relationships and of organisational reflection and evaluation)
3. future areas of focus for good-practice Māori/Pasifika PTEs.

A number of organisational characteristics which supported good practice PTEs were identified in the current research. These are outlined in detail below along with the relevant literature.

### 4.1 Organisational Beginnings, Visions and Goals

In terms of the literature, Cram & Pipi (2001) examined organisational beginnings and identified the following relevant good-practice behaviours by Māori providers. They reported that:

- there is a realisation that diverse realities exist in Te Ao Māori
- management processes are always affected by the vision as laid down by ancestors. This is the ability to realise dreams, visions, prophecies and the notion that the dream has potency and permission. This is manifested via a distinctly Māori or iwi mission and clarity around the organisational values and mission, with organisational activities being closely linked to the mission
- the concepts of tika, pono and aroha (love) are paramount
- kuia and kaumatua are involved in programmes
- providers have a high commitment to serving the people, supporting and challenging learners to succeed
- providers are seen to be credible in terms of their whakapapa, kaupapa and their ability to deliver on it.

In line with Cram and Pipi's (2001) recognition of diverse realities, the current research identified four specific ways in which the Maori and Pasifika PTEs in this study began. These included:

**Vision linked with formal research.** Most PTEs began as a result of an individual's or several people's vision in relation to a perceived need. These initiatives were often coupled with formal research activities, such as needs assessments (mentioned by 7/41 (17%) of interviewees). For example:

*"We wanted to set up our own organisation where we could choose the staff, the teaching strategies, the curriculum, we could do things in a way that we knew worked because we'd done a lot of studying on accelerated learning and learning styles." (Int. 3, Māori PTE)*

Sometimes the impetus for the PTE was also based on reports such as the Organisation for Economic Development (OECD) and Institute of Applied

Learning (IAL) reports, or demographic research that showed changing population trends. Some research attempted to ascertain the specific needs of the PTE's actual clients while others looked at the wider community needs. One PTE (after doing a community-based needs assessment) ran a pilot program and monitored learners' responses to it.

**Vision linked with informal research.** Alternatively, the initiative might come from the PTE's founders' perception of a need within the local community without a formal needs assessment:

*"It started off originally as a lady started a sewing class, and from that it just grew... as the community's needs grew, they saw the possibility they could help (and) they branched off too." (Int. 17, Pasifika PTE)*

*"There was a great need for teachers in Māori, who had good Māori and were also good teachers – properly trained. It grew out of a real dreaming of improving life for Tūhoe and other Māori through good education." (Int. 22, Māori PTE)*

**Personal vision alone.** For some PTEs, a personal vision alone was enough for a PTE's creation and development. For example, one PTE in the current research was based on the vision of a dying uncle who wished to establish an Academy of Fine Arts in order to pass on skills in carving and weaving to future generations. His niece pursued this vision following her uncle's death.

**Vision linked with other factors.** For some PTEs, the organisational beginnings resulted from a marriage of Government requirements and individual vision:

For others, the future leader's experience in the workplace was vital in the establishment of the PTE:

*"I looked at what the organisation was doing, and when I knew through experience and through where I'd been working in the past what could be done, it became obvious that I was capable of doing it." (Int. 15, Māori PTE)*

Once the PTEs were established via one of these methods, the current study found that the PTEs set organisational missions and goals to help them develop their enterprises along the lines they had envisioned. For the most part these goals were designed to help PTEs create the surrogate whānau/agia concept, while at the same time maintaining the organisation's specific focus. These plans set up a series of goals that were regularly reviewed.

For example:

*"The organisation is committed to providing Māori with open access to mainstream tertiary education, encouraging and promoting Māori educational advancement... ensuring that every student that graduates is confident in his/her own culture and able to communicate within the wider community." (Int. 13, Māori PTE)*

Other organisations reported varied goals. For example, one PTE decided to work on consolidating the organisation which entailed obtaining new staff and not expanding too quickly to ensure that the organisation continued to deliver a high-quality service. For others, the aim was to equip its graduates with the skills needed

to compete in the global workplace, uphold the dignity of the kohunga, help its learners achieve their potential, or to have 55% of their roll made up of Māori and Pasifika learners. In terms of the literature, Cram & Pipi (2001) identified that day-to-day practices of successful Māori Providers included determining an effective strategic approach, knowing limits and working within the PTE's capacity, and the pursuit of excellence as opposed to perfection.

None of the goals identified in the current research were exclusive to any particular PTE, and there were probably other goals which were not mentioned. It did appear, however, that the goals (although all embodying the overall whānau/agia concept) seemed to depend to some extent on the nature of the particular PTE. For example, industry-based PTEs tended to have goals related to developing their learners' work-related skills, whereas PTEs involved in more general education tended to have goals related to developing their learners' literacy and numeracy skills, and/or developing their learners' pride in their cultural heritage.

In terms of the different organisational models in operation to support the meeting of missions and goals, 9/13 (69%) of PTEs were running a variety of sub-businesses. There were three key reasons for this:

- Providing practical experience for learners – Three of PTEs spoken to had a hairdressing salon so learners could participate in client consultation and services. The PTEs reported that this provided learners with experience so they were prepared when they entered the workforce. Since the focus was on learner experience, these salons only charged for the cost of the products so they did not compete with local salons. One PTE with a salon also had a farm and internet café. Once again these were to provide a real environment for learners to apply skills learnt in the classroom. They were also continually investigating options for future sub-businesses to support their learners.
- Providing financial support – One PTE had a sub-business (screen-printing) which helped to fund the main education side of the business. The funding meant their learners could undertake activities like field trips that normally wouldn't be possible without additional funding.
- Building external relationships – One PTE had a consultancy sub-business that local businesses used for administration services. They valued this business highly as it also benefitted learners:

*“We do them because straight away we've got that link for, and we use them for work experience for our students.” (Int. 1, Māori PTE)*

Another PTE provided a consultancy sub-business to other local PTEs in the area of Quality Assurance. This PTE had found that a lot of people in the sector had come from industry without much knowledge of Quality Assurance, and so struggled in this area. They also provided administration services, in particular with enrolment processes and financial record-keeping to another provider. Although it has taken a couple of years, this PTE had developed strong relationships with the PTEs to whom they provided their services.

In summary, the current study was able to identify four specific ways in which the organisations of the PTEs in this study began. These were vision linked with formal research, a vision linked with informal research, a personal vision alone and a vision linked with other factors. Once organisations had been created, their missions and goals become important to help them develop in the envisaged ways. It was found

these goals needed to reflect the bigger concepts and purpose of each PTE while also allowing them to maintain a specific, relevant and appropriate focus for their individual organisation. This involved operating different organisational models and the use of sub-businesses. Specific identified characteristics in the day-to-day running of the organisations are outlined below.

## **4.2 Organisational Characteristics**

A number of organisational characteristics which supported the practices of the PTEs were identified in the current research. These included PTE management and leader characteristics, the role of Quality Management Systems (QMS), tutor recruitment and requirements, tutor support from management, the importance of external relationships, and finally, of organisational reflection and evaluation. These are outlined in more detail below along with the relevant literature.

### **PTE management and leader characteristics**

This section explores the different management styles operating in the PTEs included in the study and focuses on two core areas; characteristics of management personnel, and the personal characteristics of the PTE leaders.

The characteristic most frequently mentioned as important in a management team was having an appropriate and specific skill set (mentioned by 26/41 (63%) of interviewees). It was also considered important that management then focuses on and operates in their areas of expertise, rather than trying to be all things to all learners/staff or funding sources.

Eleven (27%) interviewees also highlighted the need for management to have either a strong background in education, and/or ongoing links with the education sector. Four (10%) interviewees thought that longevity in the sector was an important indicator of management expertise as it demonstrated a thorough knowledge and understanding of particular industries and a high degree of professionalism. Interviewees thought that management would not have been able to last the distance in the constantly changing PTE sector without management expertise and experience.

Having an informal open style was identified as another key characteristic of good-practice management and was mentioned by 18/41 (44%) of all interviewees. This included management having an open-door policy and an informal, approachable style of operating both internally and externally which was perceived to be an important part of their kaupapa. This meant that learners had full access to staff and management at all times. This was considered important because it demonstrated to learners that they were valued. Tutors were urged to be non-judgmental, upfront, open and immediate in their feedback to learners. This was seen as the most effective method for creating rapport, maintaining the learner-tutor relationship, and instilling discipline. In keeping with a whānau approach, just over half of PTEs also explicitly said that they had an open-door policy as far as client enrolment and community involvement was concerned. Some PTEs did not turn anyone away because total inclusion was part of their kaupapa. In their interactions with the community, management was reportedly perceived as accessible and available. Four (10%) interviewees commented on their management having values that aligned with the wider community and for being known in the community for providing help and assistance where needed.

In terms of the literature, Pasikale & Yaw (1998) also reported that a consensus style of management is perceived to be a critical part of ensuring an organisation is held together as a whole. This approach enables staff input into management issues, a two-way communication process and a shared commitment to the goals and vision of an organisation. In line with this, 6/41 (15%) of staff commented on how vital it was that management recruit staff who were a good fit with the organisation. Once in place, it was important that staff were able to be involved in consultation and decision-making with management. This maximised the benefit that could be gained from staff's skills and experience.

It was also felt that a good management team needed passion and to be prepared and willing to go the extra mile (mentioned by 8/41 (20%) of all interviewees). At times, this was referred to as 'part of the kaupapa of the organisation' and was a characteristic that needed to be role-modelled by management. "Being willing to go the extra mile" especially was viewed as a characteristic that was inherent in a good-practice organisation.

In terms of the personal characteristics of PTE leaders, interviewees mentioned a wide range of characteristics that they felt were important for the leader of their PTE. This was both in the context of talking about themselves as the leader or in reference to their current manager/chief executive. Twelve (29%) interviewees commented on how their leader's personal characteristics seemed to pervade the organisation and its way of being in a positive way:

Four (10%) interviewees also spoke of the importance of the owners and/or managers of the business being on-site and active in the organisation. They commented that when they were based in different cities, the feeling of ownership was not as strong for staff and tended to create a mentality of simply turning up, doing the job and going home again.

In line with the management team, the characteristic most frequently mentioned (by 14/41 (34%) of interviewees) was the importance of the leader having the right skill set. This was seen as especially vital in the areas of Quality Management Systems, and being experienced in dealing with different Government agencies and their requirements.

The second most frequently mentioned characteristic was the leaders having the determination, commitment and faith to grow and establish the organisation and then to keep it going for the longer-term.

This characteristic was also highlighted by Cram and Pipi (2001) who reported that the day-to-day practices of successful providers included the acceptance that the PTE was a long/life-term project.

Five characteristics were the third most frequently mentioned requirements for leaders, each mentioned by 8/41 (20%) of all interviewees. These were:

- Having passion and enthusiasm
- Building strong support from their staff through their actions
- Building strong support from external contacts such as government agencies/iwi, and in their personal life from whānau i.e. in order to be able to sustain their work
- Leaders needing a certain 'way of being' in which the PTE was their world rather than 'just a job'

- Ability to multi-task and be flexible.

The next two characteristics were the fourth most frequently mentioned requirements for leaders and were each mentioned by 6/41 (15%) of all interviewees. The first characteristic was the leader having realistic expectations in order to cope with the demands of the job and continue in the organisation (see quote below) and the second characteristic was the ability to build quality relationships.

*“To see it holistically that you’re going to have the good times and the bad times and unless your foundation is strong, you are going to burn out. So it’s not a job that you work for money. It definitely isn’t.”*  
(Int. 13, Māori PTE)

There are numerous characteristics which are desirable in a good-practice management team and their leader, some of which have been newly identified in the current study. Organisational characteristics of participant PTEs in terms of their use of QMS are outlined in the next section.

## **The role of a Quality Management System (QMS)**

PTEs in the current research spontaneously reported creating a professional environment through having a robust QMS in place. As one respondent said:

*“I think you can have values in terms of being a whānau-based institution which is all very fine, but then you need all the nuts and bolts of delivering the quality education within that context and that’s what makes it a successful PTE really.”*  
(Int. 19, Māori PTE)

Some New Zealand literature exists in regard to Māori/Pasifika PTEs and QMS. Cram & Pipi (2001) reported that good-practice behaviours by Māori providers included:

- The identification and inclusion of personal whānau, hapu, iwi and Māori communities into policy and practice
- Providers incorporating Māori frameworks, te reo and tikanga into services and programmes to build identity and self-esteem.

The International Research Institute for Māori and Indigenous Education (2002) examined ‘by Māori and iwi, for Māori and iwi’ services and the importance of QMS professionalism. Skill New Zealand (2003) also investigated the importance of providing quality education which met contracted outcome targets. Both these studies highlighted that the professional manner in which good-practice PTEs were managed provided a firm foundation on which organisations were able to translate their visions and philosophies into reality. In essence, this referred to a robust QMS. They reported that the basic foundation in terms of physical, human and financial resources needed to be carefully implemented and maintained as an essential and necessary condition for an environment that encouraged successful learning experiences.

Taking a more holistic perspective, in addition to a robust QMS, Pasikale & Yaw (1998) highlighted that while documentation and records existed to fulfill legal and other official requirements, it was also the oral approach that strengthened the internal social fabric of an organisation. Free and ongoing communication across

functions, roles, activities and individuals promoted a spirit of trust, cooperation and loyalty as communication lines were not restricted to formal hierarchical lines. Formal meetings, reporting mechanisms, written reports and evaluations needed to exist alongside informal chats and interactions.

In terms of the current research, QMS was widely talked about among the PTEs interviewed. The majority of PTEs spontaneously stated that a strong QMS foundation was crucial for success although the researchers being from NZQA may have influenced this admission. For example:

*“You’ve got to have those policies and procedures in place. It’s like rowing a waka – and if everybody on board that waka doesn’t know which way they’re going... You aint going nowhere!” (Int. 18, Māori PTE)*

Many managers felt that having sound systems in place made everyone in the organisation aware of their roles. One manager mentioned:

*“But I do believe that it does come down to having good systems in place. If you’ve got good systems in place, your staff are able to manage their roles more effectively without as much stress.” (Int. 12, Māori PTE)*

PTEs also saw the value in maintaining their institution on a sound financial footing. However, some PTEs stressed that for them success was not measured simply in terms of profit, but also the cultural, emotional, social, economic, and educational development of people.

Although the current research highlighted the need for a strong QMS, it also appeared to be an issue many of the PTEs still struggled with. In terms of the literature, the Tautoko Work Trust (a small Māori PTE) stated that meeting the requirements for registration and accreditation had been a lot of extra paper work. The trust manager stated that the majority of PTEs within their area were already doing the requirements of the QMS, but needed to learn to document all their activities (NZQA, October 1995). This sentiment was also reflected in the current study. For example:

PTEs in the current research offered a variety of solutions for overcoming these QMS issues. These included:

- **Understanding QMS is not the driver of the organisation** – Two PTEs stated that their organisations were not driven by QMS alone. They implemented good management systems based on what they considered important. Then they fitted the QMS over the top of their system. One manager also said that tutors were expected to place a priority on teaching the skills of the industry and not simply push learners through the unit standards. The reasoning was that if the learners acquired the skills of the industry, then they would be in a position to attain the unit standards:

*“All I have to do is to remind them that they’re tradespersons by trade and do not let those Units pull you by the nose. ‘Cos that’s what can happen. They start teaching piecemeal.”  
(Int. 13, Māori PTE)*

- **Using QMS as a foundation** – PTEs took the QMS document as a guideline and then broke it down so it was easier for learners and tutors to understand. One PTE provided tutors with a handbook containing information that related to them



which was also referenced to their QMS to give them an understanding of which policy the information related to. Another of the benefits of this handbook was that tutors could use it as a reference for most queries which cut down the time they would otherwise spend asking management for clarification.

- **Understanding audit and compliance** – Two PTEs reported that once everyone in the PTE had an understanding of the QMS, they were able to better understand the precise nature of their job, what the organisation structure was like and what the organisational procedures were. They also became aware of why things happened within the organisation:

*“I mean we have our baseline QAS1 that sort of dictates what has to happen but our staff do it because it makes sense to do it. Not because they’ve been told to do it.” (Int. 12, Māori PTE)*

Management and staff needed to see the relevance of working according to the guidelines, and how it helped to use feedback from all levels of the organisation to develop programmes.

*“When we do our goals and objectives, we revisit our mission and our values, our vision and we revisit the QMS manual, so that we all can agree to, and all sign it off.” (Int. 16, Māori PTE)*

The PTEs also undertook regular reviews of the QMS. They went through every policy and procedure so every staff member had the same level of understanding.

- **Working with the NZQA PDS team** – One PTE mentioned their success with QMS had partly come from the help of the PDS team and acknowledged that it was good to have support and advice available. They strongly recommended that all PTEs use their PDS support person.
- **Documenting** – PTEs taught their staff to document paperwork regularly. Documentation provided both evidence for auditors and a level of comfort for the PTEs.

Although the paperwork was reported to be daunting at times, the PTEs recognised that documentation was essential if a PTE wanted to know whether it is meeting the needs of its learners and the industry to which it is linked. Good documentation also meant that records could be checked if there was a problem or a complaint.

- **Using QMS as a tool** – Two PTEs mentioned that they use audit and compliance as a tool for growth, learning and organisational improvement. They said they had no fear of auditing. They felt that their positive attitude to being audited was one of their positive characteristics. One PTE reported that the audit cycle also served as a tool to motivate their staff. They were currently on a three-year audit cycle and were motivated to maintain this.

Although QMS was seen as an important tool for developing and maintaining PTEs, the tutors were regarded as the critical factor when it came to the teaching-learning process. The role of tutors and what makes them successful in their role is outlined in the next section.

## Tutor recruitment and requirements

Building on the earlier section of teaching and learning techniques and the importance of having the right tutors, this section explores the requirements for successful tutors within Māori and Pasifika PTEs. The start of the tutor interaction with the PTE begins with their recruitment.

In the current research, the importance of good staff, including tutorial staff, was mentioned by 3/13 (23%) of PTEs as being critical to the successful running of an organisation. Recruiting good staff was beneficial to both the overall structure of the organisation and the achievement outcomes of learners. The majority of the PTEs had long-serving staff members who enjoyed their jobs, so recruitment did not happen regularly. However, 4/13 (31%) of PTEs did talk about the specific recruitment methods they used. Fifteen percent stated they actively recruit through national and local newspaper adverts and the internet. Another 2/13 (15%) of PTEs used the recommendation of their current staff members to recruit other staff. These methods were also used when trying to recruit scarce tutors i.e. Māori men and trade tutors. One PTE mentioned that instead of trying to find scarce new tutors in the areas they required, they developed their current tutors to fill the needed roles.

The interviewing stage of the recruitment process was mentioned by 20/41 (49%) of interviewees. This stage was usually undertaken by both staff and management. One PTE pointed out that this was inherent in a Māori and Pasifika approach:

*“When we have interviews it’s not just me, it might be three of us, particularly the people that person might work with, ‘cause as you might sense when we talk about whānau it’s also how we operate.” (Int. 10, Pasifika PTE)*

These PTEs mentioned that Māori and Pasifika interviewing approaches gave tutors and management a sense of whether the interviewees would be a good fit with their organisation.

One PTE that gave a description of how they know if they had recruited a successful tutor based on the actions of their learners:

*One of the biggest things is that you can see that regular attendance, regular communication coming through to the organisation. (Int. 21, Māori PTE)*

In terms of the literature, Skill New Zealand (2001), Pasikale & Yaw (1998) and Cram and Pipi (2001) all reported on recruitment and recognised the importance of recruiting good tutors. The research found that there are generally two schools of thought regarding recruitment; either to hire experienced and qualified staff who enjoy the challenges of working with learners from a diversity of cultural backgrounds, (rather than specifically Māori or Pasifika staff), or to hire only within the same ethnicity wherever possible. They reported that providers actively recruited tutors who had insight into the needs of the target group due to similar ethnic, cultural or socio-economic backgrounds, or previous experience with the target group. A few providers who said ethnicity was important believed the empathy and insight of same-ethnicity tutors was important for Māori learners. Almost all providers said they also rated industry experience as a high priority.

In terms of qualifications, Anae et al. (2002) reported the use of qualified teachers that have taught at every level of the state system. They stated that experts were used from various employment fields who were interested in moving into education.

When people were not trained as teachers, they were put through an adult education training certificate course. If the tutors had not worked within a Pasifika faculty or with Pasifika learners, they were given on-the-job training in culturally appropriate ways of communication. Tutors were trained, supported and made comfortable which then allowed them to give back via innovative styles of facilitation, fresh ideas about methods of delivery and new resources.

Ao Kawa Kupu (NZQA, 1999) reported that a Māori PTE that trained teachers for pukenga Māori schools ran classes in Māori so that learners fully understood the principles and practices by which they would be expected to teach. Staff selection was seen as critical. Tutors were chosen specifically because of the quality of their reo. The qualification was important, but if the tutors didn't have the language, then they were not employed.

The current research found that regardless of which approach was taken, tutors needed to have teaching or educational backgrounds, be familiar with social and cultural challenges facing the learners, be aware of educational theories and practices, have a strong understanding of different learning styles and informed of different approaches to learning. Tutors needed to be able to create and maintain a learning environment in which learners felt physically and culturally safe. They also needed to manage positive peer group dynamics among young people who may have a complex range of learning and personal needs. All of this leads to a need for tutors who possess a broad range of flexible skills and who are then supported by effective internal and external provider systems.

Tutors came from a variety of backgrounds including primary teaching, secondary teaching, ESOL teaching, industry experience, ex-trainees, counselling, social work and experience at other training providers. Educational knowledge and life experience was also mentioned as helping to strengthen tutors.

Six (46%) PTEs employed tutors with some form of teaching experience. They emphasised that this was important as tutors with teaching experience had the knowledge and skills to prepare and deliver education to a mixture of abilities, ages, genders and ethnicities. One interviewee stated that a teaching background was important in dealing with youth. With this background, tutors could assess if learners were being stimulated by the lessons, and if not, could use their training to meet learners' needs so they did not start misbehaving and distracting other learners.

Although a teaching background was highly valued by PTEs, they also considered the passion tutors had for their learners when recruiting. A number of PTEs stated that it was evident from the interview process whether or not the interviewee had a passion for the job. These PTEs stated that as the pay rate for tutors is lower than other teaching jobs, this deterred interviewees that did not have the passion for teaching their specific groups of learners. Many PTEs stated that tutors could learn about teaching, but they could not learn to have passion for their learners. Hence, a number of PTEs stated they recruited passionate people and then put them through a teacher training process.

This is in line with research reported by Anae et al. (2002) who reported that providing opportunities for suitable staff to gain teaching qualifications on the job was a significant recruitment strategy.

Finally, tutors were recruited because they were part of the community and often knew the learners, and learners' parents/families, *whānau*, and other iwi members. This helped to create a sense of belonging on the part of the learners both to the

PTE and the wider community. It also helped to connect the PTE to the wider community. Again PTEs mentioned that tutors could learn about teaching, but their community links and knowledge were invaluable in creating a successful PTE. For example:

*“But it’s not really about a business, it’s about having a commitment to our local community.” (Int. 12, Māori PTE)*

and;

*“It’s not the people with qualifications we are looking at it’s the people that can handle the students that come in here and are in sympathy with them and they are able to know what they are thinking.” (Int. 6, Māori PTE)*

## **The importance of tutor support from management**

This section investigates the amount and types of support tutors receive from their managers. Pasikale and Yaw (1998) in their paper for ETSA interviewed five Pasifika PTEs on the processes involved in delivery of education and training, specifically how the intertwining cultural values and practices in a largely prescribed organisational environment could have an energising effect on its people. Staff could be empowered to weave their own uniqueness into an organisation’s context in ways that resulted in benefits for individuals as well as an organisation. Initiatives (such as a new teaching approach or environment) could be encouraged and a high degree of risk tolerated. Individuals had the freedom to innovate and to try out new processes and methods. Staff members were expected to be self-managing, however, weekly team meetings and an open, two-way communication structure were ways of maintaining cohesiveness among individuals.

Some of these features were also mirrored in the current research. Tutors received a lot of support from managers and other people within their organisation. One PTE mentioned that while they could not offer their tutors as much money as they would get if they were working in universities or polytechnics, they did provide extensive support to their tutors so their quality of life within the workplace was better. Managers were aware that tutors had highly stressful jobs and many other commitments outside the organisation and took these into consideration by providing a variety of support mechanisms. These included using a:

- **Team approach** – Eight (62%) PTEs stated tutors felt supported as they did not have to face problems on their own. They could consult with management or other staff members to come up with a solution. One PTE mentioned it was important to provide a supportive team environment for tutors so they did not feel isolated or have to carry the burden of their problems alone.

*“We have a team approach so we kind of work back to back and that, in my experience that has been the strength of our organisation because where one of us might start to fall over, someone is always there to pull us back up.” (Int. 12, Māori PTE)*

- **Open door policy** – Again, two (15%) PTEs mentioned an open-door policy that let tutors talk with management at any time. Tutors could consult with management about any problems or concerns, providing tutors with the feeling that management was easily accessible and willing to provide assistance. In part, the open-door policy signalled the inclusive, holistic nature of the PTE.

- **Tutor freedom** - Although management provided structures for their organisation, there was also freedom given to tutors around their teaching. Tutors found this approach invaluable as it gave them an opportunity to work out what was best for them and their learners rather than being dictated to by management. However, with freedom came responsibility as one tutor commented:

*“... if we have been given the freedom, to exercise the creativity or our other abilities, that gives us a huge responsibility because at the end of the day our students are ours, if they are not performing, if they are not achieving it means that we have failed and we have not made the best use of the freedom...” (Int. 9, Pasifika PTE)*

So while some level of freedom was appreciated by tutors, management still did regular checks of learners’ performance and engagement.

- **Input into programmes** - As with the learners, tutors felt supported by management when they could express their views and provide solutions to programme issues. Six (46%) PTEs mentioned this was important as tutors were aware of what was and what was not working with programmes in their classrooms. One PTE also mentioned that letting tutors provide input into programme design & development helped to break down the hierarchy between tutors and management:

*“They know that we recognise that they’re with us not beneath us and that’s been a huge thing.”  
(Int. 19, Māori PTE)*

In general, managers of the PTEs included in this research valued staff development because of the impact it had on both tutors, and through them, on learners. The types of professional development provided are outlined below.

Cram & Pipi (2001) identified that good-practice behaviours by Māori providers included having culturally skilled staff and continually developing their cultural and work skills. The current researchers also found that managers viewed tutors as a highly valuable resource in their organisations, therefore they provided a number of professional development activities for their tutors including subsidising them to increase their qualifications, time off from work to achieve qualifications and set study days to complete qualifications. Some PTEs also offered specific support people for their tutors. Two PTEs have tutor aides to support tutors in the classroom, cover tutors positions if they have an emergency and cannot attend work and to offer additional support with any problems with their classes.

The types of personal development undertaken by tutors consisted of both internal and external activities. These were:

External activities:

- courses run through the Ministry of Education to up-skill
- ITO conferences
- university papers or theses
- NZQA compliance workshops
- workshops on unit standards.

Internal activities:

- staff training, tutor only and staff preparation days
- night courses through a wananga to learn te reo
- workshops on unit standards
- providing a more experienced staff member to support and mentor other staff members
- providing tutors with an opportunity to observe other tutors in a classroom setting.

These activities ranged in frequency from night courses once a week to annual workshops on unit standards with the majority of PTEs stating it was important to continually have tutors developing their knowledge and skills. This was to ensure that tutors were teaching learners the most relevant information.

A large number of PTEs become aware of staff development opportunities through their external networks. Some PTEs use email or visit websites to keep up to date with future opportunities:

Tutors valued professional development for a number of reasons, including:

- gaining a refresher on the units they are teaching so that the material is in their mind
- extending their skills and knowledge by gaining higher qualifications in their specific areas so that they can extend their top learners
- gaining new qualifications that have recently become available to add to their own knowledge and skills
- keeping up-to-date with industry trends and changes so that they can provide accurate information to their learners.

Although the majority of PTEs thought staff development was important there were some limitations to the amount and variety of development that they could offer their tutors. One limitation was the distance staff had to travel to attend courses or conferences. Another limitation was lack of money, however, they viewed it as highly important and so would spend as much money as they could afford on it. One PTE stated they at least try to get one member of their organisation to a conference so they can report back to the rest of the organisation.

Tutors were seen as the main agents for service delivery and were often asked to take on roles over and above their teaching duties. Having tutors take on diverse roles tended to put large demands on them. Anae et al. (2002) reported that in order to break the cycle of failure, full-time support people were provided who were fully trained in social work and at-risk intervention. To back up the support person, a system was put in place called core studies through which learners were inducted, their enrolment administered then throughout the programme the support person met with learners one-on-one every two to three weeks. This included intense attendance monitoring even for mature learners.

The PTEs in the current study generally reported high staff-learner ratios. Maintaining high staff-learner ratios was thought to be important in attempting to deliver learning that met individual learner needs. PTEs started to employ additional staff such as learner liaison officers, programme coordinators, recruitment officers, and financial officers. Four (31%) PTEs specifically mentioned employing tutor-aides in every classroom to support the tutors. To generate individualised learning plans and put them into action requires a high staff-learner ratio, often with tutor aides as well as tutors/tutors involved:

*"There's a lot of time spent with individual students when they come in, having a conference with them, setting up a learning plan, helping them to do that learning plan, monitoring it and so on." (Int. 3, Māori PTE)*

As well as being able to support tutors in the classroom, and give more individual attention to the learners in class, the tutor-aides also established a good rapport with learners and could help them deal with issues outside of the classroom.

An industry-based PTE used an employment coordinator to liaise with WINZ and nurture the case managers who worked with them. Some PTEs employed a learner liaison officer to help support tutors and learners and deal with extra needs. In addition to a learner liaison officer some PTEs also had an academic manager who acted as a programme coordinator and a recruitment officer. The programme coordinators often administered and reviewed the formal learner evaluations, fed back results to tutors/management and maintained constant contact with learners and tutors, keeping them in the programme.

PTEs exhibited several creative ways to meet staffing needs in the face of funding difficulties. One combined with another PTE to share a full-time recruitment officer whom they couldn't afford on their own. Another was forced to cut back from two to one full-time literacy/numeracy tutor because of reduced funding. However, the tutor who was not retained was able to come in one morning a week free of charge to help learners with writing essays. Another PTE used the presence of a tutor-aide in their classroom as an incentive to attract tutors whom they could not afford to pay at polytechnic or university rates.

The fifth organisational characteristic of good-practice PTEs' is outlined below.

## **The importance of external relationships**

It is important for PTEs to maintain good relations with various external bodies and sectors. This section explores the nature of the relationships that successful PTEs have with the wider community.

The literature highlights the importance of strong external relationships. Pasikale (1999) and the International Research Institute for Māori and Indigenous Education (2002) both reported that stakeholder management needs to occur at all levels and involves the establishment of a strong rapport and good communication between the PTE and its general community, the learners themselves, their families and other government and educational agencies. Consistent and continual consultation with all stakeholders and the establishment of clear boundaries is required. Skill New Zealand (2001) also reported that providers cultivate networks as a commitment to their local community, and as a means of supporting learning pathways and outcomes for their learners. The use of networks depends on the particular needs of the learner as well as the requirements of the course. Cram & Pipi (2001) identified that day-to-day practices of successful Māori providers included being visible members of their community, with a willingness to seek advice from all quarters and a commitment to communicate and maintain the kaupapa of the organisation so that stakeholders are supportive.

In terms of links with the industry and external relationships, Te Puni Kokiri (2001) reported that the characteristics of a good provider identified in their research with agencies and providers were:

- working with others to make success a reality. PTEs proactively developed and maintained appropriate whānau, community, government, funding, industry and tertiary organisation relationships
- based on mutual respect and equality with clear understandings and parameters
- reflective of the appropriate industry or industries
- collaborative and cooperative rather than competitive
- ones which led to successful employment and/or further training outcomes for learners.

PTEs interviewed for the current research generally maintained a wide range of contacts throughout the wider community, and tried to be responsive to community needs. Involvement with the local community helped PTEs to design their programmes, and ensure they were responsive to the needs of their potential clients. For example:

*“We were approached by the local community and asked to come in... Three or four meetings later, sitting down designing up, seeing what they wanted and then serving the locals.” (Int. 1, Māori PTE)*

Local community contacts also benefitted the PTEs in placing their clients in jobs or work experience. This was also evident in literature from a Pasifika PTE (NZQA, July 1995):

*“Some of them come off the street and ask if we have got any students looking for jobs, that’s how we get a lot of our work experience stuff.”  
(Int. 2, Māori PTE)*

Close contact with various community groups allows PTEs to be responsive to changing community demographics and their changing needs. This ensures that the PTE continues to maintain its client base as the local community changes. For example:

*“You’re here to meet the needs of your community and the community can be very wide obviously, but those needs change. You know when we first started, we had hardly any migrant students. Now because of the diversity of this community, we have lots of migrant students.”  
(Int. 3, Māori PTE)*

Another respondent emphasised the importance of maintaining a high profile in the community.

The different groups PTEs had contact with included:

- **Work and Income New Zealand (WINZ)** - Maintaining a viable working relationship with WINZ was seen as important not only for recruiting clients but also because there was a financial incentive. Without financial support from WINZ many of the PTEs’ clients could not afford to attend, and hence PTE funding would drop. Working closely with WINZ was also seen as helpful in improving the PTE’s own performance and provided PTEs with an opportunity to point out where WINZ’s performance could also be improved. For example:

*“I think that’s a two way thing. It’s being honest and transparent and open, and to me, it’s not about putting anybody down – it’s about learning from*



*what it is that we're doing, to do it better, and when I do my reports I always put in recommendations back to WINZ.” (Int. 18, Māori PTE)*

Several respondents mentioned that maintaining the relationship can be challenging.

Maintaining a dialogue with WINZ was achieved via having former PTE staff work for WINZ and act as an informed liaison between the two, having directorial staff attend meetings and seminars where WINZ staff would be present and maintaining good personal relationships with WINZ staff who were responsible for working with a particular PTE.

- **The Justice System** – Several PTEs reported that they have to be prepared to work with learners who may have frustrated their *whānau/aiga* and often the local community. These clients tend to come into contact with the police and other representatives of the justice system such as the probation services, the prison system and the legal profession. The current research found that the PTEs built up trust with these various representatives of the justice system. For example, some ran courses within the prisons and attended parole board meetings.
- **Schools** – In general, the schools referred learners who were not succeeding in the mainstream school system. The PTEs interviewed stated that they were trying to build a cooperative relationship with schools. For example:

*“We’re just trying to build that sort of familiarity so that if they (the clients) needed to go back to the high school in a different context, it just makes things easier for them.” (Int. 5, Pasifika PTE)*

- **Other PTEs** – PTEs in this study derived a variety of benefits from maintaining contacts with other PTEs. They found that it was possible to bounce ideas off of other PTEs, particularly those PTEs who were similar to themselves. They found that this process helped create solutions for similar problems. They recognised that other PTEs not generally working in the same area as they were posed no threat to them as a potential rival for clients or funding. The PTEs also recognised that it was possible to make economies of scale by collaborating with other PTEs. For example, it was possible for several PTEs in the region to employ the same accountant on a contract basis, rather than each PTE either employing their own accountant, or trying to keep their own accounts.
- **Whānau/iwi/aiga** – Contact with the parents and/or families was mentioned as important by 6/13 (46%) of PTEs. Parents were seen by many PTEs as an important source of feedback about the progress of their family. Feedback given by some parents related both to how the learners were handling the course content and their personal development as a result of course participation. Some PTEs modified their course content on the basis of how learners were seen to be responding to particular courses. Parents were also seen as important contacts in PTEs’ efforts to establish why learners were not attending. In some cases, the parents of current learners had themselves previously been attendees at the PTE. Therefore, contact with these parents brought a sense of continuity to the work of the PTE. In general, contact with the family of PTE learners was seen as one means of gaining a greater understanding of the individual. In this way, PTEs were more able to address the learner’s individual needs, which in turn meant they were more likely to benefit from participation in PTE activities.

This is in line with Pasikale (1999) who developed an initiative to explore strategies for encouraging learners to develop positive attitudes towards learning and so ultimately influence their academic achievement. She stated that parental and community involvement is important in a holistic approach to learning. In terms of the community, there is a need to liaise and establish clear guidelines on the objectives, roles and responsibilities of both the community and organisation before designing any learning programme. In terms of the parents and wider family, clear communications and close liaison with family members, along with regular feedback and monitoring are all considered important. Pasikale reported that involving whānau at all stages of training provision from recruitment through to post-placement support appears to be a vital ingredient for achieving success for Māori and Pasifika learners, especially in relation to specific issues such as absenteeism. Skill New Zealand (2001) highlighted that if the situation is not appropriate to involve family or whānau (for example, if a young learner was at risk in the home environment), providers may sometimes take it upon themselves to emulate whānau in situations where youth do not have their own familial support.

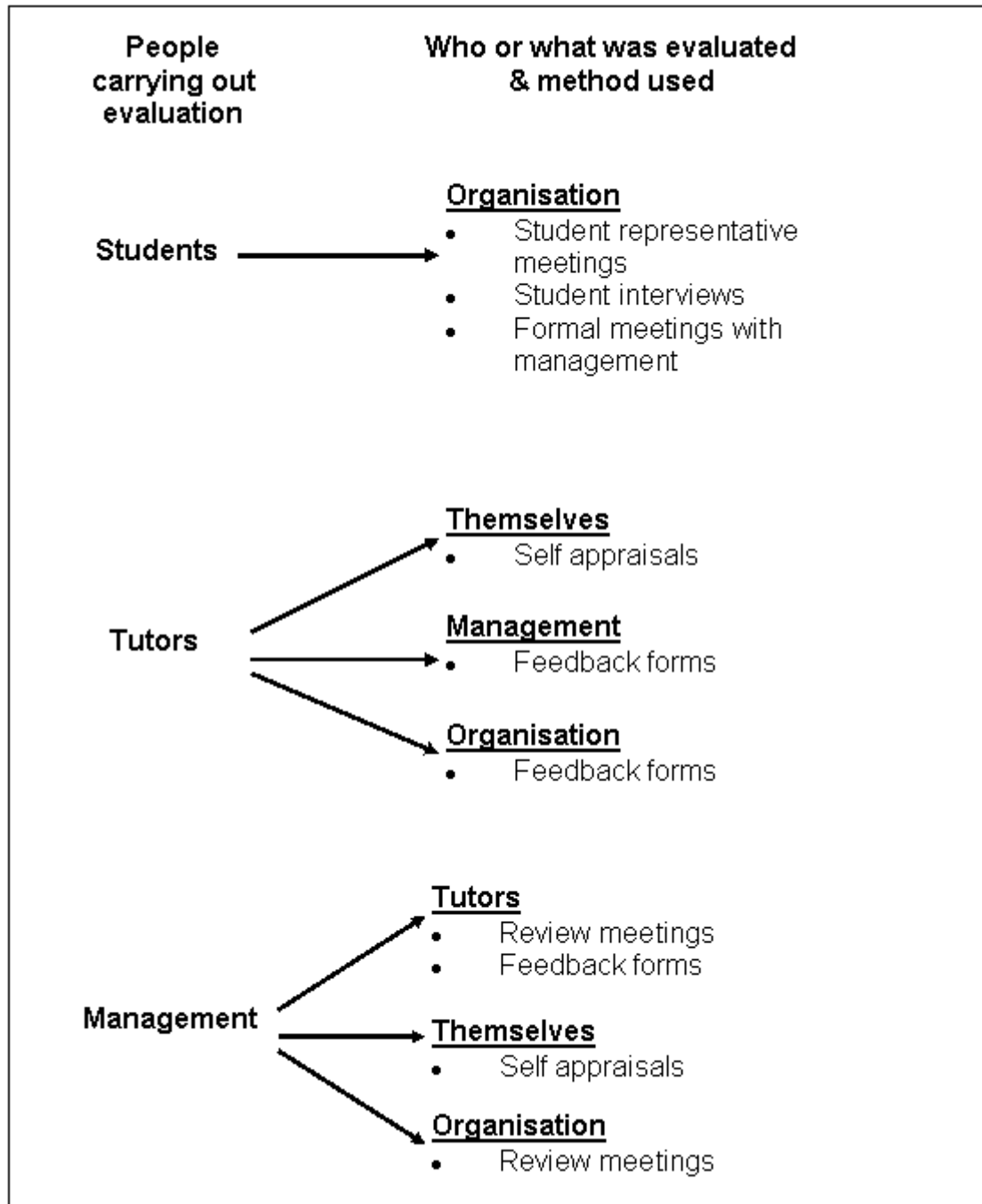
- **Iwi support** – Was also reported to be important in the establishment of a good-practice PTE. However each iwi was seen as unique and the role each might play could differ from iwi to iwi. For example, one PTE was owned and controlled by a particular iwi. Another PTE, although not owned by the local iwi, was closely involved with the local marae, particularly at tangi. This involvement helped their learners to gain a greater understanding of and participation in their culture.
- **Individual contact** – Contact between PTE staff and members of the community on an individual basis was seen as important by 20/41 (49%) of interviewees. In some cases the individual contact was seen as a means of embodying the PTE among the community. In general, however, individual contact was a way of indicating that the PTE and its staff were equal members of the community and another way of being responsive to community needs as well as individual learners' needs.

The final beneficial organisational characteristic PTEs identified in the current research was the importance of ongoing organisational reflection and evaluation. This is explored in further detail below.

## Organisational reflection and evaluation

As already discussed to some extent, PTEs had a number of methods of evaluation which were undertaken by a variety of people both within and outside of the organisation. Figure 2 shows who did the evaluating, whom or what they evaluated, and the methods they used for providing feedback.

**Figure 2: Evaluation processes within a successful PTE**



Reflection was found to be a useful tool that PTEs used to identify positive and negative aspects of their organisation and the community they work within. When negative aspects were identified action was taken to rectify them and improve the

organisation. Reflection also provided a chance for successful PTEs to come up with a new idea, project or direction that they were able investigate.

PTEs also reported engaging in formal reflection on a regular basis. One PTE reflected on and reviewed everything they did every year to investigate if everything was working as efficiently as possible. The manager of this PTE said the reflection process helped the organisation to learn from the past and plan for the future.

Informal reflection was also reported as being frequently engaged in by staff and management of good-practice PTEs. One manager believed all his staff self-reflected and said:

*“...if you are engaged in your job that’s what you do.”  
(Int. 10, Pasifika PTE)*

PTEs were aware that their environment was not static and that the needs of learners, assessments and industry were constantly changing. Evaluations were seen as a useful method that all successful PTEs used to investigate whether their organisation was meeting its requirements.

PTEs were also aware that for evaluations to be successful, people must provide constructive feedback in order for the PTE to grow.

*“It’s being honest and transparent and open, and to me it’s not about putting anybody down – it’s about learning from what it is that we’re doing, to do it better.” (Int. 18, Māori PTE 18)*

Some PTEs also used the evaluation process to motivate staff. Successful staff members were committed to their jobs and so evaluations served, in part, to celebrate and acknowledge staff achievement. A similar process was used by tutors with regard to learners.

*“Our tutors constantly review throughout the day... providing feedback, ongoing feedback, to students really does help not only motivate them but keep them informed of where they’re going.” (Int. 18 Māori PTE)*

The evaluation process ranged in frequency from once-a-day feedback from learners about their course to yearly feedback by tutors about the management of the organisation. On average the majority of PTEs were gaining feedback about different aspects of their organisation at least twice a year.

PTEs also gained feedback about their courses and organisation from external stakeholders. These stakeholders included: communities, employers, industries, Iwi and WINZ. One PTE outlined two methods they used for surveying some of their stakeholders. These were industry liaison hui, and learner surveys:

*“...we will have an evening that we’ll put on for employers from the different industries to come in and critique the course from their perspective.”  
(Int. 15, Māori PTE)*

### 4.3 Future Areas of Focus

All PTEs interviewed have strategic plans for the future with the majority developing plans and goals for the next three years. Their areas of future interest are based around needs that have become evident through a variety of sources.

Some future activities mentioned by some PTEs were:

- structural changes to current programmes
- changing or expanding sites
- moving into other industry areas
- expanding overseas
- targeting other types of learners
- starting new sub-businesses

Please note other options that were asked to be kept confidential have not been included here.

Another PTE noted that rather than moving their organisation into new areas in the future, they were working towards consolidation. They were addressing areas within the organisation that needed improvement so they could offer higher quality programmes. One manager from this PTE said that consolidation is highly important and:

*“If you’re good at everything then you’ve gone past your used by date as far as I’m concerned.” (Int. 21, Māori PTE)*

A variety of factors influence the future direction of PTEs with one PTE mentioning up to six factors that influenced their decision-making. These factors and the number of PTEs reporting them are listed in Table 3.

**Table 3: Factors influencing PTEs’ future directions**

<b>Factor</b>	<b>Number of PTEs (N=13)</b>
Resources	3
Funding	3
Availability of learners	3
Physical space	1
Tertiary Reforms	1
Accreditation procedure	1

PTEs said the ability to set realistic goals helped them to make progress in the future. One manager summed it up this way:

*“You have to be strategic ... know what’s available ... what resources are available in order for you to grow.”  
(Int. 3, Māori PTE)*

### 4.4 Summary of Section 4

In summary, this section has examined five key factors which the current research found were important organisational characteristics in supporting good-practice Māori/Pasifika PTEs. These were management characteristics including having an appropriate and specific skill set, focusing on areas of expertise and being hands-on,

having a strong background in education, passion and an informal open communication style. Some of these characteristics were also reflected in the personal characteristics perceived to be important for PTE leaders including an appropriate, specific skill set, determination for longevity, passion, commitment, flexibility and the ability to build strong internal and external relationships.

Having a robust QMS was another key factor mentioned. As highlighted in earlier literature, it allowed organisations to maintain a strong foundation in order to be able to carry out the work of their true calling. It was also perceived to be a burden at times. In particular, the additional paperwork involved was seen as putting an extra strain on management, even in the 'good-practice' organisations spoken to in this study. Techniques for overcoming this additional burden included understanding audit and compliance and that a QMS was a foundation and tool (rather than a driver). Working with NZQA PDS staff and understanding the benefits of documentation were also seen to help reduce the strain on management.

The third factor was tutors. In summary, they were seen as being critical to the teaching-learning process. It was important, therefore, that PTEs recruited and retained skilled, committed, flexible, and passionate tutors. Regardless of their backgrounds, which were varied, it was also important that managers encouraged tutors to develop professionally using a mixture of internal and external activities. It was also important to show tutors they were valued within the organisation. Many demands were placed on tutors, often to fulfil roles of which they had little or no experience. PTEs overcame this problem in many ingenious ways such as employing tutor aides to help the tutor in the classroom and act as a liaison between tutor and learner. This suggests that management plays a crucial role in recruiting, developing and retaining tutors. In addition to strong internal relationships, management and PTE leaders also needed to actively build and maintain strong relationships with a wide range of groups within the community including WINZ, the justice system, schools, other PTEs, whānau/iwi/aiga and relevant individuals.

## 5 Conclusions, Limitations and Future Research

### Key findings

- The three key components to creating a holistic, good-practice Māori/Pasifika Private Training Establishment (PTE) were: adopting the surrogate whānau/aiga concept; creating a sense of belonging; and creating a sense of greater humanity. The third theme closely resembles the Māori theme of inclusivity.
- Tutors play a pivotal role in influencing the attitudes and efforts of learners. Good-practice tutors were seen as being flexible, committed, having a passion for teaching, being focused on the learners, and able to motivate them.
- The needs of students were generally paramount in driving the development of the PTEs. Student needs included academic, personal, social, and *whānau* needs.
- To meet student needs, the PTEs adopted flexible course structures and timings. They also developed individualised learning plans, and used one-on-one learning. They also encouraged student reflection and feedback.
- The four key organisational characteristics of good-practice PTEs were: the characteristics of managers; having a robust Quality Management System; recruiting, developing, and supporting high-quality tutors; and maintaining good external relations.

### 5.1 Conclusions

The current study has identified three key components which were seen as being important for creating a holistic Māori or Pasifika environment among PTEs identified as meeting certain criteria thought to be indicative of good-practice. These were the surrogate whānau/aiga concept, the concept of belonging, and the concept of creating a greater humanity, in particular by being inclusive of all cultures. The latter component in particular has not been identified in previous research, but was strongly in evidence from the responses of the participants in this study.

Creating a whānau/aiga environment for learners was seen as essential for promoting a culturally safe environment in which learning could take place. By creating such an environment participants stated that both students and staff in the PTEs felt confident to grow and learn. The establishment of the whānau/aiga environment also helped to create a sense of belonging in both learners and staff. This sense of belonging was seen as essential in laying the foundations for learning. The bond established between learner and PTE (whānau/aiga) tended to continue after the learner had left the PTE. This helped to link the PTE and the learner to the wider community. The whānau/aiga environment fostered the concept of *te reo me ona tikanga* which plays a role in supporting learners' cultural connectivity, and creating a sense of pride and belonging. This study also found that some PTEs were expanding this concept to include all cultures so that all learners were provided with a sense of identity and familiarity. This closely resembles the Māori theme of inclusivity.

This development of an inclusive approach to teaching and learning went hand-in-hand with a holistic approach to teaching and learning. The adoption of a holistic approach resulted in caring, nurturing and respectful environments which offered a range of practical, personal, and emotional support activities. The adoption of a holistic approach to teaching and learning also helped to tutors and other PTE staff to see learners as individuals, and thus adopt a one-on-one approach to the tutor-learner relationship.

In conclusion, the adoption by PTEs of the surrogate whānau/aiga concept, the concept of belonging, and the concept of creating a greater humanity, in conjunction with a holistic approach to teaching and learning, reportedly resulted in an increase in the self-esteem of learners, a strong foundation for learning to occur, and consequently an improvement in learner development. This suggests that these factors are important for the development of successful Māori and Pasifika PTEs.

A number of teaching and learning techniques were identified as creating the context for good practices to occur. The three main ones reported in the current research were: having the right tutors; dealing effectively with different levels of learner motivation; and setting and following through on clear boundaries and expectations. The most commonly mentioned characteristics in this study that made for a successful tutor were: flexibility; commitment; a passion for teaching; and a focus on learners.

The PTEs in this study had to deal with a range of learner motivation levels. Most frequently, the PTEs in this study increased and maintained motivation in their learners by encouraging them to set goals, and giving them practice in goal-setting, particularly in how to set realistic goals. They also encouraged learners to reflect on their actions and thoughts in relation to their goals. This practice tied in with the focus on individualised learning that the PTEs displayed.

Setting clear boundaries and expectations for learners was a technique for maintaining healthy tutor-learner relationships that was mentioned frequently here, but not as much in prior research. However this idea seems to stem from the notion of adults taking care of the younger members of the whānau/aiga, and ensuring that the greater good of the whole learning community is kept in mind. Once again, this research shows that the techniques adopted to enhance learning were embedded in the whānau/aiga concept.

Programme design and development resulted from responses to a variety of different needs/drivers. However, PTEs tended to see their learners' needs as paramount. Therefore, they generally structured and timed their courses to fit in with these needs. The desire to meet individual students' needs, and the emphasis on one-on-one learning, mentioned above, also led PTEs to develop individualised learning plans so learners could learn at their own pace and their own time.

The use of te reo and appropriate cultural activities was also frequently mentioned as a course delivery technique. The use of te reo helped to link the PTEs to their communities as well as developing self-confidence in their learners through increasing awareness of their identity within their cultural heritage.

The current research found that management characteristics, having a robust QMS, and tutors were important organisational factors in supporting the teaching and learning techniques of Māori/Pasifika PTEs. Management characteristics including having an appropriate and specific skill set, focusing on areas of expertise and being



hands-on, having a strong background in education, passion and an informal open communication style. Having a robust QMS allowed organisations to maintain a strong foundation in order to be able to carry out the work of their true calling. Working with NZQA PDS staff and understanding the benefits of documentation were seen as helping to alleviate any extra demands, particularly in the realm of more paperwork, that were placed on management.

Tutors were seen as being crucial to the teaching-learning process. PTEs attempted to recruit and retain skilled, committed, flexible, and passionate tutors. They also attempted to show tutors that they were valued within the organisation. Employing tutor aides to help the tutor in the classroom and act as a liaison between tutor and learner was a common way of helping to assist tutors.

Overall, the current study has replicated and extended previous research in the area of good-practice Māori/Pasifika PTEs in a variety of ways. It has identified three key components that were seen as being important for creating a holistic Māori or Pasifika environment. These were the surrogate whānau/aiga concept, the concept of belonging and the concept of creating a greater humanity/being inclusive of all cultures. The latter component in particular was strongly evident from the responses of the participants in this study.

In terms of programme design & development and teaching & learning, this study also showed that setting clear boundaries was a classroom management technique that was frequently mentioned as important by interviewees. This technique has not been explicitly mentioned in previous literature. The use of celebration, fun, and humour as teaching techniques was also emphasised more frequently and more strongly by interviewees in the current study than in previous research.

Finally, this research found that the importance of goal-setting, reflection, and evaluation both on the part of the individual learner and staff, but also on the part of the PTE as a whole was emphasised by the respondents. In particular, the importance of encouraging PTEs to reflect on and evaluate their own performance was not as commonly mentioned in the literature as a feature of a good-practice PTEs as it was by respondents in this study. In addition, more stress was placed on the importance of individual goal-setting by the interviewees in this study than has been previously reported.

## **5.2 Limitations**

This study was limited to some degree for several reasons. The first is that although the PTEs were selected using certain criteria, these criteria were based on various underlying assumptions. For example, it was assumed that since participant PTEs were in compliance with section 1.2.5 of QAS1 and received a two or three-year audit cycle for two or more audits they demonstrate good practice in the areas of programme design & development, and teaching & learning. This, however, might not have been the case. There was a large interval between the timing of the audits, so it is possible that performance of a PTE changed between audits. It may also be that case that PTEs which were not on a two or three-year audit cycle, and therefore, not included in the study, might have reported similar findings to those PTEs included in this research. As this study did not include a group of comparison PTEs, it is not possible to say whether this was the case or not. In addition, some Māori and Pasifika PTEs which met the criteria for inclusion in the study could not be so included due to a lack of research resources. Therefore, there is no way of knowing

whether they would have exhibited similar or different characteristics to the PTEs included in the study.

It is also worth noting that although the PTEs in this study were considered to exhibit good practice according to the criteria for inclusion of the study, none indicated that they thought they had attained a particularly exalted state. They were constantly reflecting on and evaluating their performance so that they could deliver a better service to their learners. In essence, therefore, the PTEs exist in a dynamic rather than a static state, and for this reason it is not possible to provide a one-size-fits-all template of what a good-practice PTE looks like.

Another limitation is that although both management and teaching staff/tutors were interviewed, the findings have not been analysed across these different levels. This was because both managers and teachers were interviewed at each PTE, and there was a great deal of congruence in their responses regarding the nature of their PTE. At the same time, learners were not the focus of this study. It is quite possible that learners at the various PTEs might have had a different perception of the establishments of which they were a part than managers or tutors. However, the initial brief provided by the PDS team was for the RKS team to focus on the nature of the provider from the point-of-view of the provider.

We have not separated out in the analysis responses from Māori and Pasifika PTEs. In part this was because the number of Pasifika PTEs was small (three in all), and because the general approaches to teaching and learning and programme design and development were similar for both Māori and Pasifika PTEs.

This document does not attempt to provide a generic or definitive description of a good-practice PTE either. In part this was because PTEs are dynamic rather than static organisations as mentioned above. It was also because, although all the PTEs in this study seemed to have a similar approach to teaching & learning, and programme design & development, the actual methods they used and the contexts they worked in varied considerably. The document was designed to identify some of the key themes in the area of teaching and learning, and programme design and development, and to be used as a reference, and as a prompt for further thought and reflection for members of individual PTEs.

The current research did not directly collect outcome measures relating to the various PTEs performance. Instead we reported in general terms what the PTEs themselves regarded as indicators of success. For example, a PTE might report that one indicator of its success was establishing its learners in work in a particular industry. The research did not, however, ask it to provide evidence of the proportion of its initial learners that was placed in jobs in the industry, for example. This was because the brief of the Research and Knowledge Services team of NZQA was to examine the approaches, structure and functions of PTEs which had already been identified by the PDS team as meeting the criteria assumed to indicate a good-practice PTE.

### **5.3 Suggestions for future research**

Although the primary focus of this research was on the inputs that were assumed to contribute to good practice, it would be useful to attempt to relate good-practice measures to outcome measures. Good practice needs to be measured by a variety of process indicators and related to outcome measures such as course completion, employment obtained, or continuation to higher study.

In future it would be valuable to study a greater range of Māori and Pasifika PTEs, and not just those which were considered to meet the inclusion criteria of this study. It may be that PTEs not included in this study used similar approaches to teaching & learning, and programme design & development as those included in the study. It may also be the case that even if the methods used by various PTEs are different from 'best-practice' PTEs, their outcomes may be similar to or even better than so-called best-practice PTEs. Therefore, future research needs to include a greater range of PTEs and specific outcomes dimensions that are most relevant to Māori and Pasifika.

Future research could usefully include learners as participants. An analysis of the relationship between the different processes employed by PTEs and their impact on learners would be valuable. A learner-centred study could increase understandings of what it means to be a best-practice PTE. It could also lead to the identification of additional variables relating to learner success.

## 6 Methodology

### 6.1 Kaupapa Māori

The Kaupapa Māori approach to research is based on a mix of Western and Māori methodologies. The main distinction is that this methodology is consistent with Māori beliefs and values. There are many researchers who have outlined principles for conducting Kaupapa Māori research, for example, Hingangaroa Smith (1990), Smith (1992) and Bevan-Brown (1998). Bevin-Brown for example, has identified ten key ingredients in kaupapa research:

1. Research should incorporate Māori concepts of knowledge, skills, experiences, attitudes, processes, practices, customs, *reo*, values and beliefs.
2. Māori research should be conducted by culturally appropriate researchers.
3. Research should be focused on areas of concern to Māori and should arise from their self-identified needs and aspirations.
4. Research should have positive outcomes for Māori people.
5. Māori people being researched should be active participants at all stages of the research process.
6. Research should empower and be a learning experience for both the researched and the researchers.
7. Māori research should be controlled by Māori.
8. Researchers should be accountable to research participants.
9. Māori research should be of a high quality and be assessed by culturally appropriate methods.
10. The research process should take into consideration the Māori culture and preferences.

The research did not adopt a fully kaupapa Māori approach, in large part because the researchers were neither Māori nor Pasifika. However, every effort was made to incorporate many ingredients that are recognised as good practice when working with Māori and Pasifika. The researchers consulted and worked closely with the Provider Development and Support team of NZQA throughout the study, particularly in relation to the appropriateness of the methodology

As a result of the consultations, the ten key ingredients in kaupapa research were addressed in this research in the following ways:

1. Time was provided before and after interviews for cultural protocols, providing an opportunity for interviewees to talk about their beginnings and kaupapa before asking specific research questions. The researchers gave an appropriate *koha* for the interviewees contribution to the research. This consisted of a certificate of appreciation signed by the Chief Executive and a framed carving.
2. Researchers were aware of cultural practices and were provided with practical support from the PDS team.
3. Research should be focused on areas of concern to Māori and should arise from their self-identified needs and aspirations. This research arose from the needs and concerns of the PDS team.
4. The aim of this research is to provide a resource document that Māori and Pasifika PTEs can use to gain ideas about improving their teaching and learning, and design, development and delivery.
5. In this research providers made the final decision on which people were to be interviewed from their organisation. Transcripts were returned to providers for feedback, amendments and deletions. All participating providers will be invited to

provide further comment on the draft resource document. Providers had access to all their information throughout the research process.

6. The control of this research lies with the PDS team.
7. Feedback on this research has been given by participants, internally by the PDS and RKS teams and externally by academic peer reviewers to make sure it is of a high quality and culturally appropriate.
8. Kānohi ki te kanohi were used in this research as this is the preferred method with Māori and Pasifika peoples.

## 6.2 Participants

In discussion with PDS, a selection of Māori and Pasifika PTEs were chosen to be involved in this study. The three criteria used by PDS for PTE inclusion were:

### 1. Compliance with QAS 1, and in particular section 1.2.5 of QAS1

“The provider adequately and appropriately designs, develops, delivers and reviews its education and training programmes consistent with its goals and objectives”.

Assumption: That providers who meet all the requirements of QAS1.2.5 and receive a two- or three-year audit cycle for two or more audits demonstrate good practice in the areas of programme design & development and teaching & learning.

### 2. Learner Outcomes

The providers consistently meet targets for positive learner outcomes in relation to:

- attaining employment or moving on to further training within the tertiary sector
- credit and or qualifications achievement
- course completion and personal/cultural development.

Assumption: That providers who consistently meet targets for positive learner outcomes demonstrate good practice in the areas of programme design & development and teaching & learning.

### 3. Professional judgment

Use of regional facilitators and auditor knowledge of:

- providers structure, systems and people
- profile and credibility within their sector and/or community
- knowledge of needs of their learners
- willingness to participate in case study research.

Each regional facilitator submitted nominations of PTEs to be included in the study which they believed met the above criteria. Some 25 PTEs were nominated by the regional facilitators. The regional facilitators spoke to the merits of each nomination. Due to constraints on resources, only 13 of the 25 nominated PTEs could be invited to take part in the study. The final 13 PTEs were also chosen to give as wide a range of participants as possible regarding geographical location, size, type, nature, and kaupapa of the provider.

Following selection by the PDS team, the 13 PTEs were contacted initially by their PDS facilitator and made aware of the research project. Then:

- A letter with an outline of the research and an invitation to participate was sent to the selected PTEs. These letters were then followed up by two telephone calls.
- A first telephone call asked the PTEs if they wished to participate in the research.

- A second telephone call proposed a date and time to visit the PTE (in conjunction with other site-visits potentially being conducted in their geographical area).
- A final letter confirming acceptance, date and time, and explaining requirements for the interviews was then sent out. This letter included the proposed interview questions (see Appendix 4) and invited the provider to decide who will be interviewed (with guidance from the research team and PDS Facilitators where necessary).

One of the selected PTEs declined to participate in the research due to other work commitments. Another PTE agreed to participate in its stead which left a final sample of 13 PTEs that took part in the research. Of these ten were Māori PTEs and three were Pasifika PTEs.

Twenty-two interviews with 45 people were conducted by the first and second authors in September 2007. Interviews were conducted with people in a range of roles including: CEOs, Directors, Managers, Librarian, Academic Coordinators, Programme Leaders, Tutors, Assistant CEOs, Administration and Learners. One PTE presented a group of learners to be interviewed and while their data was not used within the study due to the focus of the research being on the perspectives of management and staff. In addition, none of the other PTEs in the study provided learners to be interviewed. Therefore, learner data were not analysed in this study. For the purposes of this research 41 management and staff were interviewed in 21 sessions.

Prior to commencement of any interview, participants were given an informed consent form, and the purpose of the research was explained to them. It was also explained to them that participation in the research was entirely voluntary, that they could withdraw from the research at any time without penalty, and that confidentiality would be maintained in any report. All agreed to participate in the research and were asked to sign the consent form.

PTEs were offered the choice to have participants from their organisation to be interviewed individually, in pairs or groups once their consent to be included in the research was given. Over half the interviews were conducted with pairs or groups of participants following the 'buddy' approach (Pasikale 1996) with ten individual interviews, four paired interviews and eight interviews with three or four people together.

The length of time spent at each PTE depended on the number of people spoken to and the length of time for protocols. The average length of interviews was 70 minutes each.

The interviews were recorded digitally. The interviews were transcribed and the interview transcripts returned to all informants who were invited to add, amend, and or delete information prior to analysis. Three PTEs opted to make minor changes to their transcripts.

Following the interviews, a thank you letter was sent to the PTEs and relevant participants to acknowledge their time and contribution during the fieldwork phase.

The following table outlines the different sources of evidence collected from the interviews and how it was stored and analysed:

**Table 4: Overview of interview data**

<b>Evidence Source</b>	<b>Data Type</b>	<b>Data sets</b>	<b>Type of Analysis</b>
1. Documentation	PTE written examples and tools for kete of resources	Hardcopy	No analysis
2. Interviews	Transcripts	Audio files, Word documents	Content Analysis
3. Interviews	Supplementary notes	Word documents	For researcher reference only
4. Interviews	Post interview comment sheet	Word documents	To reflect on main themes from interviews and gain questions of interest for future interviews. Identification of themes and sub-themes for content analysis
5. The physical PTE	Direct observation sheet	Word documents	For researcher reference only to record the physical aspects of the PTEs

### **6.3 Data Analysis**

The methodology for analysing the qualitative data from the interview transcripts was similar to that outlined by Patton (1990). He described content analysis as the “process of identifying, coding and categorising the primary patterns in the data” (Patton, 1990, pg. 381).

The qualitative data was ready for coding after it was transcribed. Analysis was firstly framed using the Post-Interview Comment Sheet (see Appendix 3) to identify the major themes that emerged from the interviews as each was conducted. Based on this framework, the researchers coded a sample of comments/statements from a sample of interviews, creating categories with brief descriptions under which each statement could be coded. The identified categories were then modified during a trial period until they stabilised. Single comments were coded into two or more categories dependent on the themes it included. The main findings in relation to each category could then be described i.e. “X% of classifications related to...”.

A list of themes was compiled from the Post-Interview Comment Sheets and then grouped together in relevant topics of themes and sub-themes. A preliminary read-through of the interviews was made by two researchers. This methodology was similar to inductive analysis defined by Patton (1990m pg. 390) whereby “patterns, themes and categories of analysis come from the data; they emerge out of the data rather than being imposed on them prior to data collection and analysis”.

After coding, the qualitative data was analysed by three researchers using content analysis. The analysis involved reflecting on the interviews, re-reading the transcripts, and discussions by the research team. Common themes were looked for as well as points of disagreement and agreement between different interviewees and with the literature. The use of three researchers, one of who had not been present

during the interviews, allowed cross-triangulation of the data. This was viewed as strengthening the validity of the data analysis.

The above methodology contains elements of both inductive and deductive analysis. It is inductive (as defined by Patton, 1990) because patterns, themes and categories of analysis emerge from the data as similarities and differences between PTEs are compared and a deeper understanding of good-practice in the field is developed. However, the analysis is also deductive as specific themes and ideas from the literature review have already been identified (prior to data collection and analysis) and are examined in light of the data from the interviews to see whether the evidence supports or refutes the literature.

When working with the Māori and Pasifika PTEs, it was important to obtain feedback from participants on their perceptions of and satisfaction with taking part in the research. All interviewed participants were surveyed after completion of the interviews and asked nine questions about their perceptions of the interview. Responses were positive and supportive. See Appendix 2 for further details.

## **6.4 Preparation of the Report**

This report centres on the themes that were raised in the interviews with PTE management and staff. Throughout the report, the literature serves as an introduction to each key theme. For some topics, no specific research or only limited findings were available. It should be noted that while attempts to include a wide range of literature were made, the focused nature of the literature parameters meant that some studies or reports might have been excluded.



## 7 References

- Anae, M., Anderson, H., Benseman, J., & Coxon, E. (2002). *Pacific Peoples and Tertiary Education: Issues of Participation*. Ministry of Education. Wellington, New Zealand.
- Bevan-Brown, J. (1998). 'By Māori, for Māori, about Māori – Is that Enough?' in Te Pūmanawa Hauora (ed.), *Te Oru Rangahau Māori Research and Development Conference, 7-9 July 1998 Proceedings*, School of Māori Studies, Massey University, Palmerston North.
- Cleverley, M. (1996). *Pacific Island Learners – Cultures Apart? Pacific Islands Adult Learning Characteristics. Some Classroom Observations Of Adult Pacific Islands Learners By Tutors At A New Zealand Private Training Establishment*. National Symposium (pp. 104-106).
- Cram, F., & Pipi, K. (2001). *Determinants of Māori Provider Success: Provider Interviews*. Summary Report. Māori Research Development. Volume 4. Auckland, New Zealand.
- Durie, M. (2001). *Presentation to the Hui Taumata Matauranga (Māori Education Summit)*.
- Finau, S. (1997). *Learning and Teaching Development Guidelines: Working with Pasific Island Students*. Auckland Institute of Technology. Auckland, New Zealand.
- Fraser, T., Gilling, D., & Sapsford, R. (1998). *Issues and Outcomes: Analysis of a Regional Education Survey of Private Training Establishments. A Report to Te Puni Kokiri*. Wellington, New Zealand.
- Good, C.V. & Merkel, W.R. (1973). *Dictionary of Education*. U.S.: McGraw-Hill Book Company. Cited in Hemara, W. (2000). *Māori Pedagogies: A View from the Literature*. New Zealand Council for Educational Research. Wellington, New Zealand.
- Hemara, W. (2000). *Māori Pedagogies: A View from the Literature*. New Zealand Council for Educational Research. Wellington, New Zealand.
- International Research Institute for Māori and Indigenous Education (December, 2002). *A Research Report of Interviews with Successful Iwi and Māori Providers and Government Agencies*. Auckland; New Zealand.
- International Research Institute for Māori and Indigenous Education (November, 2004). *A Literature Review on Kaupapa Māori and Māori Education Pedagogy*. Auckland; New Zealand.
- Jefferies, R. (1997). *Māori Participation in Tertiary Education: Barriers and Strategies to Overcome them*. Te Puni Kokiri. Wellington, New Zealand.

- Matthews, D. (2002) *Private Training Establishments and Total Quality Management*. Unpublished Doctor of Philosophy thesis, University of Otago, Dunedin.
- Ministry of Education (2002). *The Tertiary Education Strategy*. Wellington, New Zealand.
- Millar, E. & Findlay, M. (Eds) (1996). *Australian Thesaurus of Educational Descriptors*. 2<sup>nd</sup> Ed. Melbourne: Australian Council for Educational Research. Cited in Hemara, W. (2000). *Māori Pedagogies: A View from the Literature*. New Zealand Council for Educational Research. Wellington, New Zealand.
- New Zealand Council for Educational Research (2004). *Critical Success Factors and Effective Pedagogy for e-learning in Tertiary Education: Background Paper for ITPNZ*. Wellington, New Zealand.
- New Zealand Qualifications Authority (2006). *Te Rautaki Māori a te Mana Tohu Matauranga: The Māori Strategic Plan for the New Zealand Qualifications Authority 2007-2012*. Wellington, New Zealand.
- New Zealand Qualifications Authority (1995). Let's stick together. *The Magazine for Education and Training Professionals*, 6, 30-31.
- New Zealand Qualifications Authority (1999). Training Teachers at Anamata. *Education Today*, 5, 22.
- New Zealand Qualifications Authority (1995). Best in the west. *The Magazine for Education and Training Professionals*, 5, 27-29.
- Pasikale, A., (1996). *Seen, But Not Heard: Voices of Pacific Islands Learners*. Education and Training Support Agency. Wellington, New Zealand.
- Pasikale, A. (1999). *Creating Successful Students: An Education Project Involving Students and their Community*. Wellington, New Zealand: Skill New Zealand.
- Pasikale, A., & Yaw, W. (1998) *Weaving the Way: Pacific Islands Peoples' Participation in the Provision of Learning Pathways for Pacific Islands Learners*. Education and Training Support Agency. Wellington, New Zealand.
- Patton, M.Q. (1990). *Qualitative evaluation and research methods (2<sup>nd</sup> ed.)*. Newbury Park, CA: Sage Publications.
- Pihama, L., Smith, K., Taki, M. & Lee, J. (2004). A literature review on Kaupapa Māori and Māori Education Pedagogy. Auckland, New Zealand.
- Skill New Zealand (1999). *Meeting the Challenge: A Report on Innovative Māori Sills Training and Enterprises*. Wellington, New Zealand.
- Skill New Zealand (2000). *Building a Future for young people: Discussion Paper*. Wellington, New Zealand.
- Skill New Zealand (2001). *Sharing for Success: Good Practice and Issues for Māori Education*. Wellington, New Zealand.
- Skill New Zealand (2002). *Skill Enhancement: Skills development for Māori and pacific Youth*. Wellington, New Zealand.

- Smith, G.H. (1992), 'Research Issues Related to Māori Education', in M. Hopeha and G. H. Smith (eds.), *The Issue of Research and Māori*, Monograph no. 9, August 1992, Research Unit for Māori Education, University of Auckland, Auckland.
- Smith, L.T. (1992), 'On being Culturally Sensitive: The Art of Gathering and Eating Kina without Pricking your Finger', in M. Hohepa and G. H. Smith (eds.), *The Issue of Research and Māori*, Monograph no. 9, August 1992, Research Unit for Māori Education, University of Auckland, Auckland.
- Te Puni Kokiri, (October, 2001). *Training Opportunities and Youth Training: State Sector Performance*. Wellington, New Zealand.
- Te Wananga o Aotearoa (2003). *Māori and Industry; Making it work, working together*. Māori Industry and Training Summit, 11-12 September.
- Zepke, N. & Leach, L. (2002). *Appropriate Pedagogy and Technology in a Cross-cultural Distance Education Context*. *Teaching in Higher Education*, 7(3), 309-321. Carfax Publishing.

## 8 Appendices

### Appendix 1 – Quality Assurance Standard 1 (QAS1)

#### Defining goals and objectives

- 1.1 The provider has measurable goals and objectives for education and training

#### Systems to achieve goals and objectives

- 1.2 The provider puts into practice quality management system to achieve its goals and objectives, including:
- 1.2.1 Governance and management  
The provider has adequate and appropriate governance and management to achieve its goals and objectives
  - 1.2.2 Personnel  
The provider recruits, manages and develops its people to achieve its goals and objectives
  - 1.2.3 Physical and learning resources  
The provider has adequate and appropriate physical and learning resources to achieve its goals and objectives
  - 1.2.4 Learner information, entry and support  
The provider supplies adequate and appropriate information, entry and support services to learners
  - 1.2.5 Development, delivery and review of programmes  
The provider adequately and appropriately designs, develops, delivers and reviews its training programmes consistent with its goals and objectives
  - 1.2.6 Assessment and moderation  
The provider has adequate and appropriate systems of assessment and moderation for assessing learners against the expected outcomes of programmes
  - 1.2.7 Notification and reporting on learner achievement  
The provider adequately and appropriately reports on learner achievement
  - 1.2.8 Research  
Where degree programmes are offered, the provider has adequate and appropriate means of research to achieve its goals and objectives

#### Achieving goals and objectives

- 1.3 The provider is achieving its goals and objectives, and can assure that it will continue to do so.

## Appendix 2 – Results of Interview Feedback Form

### Scale:

Strongly agree

Agree

Uncertain

Disagree

Strongly disagree

### Pre-visit:

1. The initial phonecall(s) about the research from your regional facilitator were useful

<i>Scale</i>	<i>Number of responses</i>	<i>Percentage of responses %</i>
Strongly Agree	1	12
Agree	7	88

2. The initial phonecall(s) about the research from your researchers were useful

<i>Scale</i>	<i>Number of responses</i>	<i>Percentage of responses %</i>
Strongly Agree	1	12
Agree	7	88

3. The letters sent about the research were helpful

<i>Scale</i>	<i>Number of responses</i>	<i>Percentage of responses %</i>
Strongly Agree	2	25
Agree	5	63
Uncertain	1	12

4. Having the research questions sent out before the interview was useful

<i>Scale</i>	<i>Number of responses</i>	<i>Percentage of responses %</i>
Strongly Agree	4	57
Agree	2	29
Uncertain	1	14

5. The presentation of the questions provided was useful

<i>Scale</i>	<i>Number of responses</i>	<i>Percentage of responses %</i>
Strongly Agree	1	11
Agree	7	78
Agree	1	11

6. I understood what was required of me in the interview

<i>Scale</i>	<i>Number of responses</i>	<i>Percentage of responses %</i>
Strongly Agree	3	33
Agree	4	45
Uncertain	2	22

**The visit:**

7. The researchers were culturally appropriate

<i>Scale</i>	<i>Number of responses</i>	<i>Percentage of responses %</i>
Strongly Agree	7	64
Agree	4	36

8. The interview process was professional

<i>Scale</i>	<i>Number of responses</i>	<i>Percentage of responses %</i>
Strongly Agree	9	82
Agree	2	18

9. The interviews gave us a valuable opportunity to reflect on our own practices

<i>Scale</i>	<i>Number of responses</i>	<i>Percentage of responses %</i>
Strongly Agree	8	73
Agree	3	27

**Comments:**

- Some of the questions (written) seemed to overlap.
- Kai pai.
- Interview was informal and enjoyed by our staff. Many thanks to both interviewers.
- Q 6 - Expectations differed from the reality. The interview experience was v. enjoyable, was expecting more of an "adult" type framework, was pleasantly surprised that it wasn't.
- Q 3-5 - When I think about what I thought the interviews might be about & what actually happened, I'm not sure that I was prepared for the interviews. However, I enjoyed thinking about our systems, our practices, and the people we cater for.
- Interview was informal and enjoyed by our staff. Many thanks to the interviewers.

## **Appendix 3 – Post-Interview Comment Sheet**

### **Post Interview Comment Sheet**

- Description of interviewee(s) (beyond the facesheet)
- Emotional tone if interview
- Any difficulties (methodological / personal)
- Insights / reflections
- Ideas for analysis
- Potential questions for other interviews

## Appendix 4 – Interview Questions

### Organisational Background Information

1a. **Theme:** *Organisational mission, principles and their creation process? What drives the organisation?*

*Prompt Questions:*

- What is your organisation working to achieve?
- Aims/mission?
- What are the principles governing your practice?
- What process do you use for setting them?
- Tell us your story.

1b. **Theme:** *How do you define good-practice?*

*Prompt Questions:*

- What does the term good-practice mean to you in terms of your organisation?

### Programme Design

2a. **Theme:** *Who's involved, factors considered, methods used.*

*Prompt Questions:*

- What is the process of programme design?
- What factors do you consider effective in programme design (i.e. what do learners need to know, good fit with the direction of the local or regional economy, innovation, continuity and good outcomes for the participants, encouragement of learner participation, objectives achievable and reasonable, involvement of ITOs / local Industry stakeholder groups)?

2b. **Theme:** *End-to-end programme design (from overarching-weekly-daily individual lessons), key steps, why, origins of good-practice knowledge that is applied?*

*Prompt Questions:*

- Why do you do it the way you do?
- Where does the good-practice knowledge come from?
- What changes have you made recently? Why?

2c. **Theme:** *Successfully identifying learner needs/desires, use of a holistic approach, how?*

*Prompt Questions:*

- How do you identify and understand what your learners want? How do you know you have been successful in this (that it is appropriate for learner needs and aspirations)? S.N.A.
- Do you apply a holistic approach of recognising and drawing on learners' individual lives/background/home environments? How do you engage the whole learner in the learning (cultural, social and spiritual foundations)?



**2d. Theme:** *Learner Needs Assessment, meeting the needs*

*Prompt Questions:*

- Do you use any type of learner Needs Assessment? If yes, what, how? What triggers it? Consequences?
- How do you identify and address any specific learning needs once learners are enrolled on the course i.e. numeracy and literacy. How do you overcome these?

**2e. Theme:** *Māori and Pasifika aspects of PTE*

*Prompt Questions:*

- Specifically, what Māori or Pasifika practices are integrated into the training (content, context, protocol, community links, kaupapa, teaching styles)? How? Why? Degree of cultural approach? Is the level of importance placed on cultural practices (both as an organisation and in the classroom) a factor in your good-practice?

**2f. Theme:** *Point of difference to other PTEs regarding Programme Design*

*Prompt Questions:*

What are the benefits and drawbacks of your approach to Programme design?

## **Programme Development**

**3a. Theme:** *Who, factors considered,, how, key steps, tools, critical points in process (start, end)*

*Prompt Questions:*

- What's the process
- Who's involved?
- What factors are considered?
- How do you develop your programme(s)? What are the key steps in the process? Trigger points?
- What methods are used?
- What are critical starting points for both the 'course content' and 'knowing and understanding the learner'?
- What changes have you made recently? Why?

**3b. Theme:** *Practical work-based component*

*Prompt Questions:*

- Do you have a practical work based component? If so, how does this work?
- Point of difference in terms of effectiveness?

**3c. Theme:** *Approach to assessment*

*Prompt Questions:*

- What is your approach to assessment?

- Why? Key principles? What types of assessment methods do you use (i.e. integrated or formative/summative etc)? Why?

**3d. Theme:** *Point of difference to other PTEs regarding Programme Development*

*Prompt Questions:*

- What are the key factors which enhance the programme development phase for your organisation  
i.e. encourage motivation/success/other key factors for learners?  
Benefits and drawbacks of your approach? Effects on policy, process, people, systems?

**Programme Delivery**

**4a. Theme:** *The process*

*Prompt Questions:*

- Describe the delivery process. Who, What, Where, When and Why? Trigger points?
- What makes this particularly successful for your organisation? Benefits and drawbacks of your approach?
- What changes have you made recently? Why? Effects/consequences on policy, process, people, systems?

**4b. Theme:** *Teaching approaches*

*Prompt Questions:*

- How do you decide what teaching approach to use?
- How are teaching approaches determined? Is it a result of initial assessments/tutor comfort/other?
- Is the learner recognised as a director of their own learning?
- Are delivery methods (teacher centred, learner centred, practically oriented, tutor as learner/learner as tutor) flexible depending on the group? Or generic across all learners?

**4c. Theme:** *Learner support*

*Prompt Questions:*

- Can you talk to us about the tutor / learner relationship? How do staff build relationships with learners? Parameters? What it encompasses in terms of extracurricular support etc?
- Its impact on PD&D and T&L? What are the strengths of the approaches used in your organisation?

## Evaluation and Review

### 5a. **Theme:** *The process*

#### *Prompt Questions:*

- Who's involved in the monitor and review of your programmes? What's the process? Why? Trigger points?
- How do you set performance indicators to measure course effectiveness? What tools do you use? How often does evaluation and review occur or is it ongoing on different levels?
- How do you link programme reviews to overall organisational review processes?

### 5b. **Theme:** *Continuous improvement*

#### *Prompt Questions:*

- Is data collected and analysed throughout the year? From which stakeholders? On what parameters? What happens to this information?
- How do you engage in continuous improvement/use the results of your internal self-review and feedback from external stakeholders to improve programme design/development/delivery and review?
- What changes have you made recently? Why? Effects on policy, process, people, systems?

### 5c. **Theme:** *Comparison with other PTEs and the wider industry*

#### *Prompt Questions:*

- Do you compare your practices to other PTEs? Do you “benchmark” learning experiences and assessment outcomes against establishments of similar nature as well as against industry and professional standards?

### 5d. **Theme:** *Point of difference to other PTEs regarding Evaluation and Review*

#### *Prompt Questions:*

- What are your benefits and drawbacks of your approach?

## Concluding Questions

### 6a. **Theme:** *Role of holistic organisational support variables in PD&D and T&L*

#### *Prompt Questions:*

- Role and impact of parental and community involvement, stakeholder management (Staff, learners, whānau, community,

industry, agencies), QMS professionalism, recruitment, the cultural ethos, the learning environment, organisational identity, management style, staff empowerment etc?

**6b. Theme:** *Process of reflection and evolving journey for organisation from past to future*

*Prompt Questions:*

- How much time do you spend reflecting on the organisation?
- What are your mechanisms for reflection? How has your thinking evolved? Have the type of programmes you are running currently changed since the organisation began? If so, what was the main reason for the changes? What are the future plans for your PTE?

**6c. Theme:** *Advice for other PTEs and general comments*

*Prompt Questions:*

- What advice do you have for other PTEs wanting to model your practices?
- Would you like to make any other comments re what we have discussed today?

## Appendix 5 – Glossary

Aiga:	family
Aroha:	love
Hapū:	sub-tribe
Hui:	meeting
Iwi:	tribe
Kānohi ki te kānohi:	face-to-face
Kapa haka:	performing group
Karakia:	prayer/ritual
Kaumatua:	elder
Kaupapa Māori:	Māori philosophy
Koha:	gift
Kuia:	wise elderly women
Mana:	prestige
Marae:	my home ground/ standing land / focal point, meeting place for whānau, hapu, Iwi
Ngā hononga:	relationships
Pono:	honest, truthful
Pukenga:	skilled, storehouse of knowledge
Rohe:	geographical area/region /district
Tangi:	mourning
Te ao Māori:	the Māori world
Te reo Māori:	the Māori language
Te reo me ona tikanga:	the language and its customs
Tika:	correct
Tikanga:	meaning, custom
Waiata:	song
Whakapapa:	genealogy, cultural identity
Whakatauākī:	proverb, maxim
Whānau:	family
Whānaungatanga:	nurturing relationships



NEW ZEALAND **QUALIFICATIONS** AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA



125 The Terrace  
PO Box 160  
Wellington 6015  
New Zealand  
Tel: 64 4 802 3000  
Fax: 64 4 802 3112  
[www.nzqa.govt.nz](http://www.nzqa.govt.nz)