

WelTec
Māori Consultation and Review

Current and Future Strategies
for
Māori Achievement

Wellington Institute of Technology

Te Whare Wānanga o te Awakairangi

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He Mihi

E mihi kau ake ana ki Taranaki tāngata, Taranaki iwi, te āhua i heke mai i Aotea, Kurahaupō me Tokomaru. Kei runga noa atu te hau kāinga e tahutahu tonu ana i ngā ahi o te whare kīkī, te whare kōkō, te whare pūtoi.

Nō reira, e mihi kau ake ana ki a koutou ngā uri o ngā hekenga mai i Tātaramoa, Nihoputa me Tamateuaua, tae noa ki Paukena, koutou o Heretaunga, Whakatiki kei runga, Awakairangi kei raro, e tū roa i ngā taha o te Wai-o-orotū me Waiwhetū.

Tēnā atu me mihia ngā tohu o te whenua i Te Ūpoko o te Ika a Māui, koia rā nei Ngā Whatu-o-te-Ika, āra, Te Whanganui o Taraika me te Wai-e-rāraparapa-ana i roto i te maru of Ngā Tara-e-rua kei runga i ngā maunga whakahī, ngā maunga whakatauakī, e tū haere nei, e tū mokemoke nei, e tū rārangi nei i runga i te Paepaenui o Whaitiri. Heoi anō, tēnā koutou.

Nei rā e tuku atu ngā mihi ki te Tumuaki, ngā kaihautū, ngā ūpoko ā-kura, ngā kaiako, ngā kaipoipoi, ngā kaiwhakapenapena me ngā ākongā Māori o te Whare Wānanga o te Awakairangi. He maioha tāku tēnei ki a koutou mō ngā kōrero me ngā whakaaro i whakarewahia, whakawhārikitia hoki. Kātahi anō mā tēnā e whakamana, e whakatīnana te kaupapa rangatira hei whakaparapara he huarahi hou mō mātou te tāngata taketake o te Ika a Māui ro i tōu whare kura kia tāea e ngā ākongā Māori te whakapiki i te maunga o te mātauranga.

No reira, otirā noa atu, ka mihi atu, ka mihi whānui, ka mihimihi atu anō, tēnā koutou, tēnā koutou, tēnā rā koutou katoa.

ONE

Executive Summary

WelTec

Te Whare Wānanga o te Awakairangi - the Wellington Institute of Technology (WelTec) is the largest tertiary provider in the Hutt Valley (10,400 students; 4,670 EFTS). Drawing on a long history of providing technical trades training WelTec makes a significant contribution to the region with students drawn from Lower and Upper Hutt, Wellington and other adjacencies enrolled in ten schools undertaking an extensive range of professional, technical and trades courses and programmes at certificate, diploma, degree and graduate levels.

Formed in 2002 following the incorporation of the Central Institute of Technology into Hutt Valley Polytechnic, WelTec is an institution able to adapt to changing circumstances. In January of this year, WelTec adopted a reformed governance structure under a new joint Council with Whitireia Community Polytechnic.

From the centre at Petone, WelTec has campuses in Auckland, Masterton and Wellington providing courses in Creative Technologies, Hair Beauty & Make-up, Addiction Studies, Counselling, Funeral Direction and Trauma Management. WelTec is developing a second purpose built campus in Wellington for the School of Hospitality & Tourism School as part of a new Centre of Vocational Excellence. A new Trades Academy began this year on the Petone Campus. The Creative Technologies programme, new Trades Academy and marae based component of the certificates and diplomas in addiction studies, taught in seven locations under nine memoranda of understanding throughout the North Island, are particularly innovative.

WelTec has strong partnerships with industry and business organisations, including joint programmes to provide students with work or community placed learning experiences, and the transfer of knowledge and technology contributing to innovation in local industry.

The combination of foresight and flexibility reflects in the good relationship nurtured with mana whenua in the Hutt Valley. This year WelTec renewed a Memorandum of Understanding (MOU) with Te Rūnanganui o Taranaki Whānui first signed in 2008. The relationship with mana whenua gave rise to the Tamaiti Whāngai Māori Student Support programme in 2008 that now stands centrepiece to Māori student support at WelTec. In 2010 TEC funded WelTec to research the education needs of beneficiaries of the Port Nicholson

Block Treaty Settlement. The *WelTec Investment Plan* (2011-2013) iterates the value of this relationship:

Maintaining local support, including support from the Māori and Pasifika communities, is essential for the survival of the institution.¹

Preparing the Review

Along with an increasing Māori national profile, national goals to lift Māori, Pasifika and youth participation and success in tertiary education, several Treaty of Waitangi settlements realising Māori potential in the Wellington region and increasing numbers of Māori students the review is a timely way of assessing current initiatives and structures to suggest augmentations that can build on good work to date as WelTec moves into the future.

The Chief Executive (CE) Linda Sissons and Kaiwhakahaere Māori Hinemoa Priest initiated the review. A Māori Review Consultation Committee was formed comprising: Consultation Sponsor – Linda Sissons (CE), Project Coordinator – Hinemoa Priest, (Kaiwhakahaere Māori), Alan Cadwallader (Academic Director), Wīrangī Luke (Te Rūnanganui o Taranaki Whānui representative) and Mark Broadbent (Human Resources Director). The wider Executive Management Team (EMT) and level three managers provided support as appropriate. The writer was recruited as the independent reviewer. A Terms of Reference was drafted focussing on four areas:²

1. Consult on existing WelTec initiatives and assess their successes and challenges.
2. Identify best strategies for improving Maori student outcomes.
3. Compare models for improving Māori outcomes from other tertiary institutions.
4. Discuss accountability structures for Treaty responsiveness.

The Review

The principal body of the review was conducted over three days (29 and 30 August and 12 September) meeting about 50 staff and students including members of the Executive Management Team, Heads of Schools, level three managers, tutors, mentors and others. The reviewer also met with mana whenua. There was one written submission from Māori staff at Auckland. The reviewer read all annual reports since 2005, the current investment plan, a proposal from the Academic Director on current and future student support, several evaluations of the Tamaiti Whāngai Programme, the final report for the WelTec - Whitireia

¹ *WelTec Investment Plan* (2011-2013), p. 5.

² See Appendix One for full Terms of Reference.

Strategic Partnership, papers from the Port Nicholson Block Trust and Te Rūnanganui o Taranaki Whānui and a range of statistical analyses profiling student participation and success rates. A high level of goodwill and commitment toward making a difference for Māori students characterised the review.

National Goals

The tertiary education environment has undergone much change since the introduction of the 1989 Education Act. Tertiary institutions are more accountable with a raft of new obligations to government, industry, communities and students. The Tertiary Education Commission (TEC) requires institutes of technology and polytechnics (ITPs) to return annual 3% surpluses. TEC expects ITPs to lift numeracy and literacy, increase the number of students in STEM qualifications (Science, Technology, Engineering and Mathematics), raise successful course and qualification completion rates, and create pathways for young learners, Māori and Pasifika including opportunities for very young students via Youth Guarantee and the Secondary Tertiary Alignment Resource programme (STAR).

Inbuilt are a number of expectations around raising Māori participation, particularly at higher levels, lifting Māori successful course and qualification completion, engaging with Māori communities, and contributing toward Māori economic, social and cultural goals with the aim of empowering Māori to participate and contribute to their fullest potential within New Zealand society.

Economy and Wellbeing

The TEC, *Tertiary Education Strategy* (2010-2015), and New Zealand Qualifications Authority (NZQA), *Māori Strategic and Implementation Plan* (2007-2012), acknowledge the growing Māori contribution to the New Zealand economy. Māori capital has grown to \$40 billion; Māori control 37% of New Zealand's fishing quota and 36% of forests.³ The Māori contribution to GDP will rise from 6% to 25% over the next 20 years.⁴ Tertiary education has a crucial role to assist Māori learners to gain the skills to lead Māori social, cultural and economic development, manage assets, grow innovation and increase Māori participation in New Zealand society and the economy.

There is significant potential in the Wellington and Hutt Valley regions. Treaty of Waitangi settlements are unlocking potential with the Port Nicholson Block Trust and Taranaki Whānui settlement already in place and another with Ngāti Toa nearing completion. Settlements adjoining the Wellington region are relevant with Ngāti Apa, Rangitāne ki Manawatū and Te Tau Ihu o Te Waka also in place and others for Ngāti Kahungunu ki

³ *NZ Herald*, 10 June 2012.

⁴ BERL Report - *New Zealand Herald*, 29 October 2011.

Wairarapa and Rangitāne ki Wairarapa in progress. The *WelTec Investment Plan* (2010-2013) recognises the importance of how it engages with this potential:

Over the next triennium WelTec will be an “industry powerhouse” supporting economic development with a focus on both the Wellington region and New Zealand as a whole. Our aim is to increase productivity of New Zealand businesses, iwi and Pasifika communities and to support further development of the international education industry.⁵

Māori Student Numbers

How ITPs engage with tertiary goals for Māori over the next two decades is especially important because of the changing structure of the student demographic. Māori numbers in tertiary institutions have risen dramatically over the last 20 years. Nationally in the 10 years to 2009, Māori tertiary student numbers doubled from 45,000 to 90,000 with Māori becoming the largest participating non-European ethnicity in 2005 (22.1%). During the same period, student numbers in the ITP sector rose 31.2%, second only to growth in wānanga.⁶ A significant proportion of those students are Māori.

The number of young Māori entering ITPs will continue to increase as a proportion of all students well beyond 2030. At 1.4% per annum, the national Māori population is rising more than three times faster than the European population. The Māori population will grow by 190,000 to reach 820,000 by 2026.⁷ The 0-14 year old European population is also steadily declining alongside an increasing Māori youth demographic. Nationally Māori will make up one third of all New Zealand children by 2031.⁸

WelTec

WelTec can expect increasing numbers of Māori students (see Table 1):

- Between 2004 and 2009, the Māori percentage of all enrolments at WelTec rose incrementally from 11.9% to 12.6%.

Māori EFTS have risen sharply over the last two years:

- By 32% in 2010 (from 562 to 740).
- By 9% in 2011 (from 740 to 807).

⁵ *WelTec Investment Plan* (2011-2013), p. 5.

⁶ Ministry of Education, 2006.

⁷ Statistics New Zealand, *Māori Population Projections*, 2008.

⁸ NZQA, *Māori Strategic and Implementation Plan*, 2007; Ministry of Education, 2005, 2010.

This spike relates to a combination of factors, including the current economic downturn, which regularly causes a rise in Māori tertiary enrolments, an increasing Māori youth demographic now entering tertiary education, the emerging iwi presence within the context of recent Treaty settlements, and the success of the Tamaiti Whāngai programme and its promotion throughout the Māori community by Te Rūnanganui o Taranaki Whānui.

The net effect of the rise in Māori student numbers at WelTec between 2004 and 2011 is:

- 51% by percentage (11.9% - 2004; 18.0% - 2011).
- 57% by EFTS (513 - 2004; 807 - 2011).

Year	2004 ¹⁰	2005 ¹¹	2006 ¹²	2007 ¹³	2008 ¹⁴	2009 ¹⁵	2010 ¹⁶	2011 ¹⁷
Total EFTS	4,313	4,503	4,261	4,437	4,417	4,465	4,350	4,482
Māori EFTS	513	549	524	555	548	562	740	807
Māori % of all EFTS	11.9%	12.2%	12.3%	12.5%	12.4%	12.6%	17.0%	18.0%

Other ITPs

This trend follows other ITPs with similar community and student profiles to WelTec:

- Māori student numbers at the Waikato Institute of Technology (Wintec) have risen at the rate of 1% per year over the last six years to 24% of all Wintec students in 2010.
- Bay of Plenty Polytechnic Māori (BPP) enrolments rose from 28% in 2010 to 30% in 2012.
- The Western Institute of Technology Taranaki (WITT) has seen Māori enrolments grow from 33% in 2010 to 39% in 2012.

⁹ The *WelTec Investment Plan (2011-2013)* lists Māori enrolments as 16% (2008) and 17% (2009). The review is unable to explain this differential, except to note that the overall increase from 11.9% in 2004 to 18.0% in 2011 remains significant whatever the trajectory of the rise in Māori student numbers.

¹⁰ WelTec, *Annual Report*, 2005.

¹¹ WelTec, *Annual Report*, 2005.

¹² WelTec, *Annual Report*, 2007.

¹³ WelTec, *Annual Report*, 2008.

¹⁴ WelTec, *Annual Report*, 2009.

¹⁵ WelTec, *Annual Report*, 2010.

¹⁶ WelTec, *Annual Report*, 2011.

¹⁷ WelTec, *Annual Report*, 2011.

Future Māori Student Numbers

Medium level demographic projections are that the upward trend in Māori enrolments at WelTec will continue:

- Māori will comprise 19.5% of the Hutt Valley population by 2021, including 20.5% in Lower Hutt.¹⁸
- More significantly, Māori will comprise 31% of all children aged 0-14 in Upper and Lower Hutt by 2021, including 32.4% in Lower Hutt.¹⁹

Extrapolating these projections in a formula based on the mid-point between the regional demographic (19.5-20.5%) and 0-14 year olds (31-32.4%), which fits other institutions,²⁰ WelTec may expect a roll of 25-28% Māori students by 2021.

A preliminary survey of Hutt Valley high school rolls suggests numbers may reach higher:

- Māori are already 23.3% and as high as 40% on some secondary school rolls.²¹
- Māori are already around 30% of intermediate students in the Hutt Valley with many schools ranging well over that,²² as is the case in several primary schools.²³

WelTec needs to strategize for a more Māori future. Challenges will include developing appropriate learning pathways, closing gaps between Māori and non-Māori student pass rates, increasing Māori staff numbers, and empowering the cross-cultural confidence of all staff to contribute to Māori achievement in a partnership equation where Māori and non-Māori staff are equally important. The WelTec – Whitireia Strategic Partnership recognises the challenge this presents:

Overall the alignment between the likely future requirements of the region and the capacity and programmes of the two Institutions when viewed together is good. However, the changing proportions of Māori and Pacific students and their current lower levels of achievement when compared to all students is a challenging issue that will need to be addressed. That said, the education performance results of both Institutions suggest that they have complementary capability and expertise which if shared would help to lift the performance of Māori and Pacific students in all programme levels.²⁴

¹⁸ Statistics New Zealand, *Medium Population Projections – Hutt Valley*, June 2011. Māori were 16.6% of the Hutt Valley (Upper and Lower Hutt) population in 2006.

¹⁹ Statistics New Zealand, *Medium Population Projections – Hutt Valley*, June 2011.

²⁰ Māori are 20% of the population and 30% of all school age school in the Waikato – Wintec has 24% Māori students.

²¹ Figures from ERO Reports 2010 & 2011: Wainuiomata College 40%; Taitā College 40%; Naenae College 25%; Upper Hutt College 25%; Hutt Valley High 15%; Sacred Heart Girls 15%; St Bernards 15%; Silverstream 14%.

²² Figures from ERO Reports 2010 & 2011: Naenae Intermediate 38%; Avalon Intermediate 31%; Maidstone Intermediate 25%.

²³ Figures from ERO Reports 2010 & 2011: Pukeatua Primary 75%; Wainuiomata 37%; St Josephs 15%.

²⁴ WelTec – Whitireia, *Students First Project Report – Executive Summary*, 2011.

Main Themes

Brought forth from the relationship between WelTec and mana whenua Te Rūnanganui o Taranaki Whānui, the Tamaiti Whāngai Academy vehicle for Māori student support at WelTec is unique. Few Māori support mechanisms are born of similar links. Tamaiti Whāngai is also very effective. A comparative survey of historical course and qualification completion rates at WelTec and with other ITPs indicates Tamaiti Whāngai has made a meaningful contribution to closing gaps between Māori and all students in course and qualification completions at WelTec. Few other Māori student support programmes produce similarly robust data on outcomes.

While Tamaiti Whāngai punches well above its weight in terms of outcomes, Tamaiti Whāngai also operates below potential. With 3FTEs employing five part-time tutors it reaches just 20-25% of Māori students. There is general agreement to expand the Tamaiti Whāngai programme but uncertainty about how to realise that. Some regard Tamaiti Whāngai as outside WelTec. Others believe the programme underutilised. Many staff find overlaps between Tamaiti Whāngai and centrally located student support confusing.

The review proposes a number of measures to address these issues. Tamaiti Whāngai needs to be expanded. Aligning Tamaiti Whāngai under a new Director Māori co-equally and in parallel with central student support under the Academic Director and tasking each with a combination of specific and cooperative duties will help. Some overlaps will continue. This is normal. What matters is partnership. There is also work to do to strengthen the relationships between those heading student support initiatives and Heads of Schools.

The review makes other recommendations to strengthen the relationship with Te Rūnanganui o Taranaki Whānui; including visiting the possibility of representation on the Joint Council with Whitireia and a Kawenata agreement around shared goals for Māori success.

WelTec will reap benefits from empowering all staff to contribute to Māori achievement via a new professional development programme.

The review also proposes that WelTec enhance its bicultural profile by exploring a relationship with another tertiary provider to teach te reo Māori. Other recommendations address customary practice on campus.

The recommendations are summarised at the end of the report. These reflect submissions to the review, build on much good work already achieved and the goodwill encountered by the writer. On this basis, they should assist WelTec in broadening the pathway for Māori achievement.

TWO

The Contribution of The Tamaiti Whāngai Academic Academy

National Goals for Māori in Tertiary Education

Māori course and qualification completion pass rates are generally lower than for non-Māori across the tertiary sector and have been for some time. The *Tertiary Education Strategy* (2010-2015) requires tertiary organisations to improve their pastoral and academic support and adopt teaching practices that are culturally responsive to Māori students to lift their success. The most recent TEC statement, the *Initial Plan Guidance for 2013 Plans: Guidance for all TEOs* (2012), goes beyond the aspiration of improving pass rates to expect that “Māori and Pacific learners achieve at least on a par with everyone else” – equal outcomes is the new goal. The Minister of Tertiary Education recently announced a goal to achieve this by 2018.

Tamaiti Whāngai

The *WelTec Investment Plan* (2010-2013) recognises the need to assist Māori “to achieve in education” and expresses the goal of expanding the Tamaiti Whāngai Academic Academy (pp. 9-12). Tamaiti Whāngai has been previously reviewed (2008, 2009, 2010 and 2012). The current review extends that work to compare outcomes in more detail with *all students* both at WelTec and with other ITPs.²⁵ The findings concur with the earlier reports that Tamaiti Whāngai is an effective initiative; one that makes a real difference.

A core strength of the programme lies in the close link with the Te Rūnanganui o Taranaki Whānui Māori education strategy which, at a pragmatic level, is in advance of several other iwi visions many of which remain at the level of aspirational statements. The Hutt Valley has a history of positive community engagement for Māori education. The internationally regarded Kōhanga Reo Movement began at Waiwhetū Marae and among the Wainuiomata Māori community. Te Rūnanganui o Taranaki Whānui has an arrangement with the Western Institute of Technology Taranaki to teach the Taranaki dialect of te reo at Waiwhetū Marae. Another community programme working in partnership with Te Wānanga o Aotearoa

²⁵ The preference would be to compare Māori with non-Māori, which gives a more precise indication of gaps; however, sector data tends to compare with an all student figure which includes Māori and non-Māori.

delivers a te reo Māori programme at Kōkiri marae. Te Rūnanganui o Taranaki Whānui inaugurated the Tamaiti Whāngai programme in the Hutt Valley in 2002 with a strategy by group to support Māori in the 0-5, 5-16, 16-25, and 25+ age ranges. A holistic framework of supporting Māori in education, sport, health, employment and cultural, personal and social development within embedded tikanga and te reo paradigms is central to the philosophy of the programme.²⁶

The Tamaiti Whāngai Academic Academy was extended into WelTec after an MOU was signed with Te Rūnanganui o Taranaki Whānui in 2008. The programme provides one-to-one mentoring, learning support and pastoral care within a tikanga environment. There is an emphasis on academic, personal, cultural and sporting development. Under a partnership model, two of five mentors are paid by the rūnanga. The writer is unaware of any similar examples where local iwi contribute in this way. The programme has grown steadily from one mentor and 13 students in 2008 to 3FTE mentors supporting 120 students in 2011.²⁷

Tamaiti Whāngai produces very good *hard data* about the difference it makes for Māori student outcomes. Few other Māori student support programmes in the country produce such figures. For instance, Te Puni Kōkiri and Ako Aotearoa – the National Institute for Excellence in Tertiary Teaching led *Kaiako Pono* (2010) national review of more than 20 Māori tertiary student support programmes in 2010 found just one programme able to produce similar hard data for improved Māori outcomes.²⁸

Following sections evaluate the data comparing Tamaiti Whāngai supported and non-supported Māori, Māori and all students, and how the programme compares for Māori across the sector.

Outcomes in 2010

Table 2 shows Māori student successful course completion rates in study programmes targeted for Tamaiti Whāngai support in 2010.

Supported Programme of Study	Māori Student Completion Rates	All Student Completion rates	Unsupported Programme of study	Māori student completion rates	All student completion rates
Exercise Science	87%	85%	Hair & Beauty	66%	74%
Construction	84%	77%	Hospitality	74%	87%
Creative Technologies	72%	78%	Auto L3	22%	58%
Electrotechnology	74%	73%	Auto L4	74%	78%
Average	79%	78%	Average	59%	74%

²⁶ A. Torr, *Tamaiti Whāngai – A Review of Four Years of Progress and Future Challenges*, 2012.

²⁷ Torr, 2012, p. 5.

²⁸ Pania Tahau-Hodges, *Kaiako Pono: Mentoring for Māori Learners in the Tertiary Sector*, Wellington, Ako Aotearoa & Te Puni Kōkiri, 2010.

Outcomes were an average 20% higher than for Māori in unsupported programmes. More significantly, outcomes for supported Māori students in three of five targeted programmes were higher than the course pass rate for all students.

Outcomes in 2011

In 2011 Tamaiti Whāngai supported 81 of 351 or 23.1% of Māori students in programmes listed in Table 3:

Programme Name	Tamaiti Whangai participants Course Completion Rate	Non Tamaiti Whangai participants Course Completion Rate	All Maori Course Completion Rate	All Students Course Completion Rate	MAORI COHORT		
					No Individuals TW supported	No. Individuals non-TW supported in 2011	% TW
1. Bach Creative Technologies	88%	75%	84%	87%	15	11	58%
2. Cert Electrical & Electronic Skills	80%	21%	64%	59%	8	3	73%
3. Cert in Carpentry	88%	80%	83%	91%	7	23	23%
4. Cert Mechanical Engineering	42%	60%	51%	60%	5	5	50%
5. Cert Food and Beverage Service	100%	68%	81%	91%	5	8	38%
6. Cert Hairdressing & Beauty Services	0%	51%	44%	65%	4	20	17%
7. Cert Pre-Trade Painting	20%	68%	62%	74%	5	34	13%
8. National Dip Engineering (Mech)	100%		100%	78%	2	0	100%
9. Diploma in Exercise Science	50%	87%	75%	87%	2	5	29%
10. Certificate in Food Preparation	100%	100%	100%	100%	3	1	75%
11. Cert Applied Decorating Skills	67%	60%	62%	54%	3	8	27%
12. Cert Recreation and Sport	67%	84%	83%	87%	2	19	10%
13. Cert in Automotive Technology	100%		100%	55%	1	0	100%
14. Cert Brick, B Laying, Paving and Tiling	75%		75%	75%	2	0	100%
15. Nat Dip Construction Management	13%	13%	13%	72%	1	1	50%
16. Certificate in Creative Technologies	100%	83%	88%	81%	2	6	25%
17. Cert in Hairdressing	0%	84%	68%	69%	1	4	20%
18. Nat Cert in Business Administration	100%	56%	64%	70%	2	9	18%
19. Bachelor of Engineering Technology	100%	90%	91%	82%	1	5	17%
20. Nat Cert BusAdm & Computing	50%	38%	39%	54%	2	16	11%
21. Certi Fashion Make-up Artistry	0%	55%	50%	66%	2	21	9%
22. New Zealand Diploma in Business	33%	70%	68%	75%	1	32	3%
23. Certificate in Exercise Science	0%	86%	83%	82%	1	17	6%
24. Cert Plumbing and Gasfitting	0%	63%	57%	77%	1	10	9%
25. Cert Design (Skills and Technologies)	67%	50%	53%	77%	3	12	20%
RELEVANT TOTALS					81	270	23%

²⁹ Modified from statistics provided by Strategy and Development.

- In 12 of 25 programmes (Green), the course pass rates for Tamaiti Whāngai supported Māori students equalled or exceeded the pass rates of non-Tamaiti Whāngai supported Māori students and all students.
- In two others (Blue), the course pass rates for Tamaiti Whāngai supported Māori students exceeded the pass rates of non-Tamaiti Whāngai supported Māori students but not those for all students.

In these programmes Tamaiti Whāngai supported students were generally a higher percentage or number of Māori students. This suggests that their cohort engagement with the programme develops a measure of internal self-support.

- In 11 programmes (Pink), the course pass rates for Tamaiti Whāngai supported Māori students were lower than non-Tamaiti Whāngai supported Māori students and all student outcomes.

In these programmes Tamaiti Whāngai supported students were generally a lower percentage or number of Māori students which is probably significant.

On balance, Tamaiti Whāngai supported students do better where they comprise a higher percentage and number of Māori students (e.g. programmes 1, 2, 5, 8, 14) forming a viable sub-cohort able to work together and with Tamaiti Whāngai (e.g. programmes 3, 10) and less well where they comprise a small percentage and number of a relatively larger group (e.g. programmes 7, 12, 21, 22, 23, 24).

These outcomes are very good, especially given Tamaiti Whāngai's limited 3FTEs five mentor capacity and since in many instances Tamaiti Whāngai supported students will be those who struggle most and/or require more support. This supports the call in previous assessments of Tamaiti Whāngai to increase the capacity of the programme.

The outcomes may also relate to whether or not there is access to or standing relationships with schools. Feedback from Heads of Schools suggests that Tamaiti Whāngai is most successful where relationships have been built with schools, Heads of Schools and/or teaching staff.

The Gap between Māori and All Student Course and Qualification Completions

While the figures in Tables 2 and 3 are very good, there is a tendency in analysis and previous reports to focus on comparing outcomes between supported and non-supported Māori students. While that assists assessing programme effectiveness, it can also be defensive.³⁰ Even if a programme is lifting Māori pass rates, what ultimately matters are

³⁰ This is explored further in Three – Future Relationships - Māori Leadership & Support, Faculties, Schools, Students, Mana Whenua.

outcomes for Māori compared to *all students* because parity is the new TEC goal. The key question is whether gaps between Māori and all students are closing.

Improving Māori outcomes does not necessarily close gaps. There is upward improvement in Māori pass rates in several parts of the ITP sector; however, this often occurs alongside a more rapid rise in non-Māori pass rates the net effect being unchanged or *widening* gaps between Māori and all student outcomes. For example, in one ITP with a similar Māori student demographic and community profile to WelTec, Māori course completions rose from 57% to 66% between 2005 and 2010, while the non-Māori student pass rate rose from 62% to 80%; the gap between Māori and non-Māori actually increasing from 5% to 14%.³¹

WelTec Course Completions

Table 4 shows that since 2008 Māori course completions at WelTec have risen 18% while the all student figure has risen 11%, the gap nearly halving since 2008 – the first year of the Tamaiti Whāngai Academic Academy.

Table 4: Māori Course Completions at WelTec 2008-2011				
	2008	2009	2010	2011
All Students	65% ³²	67% ³³	74% ³⁴	76% ³⁵
Māori	50% ³⁶	55% ³⁷	65% ³⁸	68% ³⁹
Gap	-15%	-11.7%	-9%	-8%

WelTec Qualification Completions

A similar pattern emerges with qualification completion (Table 5). Gaps between Māori and all students closed by two-thirds between 2008 and 2010. There is an increase in the gap in 2011 likely relating to the recent spike in Māori enrolments discussed in the Executive Summary; those new students are not yet completing qualifications.

³¹ Name of ITP withheld - sensitive information.

³² WelTec, *Investment Plan (2011-2013)*.

³³ WelTec, *Annual Report, 2010*.

³⁴ WelTec, *Annual Report, 2011*.

³⁵ WelTec, *Annual Report, 2011*.

³⁶ WelTec, *Investment Plan (2011-2013)*.

³⁷ WelTec, *Annual Report, 2010*.

³⁸ WelTec, *Annual Report, 2011*.

³⁹ WelTec, *Annual Report, 2011*.

Table 5: Māori Qualification Completions at WelTec 2008-2011				
	2008	2009	2010	2011
All Students	56% ⁴⁰	57% ⁴¹	64% ⁴²	62% ⁴³
Māori	40% ⁴⁴	46% ⁴⁵	59% ⁴⁶	51% ⁴⁷
Gap	-16%	-11%	-5%	-11%

These outcomes compare very well with similar ITPs. And, while they may also be attributed to the general culture of WelTec, they seem testament to the Tamaiti Whāngai programme and the partnership with Te Rūnanganui o Taranaki Whānui.

National Sector Course and Qualification Completion Comparisons

The effective assessment of initiatives in any one institution is assisted by comparison across the national sector. Many institutions do this via comparison with the average/medium outcomes for the sector as a whole. While this is helpful, such comparisons are distorted by some very poor outcomes at the bottom end of the sector. Comparing gaps across all institutions yields greater clarity on performance relative to other providers.

Sector Course Completions

TEC produced the most comprehensive comparative analysis of sector success rates via a snapshot of results in Dec 2010 (Tables 6 & 7). The tables are a good assessment of outcomes for Māori across the sector. WelTec was:

- 13th out of 20 ITPs for the all student course completion rate (75%).
- 10th for Māori course completion rates (68%).⁴⁸
- 10th equal in terms of the gap between Māori and all students (Māori -7%).

While there is room for improvement, had such a snapshot been taken at an earlier date, say 2008, then WelTec could very well have been near the bottom of the table for Māori course

⁴⁰ WelTec Investment Plan (2011-2013).

⁴¹ WelTec, *Annual Report*, 2010.

⁴² WelTec, *Annual Report*, 2011.

⁴³ WelTec, *Annual Report*, 2011.

⁴⁴ WelTec Investment Plan (2011-2013).

⁴⁵ WelTec Investment Plan (2011-2013).

⁴⁶ WelTec, *Annual Report*, 2011.

⁴⁷ WelTec, *Annual Report*, 2011.

⁴⁸ The WelTec *Annual Report* (2011) adjusted the figure for Māori pass rates downwards to 65%. Similar applies to other institutions. The writer has left the TEC figures in as, on balance, relative positions remain fairly constant.

completions (50%) and the gap between Māori and all students (-15%). The result is therefore quite reasonable particularly as Tamaiti Whāngai had been operating for just two years.

Table 6: Successful Course Completions - All Polytechnics 2010 ⁴⁹		
All Students	Māori Students	Gap All Students & Māori Students
1.Aoraki 84%	1.Aoraki 83%	1=.Aoraki -1%
2.CPIT 81%	2.Tai Poutini 78%	1=.BPP -1%
3.MIT 80%	3=.MIT 74%	1=.Tai Poutini -1%
4.Tai Poutini 79%	3=.North Tec 74%	2.Tairawhiti -2%
5.NMIT 78%	3=.WITT 74%	2.WITT -2%
6.Otago 78%	6.BPP 73%	6.North Tec -3%
7.North Tec 77%	7.NMIT 72%	7=.MIT -6%
8.WINTEC 77%	8.CPIT 71%	7=.NMIT -6%
9.UNITEC 77%	9.UNITEC 70%	7=.Telford -6%
10.Whitireia 76%	10.WelTec 68%	10=WelTec - 7%
11.EIT 76%	11=.EIT 67%	10=.UNITEC -7%
12.WITT 76%	11=.Otago 67%	12.Waiāriki -8%
13.WelTec 75%	11=.Te Tai Rāwhiti 67%	13. EIT -9%
14.BPP 74%	11=.Telford 67%	14. SIT -9%
15.Telford 73%	11=.WINTEC 67%	15=.CPIT -10%
16. Te Tai Rāwhiti 69%	16.Whitireia 66%	15=.WINTEC -10%
17.Waiāriki 65% [WelTec2008 65%]	17.Waiāriki 57%	17. Otago -11%
18.SIT 65%	18.SIT 56%	18.Whitireia -12%
19.Open 64%	19.UCOL 50% [WelTec2008 50%]	18.UCOL -12% [WelTec2008 -15%]
20.UCOL 62%	20.Open 46%	20.Open -18%

Comparing WelTec's 2008 and 2010 figures, WelTec is making good progress for all students (climbing four relative places) but especially so for Māori (climbing nine relative places) and therefore for closing gaps between Māori and all students (also climbing nine relative places). WelTec is on the right track more so than many others.

⁴⁹ Figures for all students from TEC, *Tertiary Performance Indicators*, 2011. Figures for Māori are drawn from data tables by institution in TEC, *Tertiary Education Performance Report*, 2010, pp. 74-113. TEC has ranked polytechnics for overall student figures using percentages to tenths; although tenths are not shown. The reports for Māori do not include tenths and are not ranked. The writer's analysis of Māori figures and gaps between Māori and all students therefore regards institutions with same figures as equal; e.g. 74% is 3rd equal.

Sector Qualification Completions

A similar if not more encouraging pattern emerges for qualification completion. WelTec was:

- 2nd highest for all student qualification completions, nine places higher than a relative ranking based on the 2008 figure.
- 4th for Māori qualification completions, 11 places higher than a ranking based on the 2008 figure.
- 5th for the gap between Māori and all student qualification completions, some 14 places higher than a relative ranking based on the 2008 figure.

Table 7: Successful Qualification Completions - All Polytechnics 2010 ⁵⁰		
All Students	Māori Students	Gap All Students & Māori Students
1. Whitireia 65%	1. Aoraki 74%	1. Aoraki +17%
2. WelTec 64%	2. BPP 61%	2. BPP +2%
3. CPIT 63%	3. WITT 60%	3. MIT -1
4. Otago 62%	4. WelTec 59%	4. WITT 0
5. WINTEC 61%	5. MIT 57%	5 = WelTec -5%
6. NMIT 60%	6 = NMIT 54%	5 = North Tec -5%
7. WITT 60%	6 = Whitireia 54%	5 = SIT -5%
8. BPP 59%	8. North Tec 51%	5 = Tai Poutini -5%
9. MIT 58%	9. Otago 48%	9. NMIT -6%
10. Aoraki 57%	10. WINTEC 46%	10. Telford -9%
11. North Tec 56% [WelTec2008 56%]	11 = CPIT 44%	11 = Waiāriki -10%
12. EIT 55%	11 = EIT 44%	11 = UCoI -10%
13. UNITEC 52%	13. Tai Poutini 42%	13 = EIT -11%
14. UCOI 51%	14 = Tai Rāwhiti 41%	13 = Open -11%
15. Tai Poutini 47%	14 = UCOI 41% [WelTec2008 40%]	13 = Whitireia -11%
16. Telford 45%	16. UNITEC 39%	16. Tai Rāwhiti -13%
17. Tai Rāwhiti 44%	17. SIT 38%	17. UNITEC -13
18. Waiāriki 44%	18. Telford 36%	18. Otago -14%
19. SIT 43%	19. Waiāriki 34%	19. WINTEC -15% [WelTec2008 -16%]
20. Open 33%	20. Open 22%	20. CPIT -19%

⁵⁰ TEC, *Tertiary Education Performance Report*, 2010, pp. 74-113.

Course Completion Progress in 2012

First trimester results (Table 8) reinforce the trend of rising Māori outcomes and narrowing gaps. If these translate into end results for 2012 then the gap in course completions between Māori (73%) and all students (78%) will have narrowed from 8% in 2011 to 5%.

Table 8: Tri 1 Course Completion Achievements 2011 and 2012			
	2011		2012
	End of Tri 1 Actual	End of Year Actual	2012 Tri 1 Result
The successful course completion rate for Maori students (SAC Eligible EFTS) at level 1 to 3	66%	67%	69%
The successful course completion rate for Maori students (SAC Eligible EFTS) at level 4 to 7	67%	70%	76%
The successful course completion rate for all Maori students (SAC Eligible EFTS)	n/a	68%	73%
The successful course completion rate for all students (SAC Eligible EFTS) at level 1 to 3	70%	72%	75%
The successful course completion rate for all students (SAC Eligible EFTS) at level 4 and above	79%	78%	79%
The successful course completion rate for all students (SAC Eligible EFTS)	77%	76%	78%

One-to-one Mentoring and Pastoral Care

The four previous surveys of Tamaiti Whāngai yielded positive feedback from Māori students. The review does not intend to repeat those already extensive evaluations other than to note that Māori students interviewed for this report further support that Tamaiti Whāngai is making a difference in their study and lives.

A strength of the Tamaiti Whāngai programme is that the mentors are drawn from the local area. They have a familiarity with Māori culture, the community and issues facing young Māori in education and life. This valuable reservoir of cultural capital is built up over many years by living, working, and teaching and learning within the immediate local Māori community. This acumen is not easily acquired, taught or replicated to and by others within an institutional environment.

Anecdotal comments from Māori students spoke to this connectedness, familiarity with issues and the extra commitment it generates:

- “Pākehā students go to central, Māori go to Tamaiti Whāngai”.
- “Our tutors don’t always have time for us; Tamaiti Whāngai tutors make time for us”.

- “With other support we have to make appointments. We have greater access to Tamaiti Whāngai by dropping in, email, texting and cells – they are more open when we have things on our mind”.
- “Other support people don’t understand us; they don’t feel they need to go the extra distance”.
- “They help us outside of WelTec in our lives”.
- “They know us; they speak the language we grew up on”.
- “Tamaiti Whāngai mentors believe in us”.

Perhaps the best narrative emerging from the review came from a young male student, a solo parent with a three year old daughter who enrolled at WelTec to “improve my lot and the path for my daughter”. “Broke and unable to travel over the hill” he hitchhiked with his daughter to WelTec dropping her off at day care. He sought but was denied transport assistance from a number of avenues. Tamaiti Whāngai organised “rides” from their community networks. He is a good student.

Summary

The Tamaiti Whāngai Academic Academy is a unique programme. Tamaiti Whāngai is highly effective at the “coal face”. The programme produces sound hard data; many other Māori support programmes do not. That Tamaiti Whāngai supported higher Māori than all student outcomes in several academic programmes in 2010 and 2011 is a significant achievement. Tamaiti Whāngai appears to be assisting in closing gaps between Māori and all student figures at WelTec; others around the country are widening. There are close ties with the local Māori community. Mentors have a high level understanding of the local Māori community and its young people. This connectedness is not easily replicated by mainstream student support provisions. With increased capacity Tamaiti Whāngai could achieve more. This is a clear priority emerging from the review.

THREE

Future Relationships

Māori Leadership & Support

Faculties, Schools, Students, Mana Whenua

Tamaiti Whāngai in 2012

Tamaiti Whāngai employs five mentors (3FTEs), two paid by Te Rūnanganui o Taranaki Whānui and three by WelTec. One mentor works for the rūnanga Sports Academy. Another works specifically with Māori in the School of Creative Technologies and a third in the School of Construction, the two highest supported Māori cohorts. Another mentor works across trades and the fifth with female students.

In trimester one 2012, Tamaiti Whāngai mentors supported significant numbers or percentages of Māori students in Construction (24 – 23.7%), Creative Technologies (25 – 92.3%), Youth Guarantee (22 – 100%), and the Masterton Campus (18 – 100%) (see Tables 9 and 10).

In other areas, the percentage or number of supported Māori is lower; for instance, Hospitality & Tourism, Engineering, Business & Administration, Information Technology, Youth Guarantee and the sports and fitness programme in Health & Social Services.

There is a call for more Tamaiti Whāngai support on other campuses.

This raises an issue of capacity. The team is spread thinly reaching just 18% of 453 SAC Māori students in trimester one.

Alongside capacity, an expansion regime will also need to consider how Tamaiti Whāngai interfaces with schools or campuses, and how the skill sets of mentors align with the diverse profiles, needs and aspirations of students in different study programmes.

A Director Māori

Relationships

The future success of an expanding Tamaiti Whāngai programme within an environment of increasing Māori student numbers depends on preserving and strengthening the foundational relationship between WelTec and Te Rūnanganui, increasing Tamaiti Whāngai's central role as the primary vehicle of Māori support and forging relationships between Tamaiti Whāngai, Heads of Schools, and other support structures and special initiatives at WelTec.

There is a perception in some areas that Tamaiti Whāngai is different, outside and/or not owned by WelTec. This underestimates the programme's merits. It also causes the programme to sometimes act defensively. For its part, Tamaiti Whāngai mentors often felt "undervalued", "underutilised" and that others sometimes "assume they know better".

These proclivities must change. On one hand, Tamaiti Whāngai is to be accepted as a partnership no different to others with business and industry. Tamaiti Whāngai is not an outside provider; the contribution is part of WelTec. On the other hand, Tamaiti Whāngai and Te Rūnanganui o Taranaki Whānui need to find a position whereby growing the programme means that on a day-to-day operational basis the programme is fully part of WelTec. The point of accountability between mana whenua, the programme and the institution's management lies in appropriate arrangements aligning decision making, advisory and consultative relationships at the level of leadership and governance. Following sections outline how the key relationships can be grown.

A Māori Director

The appointment of a Māori Director was supported in consultations during the review with the EMT, Te Rūnanganui o Taranaki Whānui and during discussions over a newly proposed Student Services Support Centre.

At present a Kaiwhakahaere Māori manages Tamaiti Whāngai, reports to the CE, advises the EMT, acts as a link between WelTec and Te Rūnanganui and is on the Joint Academic Board of WelTec and Whitireia. The Kaiwhakahaere Māori is highly capable and in the writer's view among the better Māori support managers in the ITP sector.

Not a member of the EMT, the Kaiwhakahaere performs these tasks from a middle management level, which places inordinate expectations on the position and inhibits co-equal kaupapa Māori engagement with EMT directors. The direct connection to the CE enhances the mana of the Tamaiti Whāngai programme and reflects the mutual respect and regard that exists between the CE and iwi. However, the CE is also the busiest member of the EMT with the widest range of responsibilities and not as available as others. CEs also change. Expansion without a reporting adjustment might exacerbate both issues.

Appointing a Māori Director is a prudent forward-looking step. Tamaiti Whāngai and Māori at WelTec will benefit from an EMT representative in the form of a Director Māori with a fulltime focus and mandate to manage Tamaiti Whāngai, foster Māori advancement and manage an executive level link with Te Rūnanganui o Taranaki Whānui. The Director would oversee Māori policy, liaise with other directors and deans, and reinforce provisions for Māori on all campuses, and lead and advise on new initiatives around tikanga Māori, and the inclusion of te reo and mātauranga Māori in curricula. The position would need proper resourcing including an appropriate budget for expanding Tamaiti Whāngai. This will free the Kaiwhakahaere Māori position to manage the day-to-day operations of Tamaiti Whāngai.

Comparing Other Models

The following analysis compares three successful models in the ITP sector. Two have a Māori Director, one does not:

- *Western Institute of Technology of Taranaki (WITT)*

WITT is similar to WelTec. The institute lies in a robust Māori tribal district. Māori enrolments are higher than the national demographic (14.7%) and rising. Between 2010 and 2012 they rose from 33% to 39%.

WITT has a Tumu Paetaki/Paearahi Director Māori who sits on the executive and heads a Māori Studies academic programme and the Māori student support Kōpū Manaaki Programme.

The structure is effective. In 2010, the gaps between Māori and all student course and qualification completions were 2nd equal and 4th best in the sector (-2% and 0%; see Table 11 later in this chapter).

WITT has also been successful at recruiting Māori staff; numbers increasing from 12% in 2010 to 15% in 2012.⁵¹

- *Bay of Plenty Polytechnic (BPP)*

BPP has a similar regional profile to WelTec with location in a strong tribal district and higher than national demographic Māori enrolments that have risen from 28% in 2010 to 30% in 2012.

The senior Māori staff member is the Director Māori and Director of Education Development. They report to the CE, sit on the executive, and administer a kaupapa Māori support service, Ako Awe, incorporating Ako Ātea (common learning spaces) and Ako Āwhina (support programmes).

⁵¹ Western Institute of Technology of Taranaki, 2012.

In 2010, the gaps between Māori and all student course and qualification completions were respectively 1st equal and 2nd best in the sector (-1% and +2%; Table 11).

BPP operates specific Māori staff recruitment and targeted Māori staff leadership development programmes as well as a kaupapa Māori training programme for all staff. Māori are 12% of all staff.

- *Aoraki Polytechnic*

Aoraki Polytechnic is based in the South Island. Although located within the strong Ngāi Tahu tribal area the local Māori demographic is low (6%). Māori enrolments (10% in 2010) are lower than the national demographic. Māori students have a distinctly different profile many enrolling from outside the region because of the specific nature of the offerings at the main campus in Tīmaru. There are also lower Māori staff levels.

There is no Māori Director or Māori support team. A sole Māori Liaison Officer reports to a mainstream director.

Aoraki's Māori course and qualification completions were the highest in the sector in 2010. Gaps between Māori and all student course and qualification completions were 1st equal and 1st best in the sector (-1% and +17%; Table 11).

Summary

The BPP and WITT Māori Director models are the most successful ITPs where Māori enrolments exceed the national demographic. The no Director Māori - mainstream led Māori support model works well where Māori student numbers are less than the national demographic.

Recommendation

- WelTec appoint an appropriately resourced Director Māori by mid-2013. The Māori Director have responsibility for: Tamaiti Whāngai; liaising with other directors and deans; building relationships with iwi; overseeing Māori policy development; reinforcing linkages and provisions for Māori on all campuses; leading and advising on new initiatives around Māori culture and tikanga, and the inclusion of te reo and mātauranga Māori in curricula. In recognition of the relationship with mana whenua, Te Rūnanganui o Taranaki have a representative/s on the interview panel.

Expanding Tamaiti Whāngai Mentor – Student Ratios

Mentor – Student ratios also justify expansion:

- Tamaiti Whāngai grew from one mentor and 13 students in 2008 to a mentor-student ratio of 1:40 in 2011 (3 FTE mentors – 120 students).
- The 2012 ratio is also high. Including 82 SAC funded students and 22 Youth Guarantee Māori students in trimester one, the current 5 mentors (3FTEs) will work at 1:30+ as the year unfolds and more students are assisted.
- The 2012 report on Tamaiti Whāngai outlined the impact of the increasing ratio on the programme and recommended a 1:25 ratio.⁵²
- The review is not confident that a 1:25 ratio is fiscally realistic especially if Tamaiti Whāngai embarks on an expansion trajectory; 1:40 is however past maximal.

Expansion Opportunities by School

Table 9 outlines results for SAC funded Māori students in Trimester One 2012. This reinforces discussion of 2011 results that Tamaiti Whāngai supported Māori students do better than non-Tamaiti Whāngai supported Māori students in schools where the programme operates. Three key profiles emerge:

- *Schools with large Tamaiti Whāngai cohorts that outperform other Māori*

In three schools: Health & Social Services, Construction and Creative Technologies (Green) Tamaiti Whāngai supported students make up a significant percentage or number within the wider Māori cohort capable of an element of internal support complimenting the programme.

These students outperform non-Tamaiti Whāngai supported students. However, only in one school, Creative Technologies, does the number of supported students (25) outnumber non-supported students (2). Coverage reaching more Māori students in Construction (24 supported, 77 non-supported) and Health & Social Services (14 supported, 109 non-supported) will feasibly increase pass rates significantly both within these schools and because of the numbers across WelTec.

⁵² Torr 2012, pp. 3, 17.

- *Schools with small Tamaiti Whāngai cohorts that outperform other Māori*

In two other schools, Business & Administration, and Foundation Studies, Languages & Adult Education, Tamaiti Whāngai students are a smaller proportion of Māori students but do better than non-supported Tamaiti Whāngai students (Blue).

While the small numbers in the School of Foundation Studies, Languages & Adult Education (1 supported, 6 unsupported) are possibly scale inconsequential there is identifiable potential for the programme to have wider impact in Business & Administration (4 supported, 73 unsupported).

Division & Business Unit	% Successful Completion Rate		Count of Students		Total % Successful Completion Rate	Total Māori Students
	Tamaiti Whangai? Yes	Tamaiti Whangai?No	Tamaiti Whangai?Yes	Tamaiti Whangai?No		
	School of Health and Social Services Total	75.7%	75.1%	14		
School of Business and Administration Total	92.3%	71.4%	4	73	72.9%	77
School of FStudies, Languages & AdultEdTotal	100.0%	89.5%	1	6	90.2%	7
School of Hair, Beauty and Make-up Total	58.6%	71.7%	4	43	70.8%	47
School of Hospitality & Tourism Total	59.5%	85.7%	5	51	83.4%	56
Faculty of Health, Business and Service	73.5%	76.6%	28	282	76.3%	310
School of Construction Total	86.8%	67.9%	24	77	72.9%	101
School of Creative Technologies Total	70.4%	0.0%	25	2	65.1%	27
School of Engineering Total	25.0%	64.2%	4	58	n/a	38
School of Info Technology Total	75.0%	84.1%	1	34	83.8%	35
Faculty of Trades and Technology Total	73.6%	67.9%	54	171	69.4%	225
TOTAL	73.6%	72.9%	82	453	73.0%	535

- *Schools with small Tamaiti Whāngai cohorts that do not outperform all students*

In the schools of Hair, Beauty & Makeup (4 supported, 43 unsupported), Hospitality & Tourism (5 supported, 51 unsupported), Engineering (4 supported, 58 unsupported), and Information Technology (1 supported, 34 unsupported) the proportion of Tamaiti Whāngai supported students is low and outcomes lower than for non-Tamaiti Whāngai supported students (Pink). Increasing support in these schools could have significant influence on Māori pass rates.

Balancing Numbers and Need

The review recommends that the Tamaiti Whāngai programme be expanded to provide coverage across all schools with the goal of at least one mentor in Schools with larger numbers of Māori students. Schools with lower numbers, say less than 20, might be aggregated with one mentor working across two programmes. Whether mentors are .25, .5 or 1.0 FTE would depend on a balance between the size of the cohort and probable number of students requiring or using mentor support.

Largely unsupported Māori cohorts have quite high course pass rates in two schools, Hospitality & Tourism (85.7%) and Information Technology (84.1%). The review is unable to determine whether these remain high over the full year. These groups might be more self-sufficient and require less sustained support than others. On balance, greater mentoring effort could be concentrated in schools with lower pass rates and higher pastoral demands, and less where pass rates are higher and pastoral demands lower.

Enhancing Relationships with Faculties and Schools

The review has noted large cohorts in several schools that would benefit from an expansion of the programme. At a broader level, Table 9 shows current Tamaiti Whāngai support is weighted toward the Faculty of Trades and Technology where 24% of Māori students are supported compared to just 9% in the Faculty of Health, Business and Service.

The differential weighting suggests that students in some schools (Business & Administration, Hair Beauty & Make-up, Health & Social Services, and Information Technology) might require a mentor/s with particular curricula skills. Other effective models around the country support this. An expanded programme is going to be most successful when mentors understand *both* the cultural - social and curricula needs of students at the interface of teaching and learning.

The review proposes that schools have input alongside Tamaiti Whāngai in the appointment of mentors to meet the dual goals of programme expansion and specific student needs. This can be by Heads of Schools or their delegates.

On a case-by-case basis, new mentors might be drawn from within student cohorts. This works well in other models in the ITP sector. The students/mentors understand the demands of study programmes and are known to their peers. Mentors might also be located in office/work space provided by schools. That would avert a possible space issue for Tamaiti Whāngai in an expansion scenario and enhance accessibility for students and reinforce relationships with schools. Employment management and day-to-day peer support for the mentors would remain with Tamaiti Whāngai. This is important because Māori student support is demanding and every care needs to be taken to protect the student/mentor's work and study track. As the 2012 Tamaiti Whāngai report says mentors become "social workers, liaison people and taxi drivers" (p. 17). Having said that, mentors must work with schools.

The benefits of this approach include changing perceptions about Tamaiti Whāngai as an outside owned provider, building relationships with Heads of Schools and their departments, and giving them clarity about what Māori student support offers. Buy-in from Heads of Schools who carry a particular responsibility for student outcomes can only be good. This will also mitigate concerns Heads of Schools expressed that they were not always familiar with what was on offer in Māori support, how it worked or to whom they should refer students.

Enhancing Relationships with Mana Whenua

WelTec may want to balance a partnership principle that links schools, Tamaiti Whāngai and Te Rūnanganui. The review therefore also recommends that appointments of new mentors include a representative from Heads of Schools, Tamaiti Whāngai and Te Rūnanganui.

Enhancing Relationships with Students

Meeting Diverse Student Profiles

In similar vein, an expanded programme may also consider that cohort profiles differ by school in other ways. It is likely that there are many more female students in the Faculty of Health, Business & Service than in the Faculty of Trades and Technology, especially in schools such as Hair, Beauty & Make-up. This is a probable contributing factor in the faculty differential of Tamaiti Whāngai support. The review therefore recommends that any increase in mentor numbers include two to three additional female mentors.

Without wanting to over-generalise, an expanding Tamaiti Whāngai programme may also need to accept that different cohorts of students may not have the same level of interest in the sporting aspect of the programme. With female students, adding netball to the already strong rugby league focus might be beneficial. Others may simply want to study. The sporting side of the programme needs to remain optional.

Adult Leaners and Higher Participation

Heads of Schools also requested dedicated support for adult Māori students many of who enrol at higher levels. The review supports this. One mentor might be allocated higher level/adult students which would meet national goals for increasing Māori participation at higher levels.

Fluent Speaking Mentors

It is also important that Tamaiti Whāngai add to its cultural capital by including new mentors with proficiency in te reo Māori to meet the needs of students with that proficiency.

Enhancing Relationships with other Campuses

Table 10 shows the number of Māori students on all WelTec campuses. The review received two submissions requesting Tamaiti Whāngai mentoring support for Māori students at the Auckland campus. The review understands there is an arrangement with Te Whānau o Waipareira Trust to provide support for Māori students but is unaware of what this constitutes. Tamaiti Whāngai have also initiated a once per month visit from the Petone campus, which although helpful is less than ideal given distance. Tamaiti Whāngai Petone also sends a mentor out to the Masterton campus, which is more feasible for distance and lower number of students relative to Auckland.

Students by Campus		
Site	Count of Students	EFTS
Petone	898	435
Auckland	52	30
Christchurch	15	6
Wellington	205	120
Rimutaka	43	27
Ōtaki	9	9
Masterton	18	18
Total	1240	646

The review suggests WelTec canvass the most appropriate vehicle for Tamaiti Whāngai support on the Auckland and Wellington campuses. Appointment processes might include staff/Deans from the campuses, Tamaiti Whāngai and a new Māori Director. Long distance mentors are probably best campus-located. Mainstreaming the reporting lines of these mentors although logical in terms of proximity is less desirable in the first instance than extending the already successful model through peer mentoring support and coordination from Tamaiti Whāngai in Petone.

Resourcing

Expanding Tamaiti Whāngai has a resource implication. The review recommends WelTec consider allocating a proportion of the Student Services Fee budget equal to 80-100% of the percentage of Māori students (e.g. 80-100% of 18% the proportion of Māori students in 2012).

Recommendations

- That WelTec consider increasing Tamaiti Whāngai mentors to 8-9FTEs comprising 10-12 mentors covering the Petone campus. This to include appointing mentors with proficiency in te reo and a further two to three female mentors.
- Tamaiti Whāngai mentor appointments include one mentor to work with adult Māori students and those at L4+.
- New Tamaiti Whāngai mentoring capacity aim to increase reach in all schools.
- Tamaiti Whāngai, Heads of Schools and Te Rūnanganui be jointly involved in making appointments at Petone. Mentors might be located in schools. Primary management and support of Māori mentors will remain with Tamaiti Whāngai.
- A new Māori Director review the best options for extending Tamaiti Whāngai mentors to the Wellington and Auckland campuses. Tamaiti Whāngai, Heads of Schools and the Director be jointly involved in making appointments. Mentors might be located on the Wellington and Auckland campuses. Primary support of Māori mentors will remain with Tamaiti Whāngai Petone.
- WelTec consider allocating a proportion of the Student Services Fee budget equal to 80-100% of the percentage of Māori students to assist with expanding Tamaiti Whāngai.

FOUR

Tamaiti Whāngai *and* *Wider Student Support*

Proposed Student Support Services Centre

A New Centre

The review supports the proposal in the *Supporting Students' Success at WelTec* (2012) document for a new Student Support Services Centre (SSSC) incorporating Learning Support (academic and study assistance) and the new Student Mentoring Team, operating alongside a revised Student Resource Centre, Education Technology and Academic Services.⁵³

This is a forward looking way of increasing, streamlining and clarifying student support as WelTec takes on new challenges. The re-organisation will also alleviate a confusion the review encountered about what support is offered, how support is structured, how different elements connect and where to refer students. The name itself - Student Support Services Centre – is helpful.

Organisational Relationship with Tamaiti Whāngai

The review agrees with the document to: “support the development and extension” of Tamaiti Whāngai (p. 8); spread its “range of support” (p. 2); that Tamaiti Whāngai ought not to be “centralised” under a new SSSC; and that the Kaiwhakahaere Māori is best placed to have “oversight of all student support services and resources that are deployed in support of Māori learners” (p. 8).

The review differs only that Tamaiti Whāngai cannot be centralised under the new SSSC because it is not “owned” by WelTec (p. 8). The issue of ownership is secondary to the best outcomes for Māori students. If centralisation returned better results for Māori students then that would be best. Instead, data from across the sector shows that where Māori enrolments

⁵³ A. Cadwallader, *Supporting Students' Success at WelTec*, 2012.

are higher than the national Māori demographic (14.7%) the best outcomes for Māori students occur when a robust Māori support provision works in partnership with a robust central mechanism for general student support. This is the situation at WelTec; Māori students are currently 18% of enrolments and will rise to 25-28% by 2021.

Central providers will sometimes mimic Māori support structures in higher than national Māori demographic situations. However, despite good intentions, rising numbers of Māori students often cause a swamping effect that outstrips the rate at which central providers are able to deal with the unique cultural and socio-economic challenges that rising numbers of Māori students present. And, although there may be improvements in pass rates, there are just as often widening of gaps between Māori and all student outcomes; or collapses. The review is aware of one situation where a school employed its own mentors to support rising Māori student numbers only to see previously good Māori pass rates collapse; 60% of Māori failed or failed to complete.⁵⁴

Models in Other ITPs

The review has already recommended that Tamaiti Whāngai and the Kaiwhakahaere Māori report to a new Māori Director. This part explores how they can interface with central support. Table 11 shows the top 10 ITPs in 2010 in terms of minimising gaps between Māori and all students for successful course and qualification completion. One further ITP with a similar profile to WelTec is included for comparison.⁵⁵ WelTec ranked 10th equal for course completions and 5th for qualification completions. The review examined two models for Māori student support from ITPs ranked above or equal to WelTec.

Model One - Māori Support embedded within Central Student Support

In six ITPs with Māori student enrolments less than the national demographic (italicised – Aoraki, Te Tai Poutini, Telford, Nelson Marlborough, Manukau, Southern) Māori support is provided either from a small Māori initiative or a single person working reporting through a generalised non-Māori support directorate to the executive and CE.

This model works well where Māori student numbers are less than the national demographic. It is also important to note that the Māori student profile is sometimes different in these institutions (including Aoraki - 1st in both course and qualification completion, Telford and Southern) because many of the students (Māori and non-Māori) enrol from outside the area for specialist courses (e.g. agriculture, outdoor pursuits) and/or particular reasons (zero fees). Hence they tend to be more independent and self-supporting than in other situations.

⁵⁴ Name of institution withheld because of sensitive information.

⁵⁵ Name of ITP withheld because of sensitive information.

Where this model applies and Māori student numbers are higher than the national demographic, for instance at the unnamed ITP (included for comparison) the gaps in successful course and completion rates between Māori and non-Māori are wider or widening.⁵⁶

Table 11: Successful Completions - All Polytechnics 2010⁵⁷			
Gap Course Completions All Students & Māori Students	Percentage Of Māori Students	Gap Qualification Completions All Students & Māori Students	Percentage Of Māori Students
<i>1=.Aoraki -1%</i>	10%	<i>1.Aoraki +17%</i>	10%
1=.Bay of Plenty -1%	28%	2.Bay of Plenty +2%	28%
<i>1=.Te Tai Poutini -1%</i>	11% ⁵⁸	<i>3.Manukau -1</i>	7% ⁵⁹
2.Te Tai Rāwhiti -2%	69%	4.Western Institute Taranaki 0	36%
2. Western Institute Taranaki -2%	36%	5 =.WelTec -5%	17%
6.NorthTec -3%	43%	5=.NorthTec -5%	43%
<i>7=.Manukau -6%</i>	7% ⁶⁰	<i>5=.Southern -5%</i>	6% ⁶¹
<i>7=.Nelson Marlborough -6%</i>	11% ⁶²	<i>5=.Te Tai Poutini -5%</i>	11% ⁶³
<i>7=.Telford -6%</i>	5% ⁶⁴	<i>9. Nelson Marlborough -6%</i>	11% ⁶⁵
10=.WelTec – 7%	17%	<i>10.Telford -9%</i>	5% ⁶⁶
15=.ITP-10%	24%	19.ITP -15%	24%

Model Two - Māori Support in Parallel with Central Student Support

In other ITPs, of which the Western Institute of Technology Taranaki (WITT) and Bay of Plenty (BPP) are best examples, Māori student numbers exceed the national demographic and

⁵⁶ Centralised support in combination with 20% Māori teaching staff would constitute a 3rd model. The timeframe for the review did not allow completion of that exercise, although the indicative work completed suggests a couple of examples fit that profile. However, these rely very much on both high numbers of Māori teaching staff and Māori staff doubling as mentors.

⁵⁷ Gaps worked by writer from TEC, *Tertiary Education Performance Report*, 2010, pp. 74-113. Support structures through separate consultations by the writer for this and other reviews.

⁵⁸ Te Tai Poutini Polytechnic, *Investment Plan* (2010-2013).

⁵⁹ Manukau Institute of Technology, *Annual Report*, 2011.

⁶⁰ Manukau Institute of Technology, *Annual Report*, 2011.

⁶¹ Southern Institute of Technology, *Annual Report*, 2010.

⁶² Nelson Marlborough Institute of Technology, *Investment Plan* (2011-2013).

⁶³ Te Tai Poutini Polytechnic, *Investment Plan* (2010-2013).

⁶⁴ Telford, *Annual Report*, 2010.

⁶⁵ Nelson Marlborough Institute of Technology, *Investment Plan* (2011-2013).

⁶⁶ Telford, *Annual Report*, 2010.

Māori support is provided from a Māori unit reporting through a Director Māori to the executive and CE and working alongside central student support with separate parallel reporting lines. WITT is one of the best performing high Māori student demographic ITPs in the country for Māori student success.

BPP operates a variation on model two. Māori student numbers are high. A Director Māori leads all student support model which operates according to tikanga Māori and kaupapa Māori principles. BPP was the best performing high Māori enrolment demographic ITP in 2010.

Summary

The review is not recommending that WelTec duplicate the Bay of Plenty experience. However, Bay of Plenty and Western are the best performing greater than Māori national demographic ITPs. Model Two is best suited to WelTec with Tamaiti Whāngai under a Director Māori working alongside a new SSSC under the Academic Director with parallel reporting lines to the EMT and CE.

Recommendation

- Tamaiti Whāngai operates in a reporting line to a Māori Director working alongside and in partnership with the newly proposed Student Services Support Centre under the Academic Director.

Tamaiti Whāngai and Relationships with Other Support/Special Initiatives

Proposed SSSC and Initiatives

Supporting Student Success at WelTec includes several useful proposals for student support. The relationship between the existing centre or proposed SSSC if established and Tamaiti Whāngai will be an important fulcrum of future Māori success for WelTec. The roles are to be seen as complimentary rather than competitive. Each brings specific skills and resources to the student support equation. A SSSC has greater resourcing and capacity and Tamaiti Whāngai particular cultural capital. There will be projects and initiatives best undertaken by one or the other, and others where there can be and/or needs to be cooperation:

- Tamaiti Whāngai is the best vehicle for Māori student mentoring. A SSSC is the best location for a mentoring team working with non-Māori students. The two Working side-by-side will jointly answer the call from Heads of Schools for more support with Māori, Pasifika and young students.

- A SSSC is the best location for the recently established attendance monitoring initiative. Tamaiti Whāngai can assist. Current practice when students are contacted is to pass information to Heads of Schools. Heads report they do not always have the time to follow up. Tamaiti Whāngai is best placed to track, find and assist non-attending Māori students, including differentiating between those who can be reconnected with study and those beyond assistance.
- A SSSC is also the best location for the new intervention strategy monitoring course work. Again they have the resources. Course work monitoring is among the more successful strategies in the country. The writer is familiar with three programmes that have made dramatic improvements in Māori achievement. The design of that proposed at WelTec is sophisticated and advanced. Tamaiti Whāngai mentors assigned to each school can be deployed to support and advise Māori students struggling in this area, for instance by referring them to tutors or Learning Support or assisting with other issues.
- The SSSC structure is the best primary provider of Learning Support with Tamaiti Whāngai calling on their expertise for various workshops (as they currently do). In some instances, Tamaiti Whāngai mentors or Māori teaching staff with specific skills might lead Tamaiti Whāngai learning workshops for Māori.
- The review proposes that WelTec also consider a pre-intervention initiative with the SSSC identifying all Māori students at enrolment and passing their names and contact details to Tamaiti Whāngai who can send out relevant support information. This can be a simple and constructive way of circumventing later issues.

A partnership between a SSSC and Tamaiti Whāngai is desirable. This will be facilitated by the two units working co-parallel, the SSSC under the Academic Director, Tamaiti Whāngai under a new Māori Director. The keys to success are partnership, flexibility, cooperation and respect for each other's expertise. The latter is especially important in cross-cultural situations.

Student Resource Centre – Mentoring Team

The Student Resource Centre established a Student Mentoring Team this year as part of a strategy targeting students in areas where course completions need to be lifted. The review supports this initiative as heeding the call from Heads of Schools for more support.

Two Māori mentors in the team work with a significant number of Māori students. This has created confusion among Heads of Schools and other staff and become a source of much tension. No doubt the original goal was well intended. Nevertheless, the dual provision is

competitive and undermining of Tamaiti Whāngai and the goodwill built up over several years with Te Rūnanganui o Taranaki Whānui. Defusing this is a priority.

The Resource Centre cited one case where a Māori student with a particular personal issue did not wish to confide with the appropriate Tamaiti Whāngai mentor and therefore used the Resource Centre. Such exceptions might occur from time-to-time and support providers need to be sensitive to such occurrences. However, this is not sufficient reason to justify two Māori student support strands.

The review interviewed both Māori Resource Centre mentors. Both are capable. One has good familiarity with the community and the other is a very good Māori role model. To reduce confusion and tension, the review recommends they be redeployed to the Tamaiti Whāngai programme and if not possible immediately then as soon as possible. This will serve as a first step in expanding the Tamaiti Whāngai programme.

Parity

The mix of Māori mentors employed by the Student Resource Centre, Tamaiti Whāngai and Te Rūnanganui has resulted in differential remuneration between mentors. Anecdotally it appears that some mentors with four years experience are receiving less than mentors with a few months experience. The review recommends that WelTec and Te Rūnanganui place all mentors at appropriate levels on the same scale. Mentoring Māori students is demanding enough without this as a distraction.

Youth Guarantee and STAR

The Tamaiti Whāngai and Student Experience managed Youth Guarantee programme have a good working relationship. All Māori students are referred to Tamaiti Whāngai for support. That this works well is attributable to the good relationship between Tamaiti Whāngai and Student Experience. Table 12 shows outcomes for these students:

- Numbers are low, 3 or less students in most schools.
- The majority do well (Green).
- Difficulties with those enrolled in the School of Engineering lower the overall successful course completion rate. Tamaiti Whāngai and the school might work together on this.

The review recommends that Tamaiti Whāngai deliver a presentation of their services when each Youth Guarantee cohort begins. The review is unaware of the situation regarding the STAR programme, which has as many as 60 Māori students.

Table 12: MAORI COHORT Tri 1 2012 YOUTH GUARANTEE STUDENTS						
Division & Business Unit	% Successful Completion Rate		Count of Students		Total % Successful Completion Rate	Total Students
	Tamaiti Whangai?Yes	Tamaiti Whangai?No	Tamaiti Whangai?Yes	Tamaiti Whangai?No		
School of Business and Administration Total	100.0%		1		100.0%	1
School of Foundation Studies, Languages and Adult Education Total	7.6%		1		7.6%	1
School of Hair, Beauty and Make-up	100.0%		1		100.0%	1
School of Hair, Beauty and Make-up Total	100.0%		1		100.0%	1
School of Hospitality Total	85.1%		5		85.1%	5
Faculty of Health, Business and Service Industries Total	78.4%		8		78.4%	8
School of Construction Total	88.0%		3		88.0%	3
School of Creative Technologies Total	66.7%		3		66.7%	3
School of Engineering (Automotive) Total	20.8%		6		20.8%	6
School of Engineering (Certificates) Total	0.0%		2		0.0%	2
Faculty of Trades and Technology Total	40.3%		14		40.3%	14
TOTAL	52.6%		22		52.6%	22

Trades Academy

WelTec’s new Trades Academy has 15-20 Māori students. Apart from one or two exceptions, Trades Academy tutors also provide mentoring support, calling on Tamaiti Whāngai “only when needed” seemingly according to instructions. Tamaiti Whāngai mentors express frustration that they are being called for “bottom of the cliff stuff”. Given the situations that can arise in the personal lives of Māori students this can be both too late and underutilising of Tamaiti Whāngai who have a proven track record with Māori in the Faculty of Trades and Technology.

As with Youth Guarantee Tamaiti Whāngai is a best first and/or early point of call for mentoring. The review recommends that Tamaiti Whāngai deliver a presentation of their services when each new cohort begins in the Trades Academy.

Recommendations

- The two Māori mentors currently working in the Student Resource Centre be immediately redeployed to Tamaiti Whāngai.

- All Māori support mentors be moved to one consistent pay scale.
- Tamaiti Whāngai and a new Student Support Services Centre work cooperatively on a pre-intervention initiative at enrolment and with Heads of Schools on intervention initiatives for attendance and coursework.
- Tamaiti Whāngai be recognised as the first point of mentoring contact for Māori students across WelTec, including for SAC students, Youth Guarantee, STAR and the new Trades Academy.
- Tamaiti Whāngai delivers a presentation of their services when each new Māori cohort begins in the Trades Academy, Youth Guarantee and STAR.

FIVE

Empowering the Broader Contribution to Māori Success

Engaging with Māori Communities

Recognising that Māori have a unique place as tangata whenua under the Treaty of Waitangi, the *Tertiary Education Strategy* (2010-2015) asks tertiary organisations to strengthen their engagement with iwi and Māori communities. WelTec has a valued relationship with Te Rūnanganui o Taranaki Whānui. Recommendations earlier in this report endeavour to strengthen that relationship, such as by providing for mana whenua representation in the appointment of new Tamaiti Whāngai mentors and a new Director Māori. This part of the review discusses other means of enhancing that engagement.

Governance and a Kawenata – Charter Agreement

In Jan 2012, Whitireia Community Polytechnic and WelTec agreed a strategic partnership establishing a new Joint Council and Joint Academic Board. Currently, the Education Act (1989) makes no specific provision for representation of Māori on ITP Councils. Four members are appointed by the Minister. They appoint another four members from the community. This applies to the new Joint Council.

However, the Act does not prohibit negotiating such positions. Indeed Porirua-Kapiti coast mana whenua Te Rūnanga o Toa Rangatira previously held a position on the council of Whitireia and the 2008 MOU between WelTec with Te Rūnanganui o Taranaki Whānui provided same (although the review is unaware if this was actioned).

The Te Rūnanganui o Taranaki Whānui submission to the review expressed a preference for negotiating a Kawenata or Charter Agreement outlining short, medium and long term goals for Māori success at WelTec rather than direct representation on the Joint Council.

However, given that the new strategic partnership will result in on-going changes and that Te Rūnanga o Toa Rangatira may seek council representation the review recommends discussion between the four parties around mana whenua representation and/or joint or separate Kawenata documents.

Recommendation

- The review recommends discussion between WelTec, Whitireia, Te Rūnanganui o Taranaki Whānui and Te Rūnanga o Toa Rangatira around both mana whenua representation and/or joint or separate Kawenata – Charter Agreements setting out short, medium and long term goals with on-going annual consultations between the parties monitoring Māori achievement.

Culturally Appropriate Teaching Practices

Māori Staff

The *Tertiary Education Strategy* requires tertiary providers to improve Māori outcomes in part by adopting teaching practices that are culturally responsive to Māori students.

Māori staff have a pivotal role in culturally appropriate practice. They often bring a good understanding of Māori culture and Māori students to the day-to-day operations of an institution and to teaching. Table 13 shows the percentage and number of Māori staff at WelTec on available data.

	2004	2005	2006	2007	2008	2009	2010	2011	2012
% Staff	6.5 ⁶⁷	7.1 ⁶⁸	7.0% ⁶⁹	6.7 ⁷⁰	5.5 ⁷¹	7%	11%	10%	9%
Number	n/a	n/a	n/a	n/a	n/a	31	53	48	47
% Teaching	n/a	n/a	6.7% ⁷²	7.1% ⁷³	n/a	9%	14%	11%	9%
Number	n/a	n/a	14	15	n/a	20	34	25	22

- The percentage of all Māori staff has grown about 50% since 2004.
- Since 2006 the percentage of Māori teaching staff numbers has grown similarly but remained fairly static since 2009 with a rise then fall in 2010-2011.

⁶⁷ WelTec, *Annual Report*, 2005.

⁶⁸ WelTec, *Annual Report*, 2005.

⁶⁹ WelTec, *Annual Report*, 2007.

⁷⁰ WelTec, *Annual Report*, 2007.

⁷¹ WelTec, *Annual Report*, 2008.

⁷² WelTec, *Annual Report*, 2007.

⁷³ WelTec, *Annual Report*, 2007.

Institutions located in particularly high Māori population centres have higher percentages of Māori staff. Others set goals of attaining Māori staff numbers approximating local demographics. Some have dedicated Māori recruitment strategies. For a number of reasons few achieve this. There are not enough qualified Māori staff. Qualified Māori staff are in high demand. Lower percentage institutions tend not to apply proactive strategies. They also tend to have a high turnover through a lack of support for the extra pastoral demands that often fall to Māori staff.

The review recommends that working with Heads of Schools and a new Director Māori WelTec consider a targeted strategy to recruit more Māori teaching staff, including advertisements in te reo Māori and using Māori recruitment consultants.

Enhancing the Contribution of all Staff to Māori Success

Māori staff are integral to the Māori student success equation but not *the* answer. All staff have a role in contributing to Māori success. At present WelTec's teaching staff complete a diploma of tertiary teaching and learning which includes elements on Māori and diversity. There is no similar programme for service staff.

Submissions to the review supported the idea of an "Engaging with Māori" professional development programme for both teaching and service staff. This would add to the existing skill base of teaching staff and facilitate the contribution of service staff. A programme would comprise a series of one to two-hour workshops taken over 8-9 weeks, including the following workshops depending on the best fit for WelTec:

- Basic pronunciation: with the aim of increasing familiarity with Māori personal, proper and place names. This creates a comfort zone for both Māori and Pākehā.
- Basic phrases in te reo: I am from -, I am a -, I work at -, How are you, I am good, Hello, Goodbye, What is the Māori word for? How do you say? These nine phrases comprise a basic tool box for interfacing with Māori. They are simple to learn and effective in practice.
- Basic pepeha (identifiers) and mihi (greetings): My mountain is-, My river is-, My tribe is-, My name is -, Greetings to the house and those gathered here. This is very useful in formal and semi-formal occasions. The ability of leaders and managers to pepeha demonstrates leadership, inspires by example and earns respect.
- Traditional and contemporary Māori history of the Hutt Valley and Wellington region. Such a workshop closes cultural gaps between neighbours. For example, most New Zealanders would be able to name 10 European countries but few would be able to name the same number of historical tribes in the Wellington region.
- The Treaty of Waitangi and priorities for Māori in education: explaining goals for Māori in education and why they exist.

- The nature of Māori organisations and how to engage with them (Traditional: waka, iwi, hapū, whānau; Contemporary: rūnanga, Trust Boards; the Māori Council, the Māori Women’s Welfare League, Te Puni Kōkiri, Taurawhiri te reo; kohanga, kura kaupapa, kura reo rua, wānanga, wānanga-a-iwi): This is a good workshop for demystifying Māori society.
- Tikanga and Māori belief systems (manaaki, mana, rangatiratanga, aroha, wairuatanga)
- The life of Māori staff, students and communities. Best practice regimes for teaching. These empower non-Māori staff with the skills to assist Māori achievement.
- The role of Tamaiti Whāngai and programmes such as pre-intervention and intervention on course work tracking at WelTec.

Such a structure also allows the programme to be contracted into a one week block. Following submissions from Heads of Schools it is recommended that senior staff attend. The ability of senior staff to whakapepeha (identifiers in Māori) is a huge asset in Māori situations. This will also demonstrate commitment on the part of the EMT which is crucial to securing buy-in from staff.

Recommendations

- WelTec consider a targeted recruitment strategy for Māori teaching staff that might include advertisements in te reo Māori and using Māori recruitment consultants.
- WelTec develop an Engaging with Māori professional development programme for teaching and service staff with heads of units reporting bi-annually on numbers of staff who have attended.

Heads of Schools questioned the issue of reporting. The review understands the expectations that fall to Heads of Schools. However, empowering staff by providing them with a toolkit to contribute is important. Biennial reporting is a good compromise.

Te Reo and Mātauranga Māori

The *Tertiary Education Strategy* (2010-2015) and *Māori Strategic and Implementation Plan* (2007-2012) task tertiary providers with promoting the revitalisation of te reo Māori and providing mātauranga Māori in curricula as an important underpinning of Māori success in education and their ability to live as Māori in both Te Ao Māori and wider New Zealand society.

Te Reo Māori

A te reo provision at WelTec is important both for the institution and the Māori community. With 18% Māori students te reo courses are noticeable by their absence. Tamaiti Whāngai includes a cultural development component for Māori students, which would benefit from an enhanced te reo Māori capacity. A recent Te Rūnanganui o Taranaki Whānui and Port Nicholson Block Trust *Tertiary Education Strategy 2011-2016* (2011) survey showed that 65% of Māori in the Hutt Valley wanted to learn te reo with 76% of respondents saying they had low or nil proficiency level.

Previous and current WelTec and community attempts/provisions include:

- A WelTec arrangement with Te Whare Wānanga o Awanuiārangi to teach te reo. This ceased in 2008.
- Te Rūnanganui o Taranaki Whānui has a partnership with the Western Institute of Technology Taranaki to teach the Taranaki dialect at Waiwhetū marae.
- Another initiative with Te Wānanga o Aotearoa operates at Kōkiri marae.

These are not substantial enough to meet national goals or need. However, the development of te reo Māori programme at WelTec needs to be countenanced against the activities of a range of providers across the region, including Victoria University, Massey University, Te Wānanga o Aotearoa, Te Whare Wānanga o Raukawa and the Western Institute of Technology Taranaki. Whitireia also teaches te reo at certificate and diploma level. Investment may be compromised by competition.

The review recommends that WelTec work with Te Rūnanganui and an appropriate already resourced outside provider to develop and trial a te reo Māori programme at certificate level, perhaps for two years, with teaching to be at WelTec and/or on a community marae or both. The ability of students to gain a qualification is important. Te Wānanga o Aotearoa is involved in two such arrangements at the Manukau and Southern ITPs.

A new Director Māori should also develop a te reo Māori policy, including a provision for developing the te reo of staff: for example covering costs for their enrolment, travel and accommodation at one-week Māori language Commission immersion courses. This is important for their personal and professional development and for building the cultural capital of WelTec.

Mātauranga Māori

Mātauranga Māori, or Māori perspectives and worldviews, are an important component of contemporary Māori education. The review was unable to assess the full extent of this provision in academic programmes, although it is aware of streams in the School of Health

and Social Services and the School of Creative Technologies and that other efforts at broadening this have not been entirely successful.

The review recommends that a new Director Māori lead an exercise exploring the potential further provision of mātauranga Māori in academic programmes. This might include options: inserting mātauranga Māori into already established papers, developing courses that are specifically mātauranga Māori, adapting existing qualifications to target Māori learners, for instance a Māori Trades or Māori Community Work Certificate/Diploma. WelTec may also explore using consultants with joint cultural and professional expertise in specialist areas to develop this.

Tikanga and Bicultural Physical Resources

The reviewer was pleased to be welcomed in a small pōwhiri at the beginning of the review and to hear that a NZQA review team was appropriately welcomed in a larger pōwhiri in the “hub”. Recognising the role of tikanga honours mana whenua and Māori, and, enriches the bicultural atmosphere of the institution.

Te Whare Āwhina

In a related context, Te Whare Āwhina is located in an older building and while the meeting room and offices are suitable the kitchen and lounge area are old. The reviewer met 13 students in this space. It was cramped. One comment from a Māori student was that it looks like a “large state house full of big Maoris”.

Transfer of Tamaiti Whāngai to another site appears not to be an option as the centrality of location opposite the hub suits Tamaiti Whāngai and the students it serves. The review recommends refurbishing the kitchen and lounge areas, including opening the back of the lounge area through to a basic large deck.

Refurbishment also creates an opportunity to enhance tikanga. Expansion of the meeting room forward into the grass area, adding a double door entrance and maihi gables (barge boards) on pou (post) to form an arch would convert this space into a larger meeting room suited to an expanded programme dealing with larger Māori cohorts and double as a space for smaller pōwhiri such as that preceding the review. This could be used by all of WelTec where appropriate and thereby reinforce relationships with Tamaiti Whāngai.

The Hub

In addition to refurbishment of Te Whare Āwhina, the review recommends adding maihi gables on pou on one side of the hub and adding one or more large centrepiece carved pou

representing the traditional geography of the Hutt Valley and Wellington, mana whenua and WelTec to enhance this as a space for larger pōwhiri.

There is a cost to these proposals; however, the options outlined are more cost effective than building an institutional marae. Moreover, although full institutional marae complexes work well in other situations doing so might not be helpful in terms of the particular situation of WelTec with three mana whenua and community marae close by (Waiwhetū, Te Tau o te Pō and Kōkiri). Refurbishment of Te Whare Āwhina and the hub are better options, more cost effective and not undermining of mana whenua.

Naturally, the review recommends both proceed in consultation with Te Rūnanganui o Taranaki Whānui on tikanga and carvings. This will go some way toward nurturing that relationship and fostering Tamaiti Whāngai as an integral and unique part of the day-to-day life of a bicultural and multi-cultural WelTec. Such an accommodation would meet mana whenua “halfway” without challenging their mana tikanga.

Recommendations

- WelTec work with Te Rūnanganui and an appropriate outside provider to develop and trial a te reo Māori programme at certificate level, teaching to be at WelTec and/or on one of the community marae.
- A new Director Māori develop a te reo Māori policy, including a provision for developing the te reo of staff: for example covering costs for their enrolment, travel and accommodation at one-week Māori language Commission immersion courses.
- The review recommends that WelTec conduct an exercise led by a new Director Māori exploring and expanding the provision of mātauranga Māori in academic programmes.
- Refurnish the kitchen and lounge facilities at Te Whare Āwhina; extend the lounge with basic decking; extend the meeting room forward and furnish with maihi boards, pou and a double door entrance. Refurbish the hub with maihi boards and one large or several smaller pou. Consult with Te Rūnanganui o Taranaki Whānui on carvings and tikanga.

SIX

Summary of Recommendations

Future Strategies for Māori Leadership and Student Support

1. WelTec appoint an appropriately resourced Director Māori by mid-2013. The Māori Director have responsibility for: Tamaiti Whāngai; liaising with other directors and deans; building relationships with iwi; overseeing Māori policy development; reinforcing linkages and provisions for Māori on all campuses; leading and advising on new initiatives around Māori culture and tikanga, and the inclusion of te reo and mātauranga Māori in curricula. In recognition of the relationship with mana whenua, Te Rūnanganui o Taranaki have a representative/s on the interview panel.
2. That WelTec consider increasing Tamaiti Whāngai mentors to 8-9FTEs comprising 10-12 mentors covering the Petone campus. This to include appointing mentors with proficiency in te reo and a further two to three female mentors.
3. Tamaiti Whāngai mentor appointments include one mentor to work with adult Māori students and those at L4+.
4. New Tamaiti Whāngai mentoring capacity aim to increase reach in all schools.
5. Tamaiti Whāngai, Heads of Schools and Te Rūnanganui be jointly involved in making appointments at Petone. Mentors might be located in schools. Primary management and support of Māori mentors will remain with Tamaiti Whāngai.
6. A new Māori Director review the best options for extending Tamaiti Whāngai mentors to the Wellington and Auckland campuses. Tamaiti Whāngai, Heads of Schools and the Director be jointly involved in making appointments. Mentors might be located on the Wellington and Auckland campuses. Primary support of Māori mentors will remain with Tamaiti Whāngai Petone.
7. WelTec consider allocating a proportion of the Student Services Fee budget equal to 80-100% of the percentage of Māori students to assist with expanding Tamaiti Whāngai.

Tamaiti Whāngai and Wider Student Support

8. Tamaiti Whāngai operates in a reporting line to a Māori Director working alongside and in partnership with the newly proposed Student Services Support Centre under the Academic Director.
9. The two Māori mentors currently working in the Student Resource Centre be immediately redeployed to Tamaiti Whāngai.
10. All Māori support mentors be moved to one consistent pay scale.
11. Tamaiti Whāngai and a new Student Support Services Centre work cooperatively on a pre-intervention initiative at enrolment and with Heads of Schools on intervention initiatives for attendance and coursework.
12. Tamaiti Whāngai be recognised as the first point of mentoring contact for Māori students across WelTec, including for SAC students, Youth Guarantee, STAR and the new Trades Academy.
13. Tamaiti Whāngai delivers a presentation of their services when each new Māori cohort begins in the Trades Academy, Youth Guarantee and STAR.

Empowering the Broader Contribution to Māori Success

14. The review recommends discussion between WelTec, Whitireia, Te Rūnanganui o Taranaki Whānui and Te Rūnanga o Toa Rangatira around both mana whenua representation and/or joint or separate Kawenata – Charter Agreements setting out short, medium and long term goals with on-going annual consultations between the parties monitoring Māori achievement.
15. WelTec consider a targeted recruitment strategy for Māori teaching staff that might include advertisements in te reo Māori and using Māori recruitment consultants.
16. WelTec develop an Engaging with Māori professional development programme for teaching and service staff with heads of units reporting bi-annually on numbers of staff who have attended.
17. WelTec work with Te Rūnanganui and an appropriate outside provider to develop and trial a te reo Māori programme at certificate level, teaching to be at WelTec and/or on one of the community marae.
18. A new Director Māori develop a te reo Māori policy, including a provision for developing the te reo of staff: for example covering costs for their enrolment, travel and accommodation at one-week Māori language Commission immersion courses.

19. The review recommends that WelTec conduct an exercise led by a new Director Māori exploring and expanding the provision of mātauranga Māori in academic programmes.
20. Refurnish the kitchen and lounge facilities at Te Whare Āwhina; extend the lounge with basic decking; extend the meeting room forward and refurbish with maihi boards, pou and a double door entrance. Refurbish the hub with maihi boards and one large or several smaller pou. Consult with Te Rūnanganui o Taranaki Whānui on carvings and tikanga.

Mihi Whakawhetai

The writer would like to thank the staff of WelTec and the Māori community for their input into the review. At all times people were forthright in offering their best for Māori achievement even when opinions were at variance with one another. WelTec and the Hutt Valley are quite unique places. The reviewer hopes the recommendations are of assistance.

No reira, e mihi whakawhetai ana ki a koutou ngā kai whakawhiriwhiri whakaaro e whakatīnanatia tēnei kaupapa nui me pēhea a piki tātou te iwi taketake i te maunga o te mātauranga. Mauri ora ki a koutou.

APPENDIX ONE

Terms of Reference

Review of strategies to achieve Maori success at the Wellington Institute of Technology Terms of Reference

1. Background

The Chief Executive is seeking to review the ways in which Maori are supported to succeed at the Wellington Institute of Technology (WelTec).

The Review acknowledges the Memorandum of Understanding with Te Rūnanganui o Taranaki Whānui and the WelTec/Tamaiti Whāngai Academy (subject of separate reviews since its inception) which seeks to meet Maori aspirations of success in society, training and employment.

Maori comprise 18% of the student population (which is almost 2% higher than the proportion of Maori in Lower Hutt). 8% of WelTec's Maori students study at levels 1 to 3 of the National Qualifications Framework with 11% studying at levels 4 and above. In 2011 Maori course completions were 68% (66% at levels 1 to 3, 70% at levels 4 and above). Qualification completion rates were 51% for all Maori studying at WelTec (57% at levels 1 to 3 and 48% at levels 4 and above). These fall short of the total student population course completion rates of 77% and 64% for qualification completion. Maori staff comprise 4% of the total staffing at WelTec.

WelTec is aiming to equalise achievement rates for Maori and seeks to review current support structures to ensure the Institution is well-placed for Maori to succeed.

Maori will comprise 33% of all school children nationally by 2031; Treaty settlements and the increase of Māori infrastructure in business, government, health and social services will see the Māori contribution to national GDP rise from 6 to 25% over the next 20 years.

2. Aim

Many of the Maori goals for WelTec are widely agreed and well stated. The aim of the consultation therefore is to identify, name and specify the main priorities, give them body and advise on how key elements could be brought together (such as appropriate practices, academic development, Maori staffing and structures, and Maori student support) and integrated to achieve success.

3. Scope

The review will focus on these areas:

- Consult on existing WelTec initiatives and assess their successes and challenges.
- Best strategies for improving Maori student outcomes. Including comparisons with models from other Tertiary Institutions.
- Accountability structures for Treaty responsiveness

4. Completing the Consultation

During August and September, the review will receive written and oral submissions, and consult with the WelTec Executive, Te Rūnanganui o Taranaki Whānui, Te Puni Kōkiri Regional Office, Maori staff and students and other WelTec staff and students.

5. Consultation Committee

Consultation Sponsor – Chief Executive Linda Sissons

Project Coordinator – Hinemoa Priest, Kaiwhakahaere Maori

Academic Director – Alan Cadwallader

Te Rūnanganui o Taranaki Whānui – Wīrangi Luke

HR Director – Mark Broadbent

With support from the wider EMT and level 3 managers as appropriate.

6. Management of Review

The Review will be managed by the Kaiwhakahaere Maori in consultation with the Chief Executive. Requests for reports and data to support the Review, and interview times etc will be managed via the Chief Executive’s office.

A draft report will be provided by 25 September. Feedback on the draft will be provided by 28 September with the final report due no later than 1 October.

7. Writer and Independent Reviewer

The writer was recruited as an independent reviewer.⁷⁴

⁷⁴ The reviewer is of Māori and Pasifika - Rarotongan descent, from Ngāpuhi and Ngāti Maniapoto, and by marriage a member of the Samoan community, and a Professor of Indigenous Studies (Adjunct), Te Ara Poutama – the Faculty of Māori Development at the Auckland University of Technology. Formerly Associate Professor and Head of the School of Māori & Indigenous Studies at the University of Canterbury, a lecturer in the Departments of History, Pacific Studies and Māori Studies at the University of Auckland, and also taught at Northland Polytechnic, the Auckland Institute of Technology, Manukau Institute of Technology and the Auckland College of Education. Designed and managed several Māori undergraduate and postgraduate student support initiatives at department, institutional, cross-institutional and regional levels (this includes two course work tracking programmes that lifted Māori and Pasifika pass rates by 20% turning around about 40% of targeted students who would otherwise have failed programmes); academic and professional development programmes for new career Māori staff; a cross-cultural professional development programme for non-Māori staff; and cross-cultural Engaging with Māori course for non-Māori and Māori students.

APPENDIX TWO

Record of Review

Wednesday, 29 August

Review Consultation Committee and Mana Whenua

- Linda Sissons - CE
- Alan Cadwallader - Academic Director
- Mark Broadbent - Director Human Resources
- Hinemoa Priest - Kaiwhakahaere Māori
- Neville Baker - Chair Te Rūnanganui o Taranaki Whānui
- Wīrangī Luke - Te Rūnanganui o Taranaki Whānui
- Hata Wilson - Regional Manager Te Puni Kōkiri
- Caryn Ellis - Senior Executive Officer

Executive Management Team

- Linda Sissons - CEO
- Tim Allen - General Manager Business Development
- Mark Broadbent - Director Human Resources
- Peter Cowper - Chief Operating Officer
- Alan Cadwallader - Academic Director
- James Smith - Chief Financial Officer
- Michael Hesp - Director Special Projects
- Julia Hennessey - Executive Dean Faculty of Health, Business and Service Industries
- Alan Peck - Executive Dean Faculty of Trades and Technology

Tamaiti Whāngai - Te Whare Āwhina

- Hinemoa Priest - Kaiwhakahaere Māori
- David Lomax - Tamaiti Whāngai Mentor (Rūnanganui)
- Errol Weston - Tamaiti Whāngai Mentor (Rūnanganui)
- Rangi Luke - Tamaiti Whāngai Mentor
- Barry Te Whatu - Tamaiti Whāngai Mentor
- Susan Luke - Administrator Tamaiti Whāngai & Mentor

Mana Whenua

- Neville Baker - Chair Te Rūnanganui o Taranaki Whānui
- Wīrangī Luke - Te Rūnanganui o Taranaki Whānui
- Hata Wilson - Regional Manager Te Puni Kōkiri

Managers

- Claire Hurley - Manager Student Experience
- Mary Weddell - Manager Student Resource Centre

Heads of Schools and Staff

- Debra Hawkins - Head of School Hair, Beauty & Exercise Science
- Mick Jays - Head of School, Business & Administration
- Marylou Sloane - Head of School Health and Social Services
- Mumtaz Dalwai - Business Administrator School of Construction, Manager Auckland Campus
- Cherie Freeman - Head of School Hospitality and Tourism
- Neil McDonald - Head of School Construction
- Nigel Phillipson - Associate Head of School Construction
- Colleen Hurley - Academic Manager Trades
- Sue Mills -

Thursday, 30 August

Heads of School and Staff

- Graham Carson - Head of School Engineering
- Te Riu Lemon - Head of School Creative Technologies
- Mark Williams - Associate Head of School Engineering (Trades)
- Malcolm Fair - Associate Head of School Engineering (Degrees & Diplomas)

Review Consultation Committee

- Linda Sissons - CEO
- Alan Cadwallader - Academic Director
- Mark Broadbent - Director Human Resources
- Hinemoa Priest - Kaiwhakahaere Māori
- Neville Baker - Chair Te Rūnanganui o Taranaki Whānui
- Wīrangī Luke - Te Rūnanganui o Taranaki Whānui
- Hata Wilson - Regional Manager Te Puni Kōkiri

Student Resource Centre Mentoring Team

Arnold Lomax - Mentor

Wednesday September 12

Student Resource Centre Mentoring Team

Tui Bradbook - Mentor

Individual Meetings

Trish Collett - Manager Trades Academy

Mark Broadbent - Human Resources

Linda Sissons - CE

Alan Cadwallader - Academic Director

Follow-up Phone Discussions

Julia Hennessey - Executive Dean – Faculty of Health, Business & Service Industries

Mick Jays - Head of School Business & Administration

Teriu Lemon - Head of School Creative Technologies