Māori learner success in tertiary education:

Highlights from Ako Aotearoa supported research projects

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Introduction

To aspire to Māori learner success is to provide learners with the right support and tools to fully realise their own successful educational outcomes.

Purpose

This report presents highlights and key findings from projects that have been funded by Ako Aotearoa in the past decade. Projects have largely focused on supporting and developing Māori learner success; practitioner development in tertiary education; and institutional support for learners to engage with Te Ao Māori in learning environments that are culturally inclusive and meaningful. The purpose of this report is to:

- Provide a reference guide of all Māori learner success projects funded by Ako Aotearoa;
- Provide a resource for practitioners seeking strategies and approaches to learning that support and develop Māori learner success; and
- Provide a resource for TEOs (tertiary education organisations) and policymakers seeking to best support learners and practitioners to engage with concepts in tertiary education.

Key highlights from 45 funded projects provide a range of insights, discoveries and strategies that practitioners can utilise and learn from, and also provide some indication of the gaps in research where further work is required.

Māori learner success in tertiary education

To provide some context around Māori learners within tertiary education, this section presents key contextual elements integral to understanding tertiary education for Māori including statistics relating to Māori learners in tertiary education, and Government priorities and commitment to Māori learner success.

What is Māori learner success?

Previous literature has acknowledged that it is difficult to define a single description of Māori learner success or describe what it might look like as success comes in many forms, can be expressed in different ways and is open to interpretation (Chauvel & Rean, 2012). However, while we might not be able to identify one single form of 'success', we can discuss in broad terms the types of contexts, environments and tools that can foster, support and develop Māori learner success across the various forms it may take. These include a range of elements that support both Māori learners and practitioners in achieving successful educational outcomes, such as the practising and privileging of culturally responsive and inclusive pedagogies, supporting and developing career pathways, and resourcing and supporting practitioners (both Māori and non-Māori) to meet the needs of learners.

To aspire to Māori learner success is to provide learners with the right support and tools to fully realise their own successful educational outcomes. This means ensuring that all elements surrounding the learning are considered, supported and developed. These elements include the practitioner, organisation, whānau/hapū/iwi and community, learning environment, tools and resources, curriculum and assessment, support and pastoral care, and quality career advice and guidance.

Māori learner statistics

According to Education Counts (Ministry of Education) data, the age-adjusted participation rate of Māori enrolled in tertiary education was 15% in 2014, which was at a higher rate than other ethnic groups (8.2% for the Asian ethnic group, 9.9% for Europeans and 11% for the Pasifika ethnic group) (Wensvoort, 2015). Despite this higher rate, generally speaking, Māori enrolment numbers significantly decreased between 2010 and 2015 for certificate levels 1-4 and diplomas 5-7.

Within this same five-year period there were peaks and troughs of enrolment numbers, for example, Certificates 1-3 increased significantly between 2012 and 2013 (by 3,510), which was due to the Youth Guarantee programme (previous Youth Training). According to Education Counts, Māori are over-represented in foundation-focused level 1-2 certificates, reflecting disparities in school achievements for Māori (Wensvoort, 2015).

QUALIFICATION LEVEL	2010	2011	2012	2013	2014	2015
Certificates 1-3	39,935	35,465	33,650	37,160	38,155	36,755
Certificates 4	20,090	19,105	19,530	18,065	17,840	17,735
Diplomas 5-7	13,315	11,775	10,735	10,900	10,580	10,980
Bachelors	16,370	17,200	17,620	17,720	18,155	18,425
Graduate certs/dips	1,135	1,025	940	970	970	1,030
Honours and postgraduate certs/dips	1,970	1,970	2,060	1,985	2,005	2,230
Masters	1,225	1,235	1,320	1,395	1,425	1,575
Doctorates	450	455	450	485	485	515

TABLE 1

Māori enrolment numbers from 2010-2015[1] (Education Counts, 2016)

In 2014, 9.5 percent of Māori employees participated in industry traineeships and apprenticeships (Wensvoort, 2015), "the high proportion of Māori undertaking industry training reflects high take-up of industry training in some industries with large numbers of Māori employees" (Wensvoort, 2015:4).

ETHNIC GROUP	NUMBER OF INDUSTRY TRAINEES	PERCENT
European	120,256	59.6%
Māori	34,624	17.2%
Pasifika	14,034	7.0%
Other	21,590	10.7%
Not Stated	11,106	5.5%
Total	201,610	100.0%

TABLE 2:

Participation in industry training in 2009[2] (Education Counts, n.d.)

Ministry of Education numbers reported an increase in the completion of Bachelor's degrees by Māori – a 43 percent increase from 2009 to 2014 (Wensvoort, 2015). Across all levels of study, the increase in the number of qualifications completed by Māori has increased according to the completion rates shown in table 3. However, in comparison to completion rates of the total population, Māori rates are below average at higher levels of study; 62% of Māori completed a qualification at level 4 or above within five years after beginning full-time study in 2007, compared to 74% of the total population (Tertiary Education Commission, 2014).

1 Industry training is designed by, and delivered in conjunction with, industry, and counts towards recognised qualifications. The costs of training are jointly covered by government and industry (Ministry of Education, 2010).

2 These figures are for 2009 and are the most recent statistics that could be found through Education Counts regarding industry training.

COMPLETION	2010	2011	2012	2013	2014	2015
No. of Māori students who completed a qualification	27,410	28,405	30,020	32,230	33,105	31,560

TABLE 3:

Completion rates for Māori in tertiary education 2010-2015. (Education Counts, 2016)

Part of the strategic approach to addressing Māori participation and completion in tertiary education is addressed through several strategic approaches by the Government, including the Tū Māia e te Ākonga TEC strategy (discussed in the next section). As part of the ongoing commitment from Government to Māori learner success, part of their focus is for an increase in Māori pursuing higher levels of training and education.

Government commitment to Māori learner success

Culturally responsive pedagogical approaches to teaching and learning, programme delivery, curriculum and assessment are ways in which Māori cultural values and ways of knowing can be embedded into learning, "culturally responsive provision better engages Māori – this improves Māori achievement and supports the wider development of Māori language and tikanga Māori" (Ministry of Education, 2014:13). Such approaches support Māori learners and nurture them towards successful educational outcomes. A number of strategic documents identify that Māori learner success is an integral part of ongoing government commitments to Māori in education.

The **Tertiary Education Strategy** developed by the Ministry of Education is committed to further strengthening and supporting improved achievement from Māori and Pasifika learners, "by 2030, 30% of New Zealanders will be Māori or Pasifika, and as such it is essential that tertiary education improves its delivery to these groups" (Ministry of Education, 2014:12). The strategy talks about the need for education providers to continue improving their support and encouragement of Māori participation and achievement through providing high-quality information, support and advice to school students and their whanau. Meaningful and valued relationships between providers and whānau, hapū, iwi and Māori communities is important in developing and sharing information about what works for Māori students in tertiary education.

The **Māori Tertiary Education Framework** created in 2003 was developed by the Māori Tertiary Reference Group and weaves together Māori aspirations and priorities for tertiary education that builds on the Tertiary Education Strategy. The framework seeks to identify synergies between Māori aspirations and expectations of the tertiary system and current government directions with the following three core visions:

1. To live as Māori;
2. To actively participate as citizens of the world; and
3. To enjoy a high standard of living and good health.

(Māori Tertiary Reference Group, 2003).

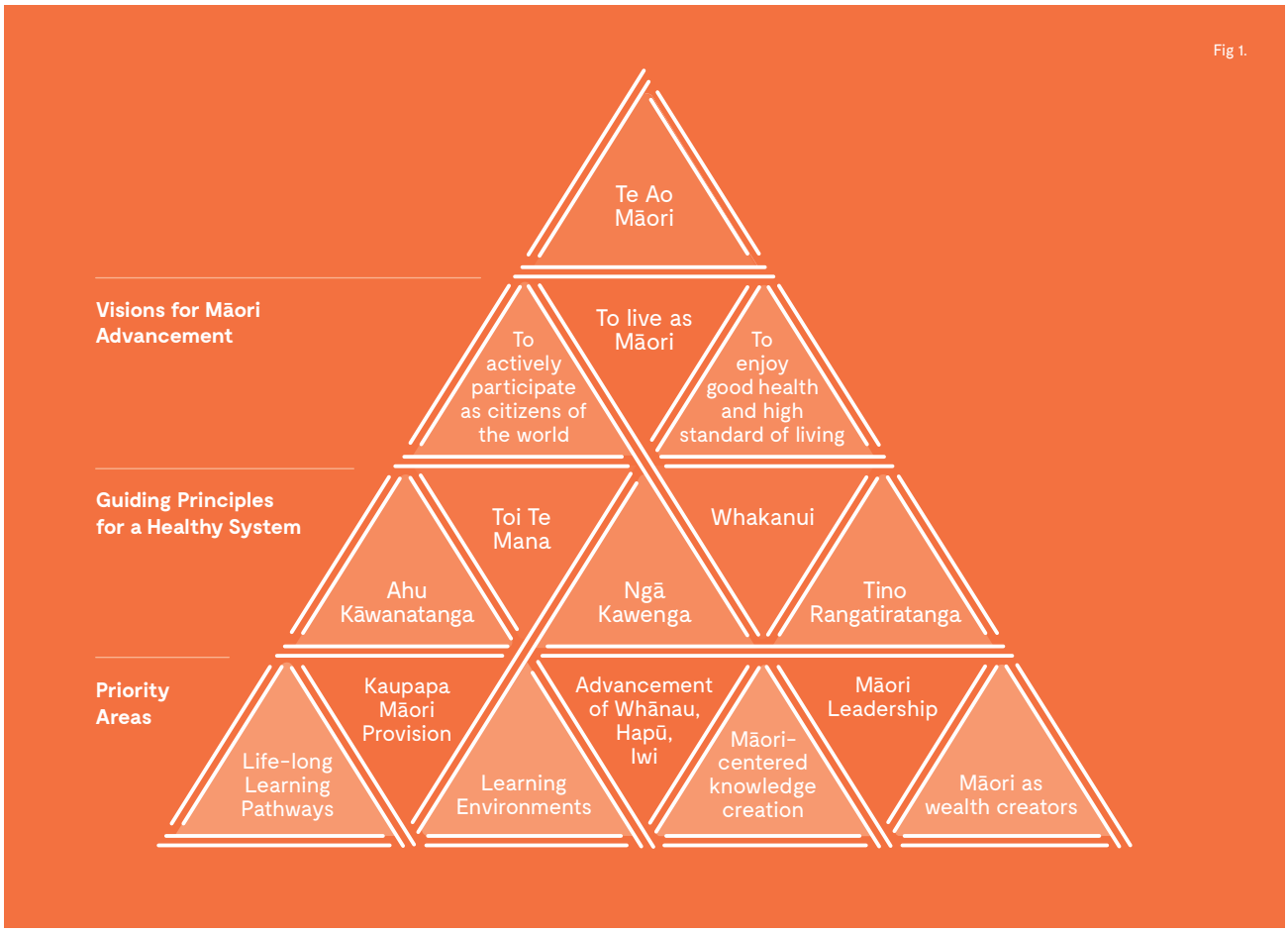

Fig 1: Māori Tertiary Education Framework – niho taniwha visual (Māori Tertiary Reference Group, 2003).

The framework visual in figure 1 is underpinned by a set of guiding principles which affect all areas of the framework. At the base of the framework are the seven priority areas which are supported and guided by the principles. Priority areas each have a set of objectives that contribute to strengthening the position of Māori within the tertiary system. The framework identifies the shaping visions for Māori educational advancement and is a structure that can operate at and inform all levels of Māori interaction within the tertiary sector.

The **Ka Hikitia 2013-2017 Framework** (developed by the Ministry of Education) has a focus on Māori succeeding in tertiary education and acknowledges that more is needed to improve participation and achievement for Māori – this is critical for addressing participation rates for Māori in tertiary education. Through several long- and short-term goals, it envisions that Māori are enabled to participate and achieve at all levels of tertiary education, setting them up for successful work employment and that mātauranga Māori, te reo Māori and tikanga Māori are privileged within tertiary education (Ministry of Education, 2013).

The **Tū Māia e te Ākonga strategy** identifies the Collective Action on Pathways plan as a way to build on existing programmes and relationships and strengthen the effectiveness of initiatives supporting youth with no or low qualifications (Tertiary Education Commission, n.d.). This strategic vision, in particular, seeks to address the participation and completion rates of Māori and increasing these to enable learners to access good information, access academic and pastoral support and enter and graduate in tertiary education at higher levels. Other strands of the strategy also include the Kura to Career Pilot (strengthening regional tertiary provision and vocational pathways); the Quality Educators Initiative (embedding effective teaching practice into education and professional development); and Strengthening the focus on Māori learners (ensuring that all areas of Tū Māia contribute to Māori learner success).

Project Kāmehameha is a programme of research that informs design and delivery of career resources. Its aim is to lift Māori and Pasifika participation in the workforce to the same level as the rest of the country (Careers New Zealand, 2016). Specifically, the programme works to "strengthen pathways for Māori learners through the improvement of digital tools and resources for rangatahi, whānau and teachers" (Careers New Zealand, 2016:1). The programme will enable Māori and Pasifika participation and enthusiasm to thrive in the workforce.

There are a range of strategic visions and directions for Māori in tertiary education that support learners and practitioners in a range of ways. At the core of all strategies is a commitment to ensuring Māori succeed as Māori, through mātauranga Māori, through te reo me ōna tikanga and through the knowledge and understanding that Māori concepts, values and practices have a place within the education system that must be privileged and upheld to enable Māori learner success.

Māori concepts, values and practices have a place within the education system that must be privileged and upheld to enable Māori learner success.

Key findings

2

Māori pedagogical approaches enhance and improve learner experiences and have far-reaching implications for the learner that go beyond the course of study.

Engagement with Māori pedagogies

The main finding across the majority of the 45 projects synthesised in this report is largely centred around the importance and relevance of Māori pedagogical approaches in tertiary education that contribute to Māori learner success. Many project findings indicate that Māori pedagogical approaches enhance and improve learner experiences, they contribute to successful educational outcomes and often, have far-reaching implications for the learner that go beyond the course of study. Strategies such as tuakana-teina methods, whanaungatanga methods, culturally embedded and responsive methods that encourage cultural identity, sense of place and belonging and Mātauranga Māori relevance in course contexts are all areas that projects found were integral for their learners to succeed.

This insight is also expressed in the literature in that Māori pedagogical approaches to teaching and learning are conducive to enhancing learner experiences and contributing towards Māori learner success.[1] Through incorporating Māori pedagogical approaches to learning, practitioners are exposed to different ways of thinking, being and doing. Learning becomes a holistic exercise that ensures that the individual and the collective are nurtured through the learning process, their needs are catered to and the learning environment is conducive to reciprocal interaction and communication. Learning is shifting from the 'traditional' western model of the teacher possessing all the knowledge to a model that places teacher and student at the same level, where cross-examination and investigation occurs and where the teacher can also learn from the student (Lee, 2005). This is what Māori refer to as 'ako'. Ako is a holistic concept that incorporates ways of knowing, knowledge systems, beliefs, values and practices that are strongly connected and related to concepts such as whanaungatanga, wairuatanga, manaakitanga, kaitiakitanga. These values (and others) are what underpin ako and will be explored more in the next section.

1 See Pihama (et al, 2004); Tahau-Hodges (2010); Bevan-Brown (2005); and Bishop (2008).

Values that underpin practice

What guides and informs pedagogical approaches to learning and teaching are a set of underpinning values. Values are universal in that they are not exclusively Māori values, they are values both Māori and non-Māori practitioners more than likely hold and practice. These values are integral to creating and developing successful learning experiences.

An example of utilising Māori concepts and values within a tertiary context is the Ako Aronui Framework (Ako Aronui, n.d.). This framework is underpinned by Māori philosophies, worldviews and values and is used to support tertiary teaching staff to become HEA accredited[1] through providing professional tertiary teaching recognition. Developed by AUT (Auckland University of Technology), staff engage in the professional development programme and, for many, are engaging with Māori concepts and values for the first time. While the accreditation derives from the UK, the framework has been appropriately contextualised to the unique Aotearoa New Zealand context. It enables practitioners to engage with Māori concepts, philosophies and values and equips them with tools to utilise these values and ideas in their practice.

Some projects do not explicitly discuss values as being integral to their practice. However, once the purpose and outcomes of the projects were understood, it was clear to see that values are what underpins practice and what guides good practice. Some of the values of Ako Aotearoa provide some understanding of how values play a role in learning and can inform approaches to teaching – many of which may overlap with practitioner values. These values are described in the context of education from an organisational perspective and can be found as an appendix to this report.

1 The Higher Education Academy (HEA) is an internationally recognised institution that works with higher education providers to improve the professional experience of teachers through fellowship accreditation, providing professional recognition. The Ako Aronui programme supports Auckland University of Technology (AUT) staff to become HEA accredited through a series of workshops offered by the Centre for Learning and Teaching.

How can values underpin and guide practice?

Many of the projects report on the success of pedagogical approaches as being conducive to the learner within a learning context. In this section, specific examples of projects that demonstrate values[2] as being integral to practice in tertiary education are presented. Three key values from Ako Aotearoa's Te Tauākī Ako framework are used here to anchor some of the key examples from projects that express how values inform practice and how values translate into practice:[3]

- Whanaungatanga
- Manaakitanga
- Whakapapa

It is hoped that the following summary of key findings will provide a useful reference and resource to understanding how values inform and guide good practice in tertiary education.

Whanaungatanga

This value is centred on relationships that are familial or that represent familial connectedness. Relationships are meaningful and ensure that connectedness between people and groups are managed and maintained through notions of whānau.

- Meaningful and valued relationships are important. Learners feel a sense of belonging and responsibility to themselves, their peers and practitioners in ways that resemble whānau connections (Tomoana, 2012; Rawlings & Wilson, 2013; Curtis et al., 2012; Baxter et al., 2015; Frielick & Sciascia, 2016).
- Encouraging whānau connections, underpinned by the qualities of connectedness and sustainable relationships, promote and support the high success of Māori students (Karena & Fenton, 2015).
- Of equal importance are learner-practitioner relationships which have far-reaching impacts on the learner (Greenhalgh et al., 2011; Schofield et al., 2011; Tomoana, 2012; Lillis et al., 2015). Through these kinds of relationships, learners feel supported and nurtured.
- Whanaungatanga between institutions and key stakeholders (iwi, hapū, marae) are also important as these connections will enable Māori organisations and communities to play greater roles in supporting recruitment, retention and career development of Māori learners (Curtis et al., 2012; Frielick & Sciascia, 2016).

2 Values in the context of tertiary education are contextualised and are specifically related to how the broader concept of these values relate to educational settings, practitioners and learners. However, it should be noted that there are other interpretations and perspectives on these values and how they are understood and used.

3 It is important to note that while only three values are included in the key findings, there were other values that were drawn on in some of the projects. The three selected here represent the key values that were engaged with through the majority of the projects.

Manaakitanga

Manaakitanga expressly demonstrates respect, kindness and care for others. As a value, it informs how we treat people and how we wish to be treated in return. Within an education context, it represents how we nurture and care for learners through creating a learning space, pastoral care, sharing knowledge, supporting their needs and ensuring their wellbeing.

- Ensuring that learning is made relevant to the learner is catering to the learners' needs. A study with a numeracy and literacy focus trialled a specific project that explored waka designs, history and uses with its learners – this was in an attempt to relate content to the contexts of their learners (Minaa & Howarth-Jarratt, 2015).
- Tuakana-teina models of mentoring are also prevalent across the projects and demonstrate that for Māori learners to succeed, appropriate support structures should be in place. Tuakana-teina represents a familiar model of older and younger siblings learning from each other. It is non-threatening and safe and is widely used across tertiary education for Māori learners (Ngawati, 2013; Kerehoma et al., 2013; Greenhalgh et al., 2011; Rawlings & Wilson, 2013; Minaa & Howarth-Jarratt, 2015; Henley, 2014; Pukepuke & Nash, 2009; Frielick & Sciascia, 2016).
- Manaakitanga, from an institutional perspective, is ensuring that practitioners and learners are equipped with the tools and resources they require to reach successful educational outcomes (including both infrastructure such as adequate learning spaces, technologies and wifi, and more conceptual resources such as freedom to adapt curriculum and assessment models to cater to learners). There is a need for greater support from institutions regarding pedagogical change, philosophical shift and supporting of new and innovative approaches to learning (McCaw et al., 2012; Apanui & Kirikiri 2015; Hohapata, 2011; Jones et al., 2008; Frielick & Sciascia, 2016).

Whakapapa

Whakapapa represents the history and origins of something and acknowledges those rich beginnings. Te Tauākī Ako describes whakapapa (from an organisation perspective) as "understanding the whakapapa of knowledge and our place in that whakapapa e.g. Tāne-nui-a-Rangi. Understanding and recognising the validity of the history, perspectives, beliefs and values of Māori in Aotearoa" (Ako Aotearoa, 2011). Within the context of education, whakapapa refers to acknowledging our place in history and how history has shaped our culture, language and identity and, that through knowledge (mātauranga Māori), we are able to trace back those origins and forge new pathways into the future.

- In recognising the value of whakapapa, education acknowledges that Māori learners derive from a long history of colonisation, subjugation and discrimination. Through these lived histories (both inter-generationally and personally), learners are navigating this very difficult terrain as they engage with learning and education. Acknowledging historic contexts is important for practitioners so they can understand and appreciate the contexts that Māori learners are operating in. These contexts can often produce challenges and obstacles for learners. Through understanding, practitioners can be prepared to nurture learners through their learning experience in ways that are holistic and supportive (Tarau et al., 2009; Baxter et al., 2015; Greenhalgh et al., 2011)
- Whakapapa also recognises the validity and relevance of mātauranga Māori in an educational setting. Practitioners access mātauranga Māori and utilise these knowledge systems within their courses to provide relevant learning contexts and content. Many projects commented on the success of embedding mātauranga Māori into their content in that it is instrumental in sustaining learning environments that value diversity (Macfarlane, 2010; Camp et al., 2013; Hanrahan, 2009)
- Furthermore, mātauranga Māori provides a unique lens which Māori (and non-Māori) learners can use to understand and make sense of the world. That lens privileges the environment, people, place and spirituality and is anchored through culture, language and identity. This lens empowers learners to draw on their own knowledge and contexts to make sense of their surroundings in culturally relevant ways (Mercier, 2010; Minaa & Howarth-Jarratt, 2015; Mihaka, 2008; Karena & Fenton, 2015; King et al., 2011)
- The privileging of te reo Māori me ōna tikanga (language and protocols) is critical to education and recognises the whakapapa of language underpinning a culture.[4] A small number of projects explored te reo Māori in various aspects including developing new learning strategies for te reo Māori (Mihaka, 2008; Keiha et al., 2008; Ka'ai et al., 2009; Rātima, 2013) and assessment of te reo Māori programmes at the tertiary level (Mataamua, 2016). Projects that focused on learning strategies for te reo Māori are important to the development and revitalisation of the language.

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4 Historically, te reo Māori has been severely impacted through colonisation to the point of probable language death. Fortunately, efforts from a range of different groups have made attempts to revitalise the language to a healthy state and to encourage and resource more people to speak the language. Tertiary education also has a commitment to contribute to this revitalisation.

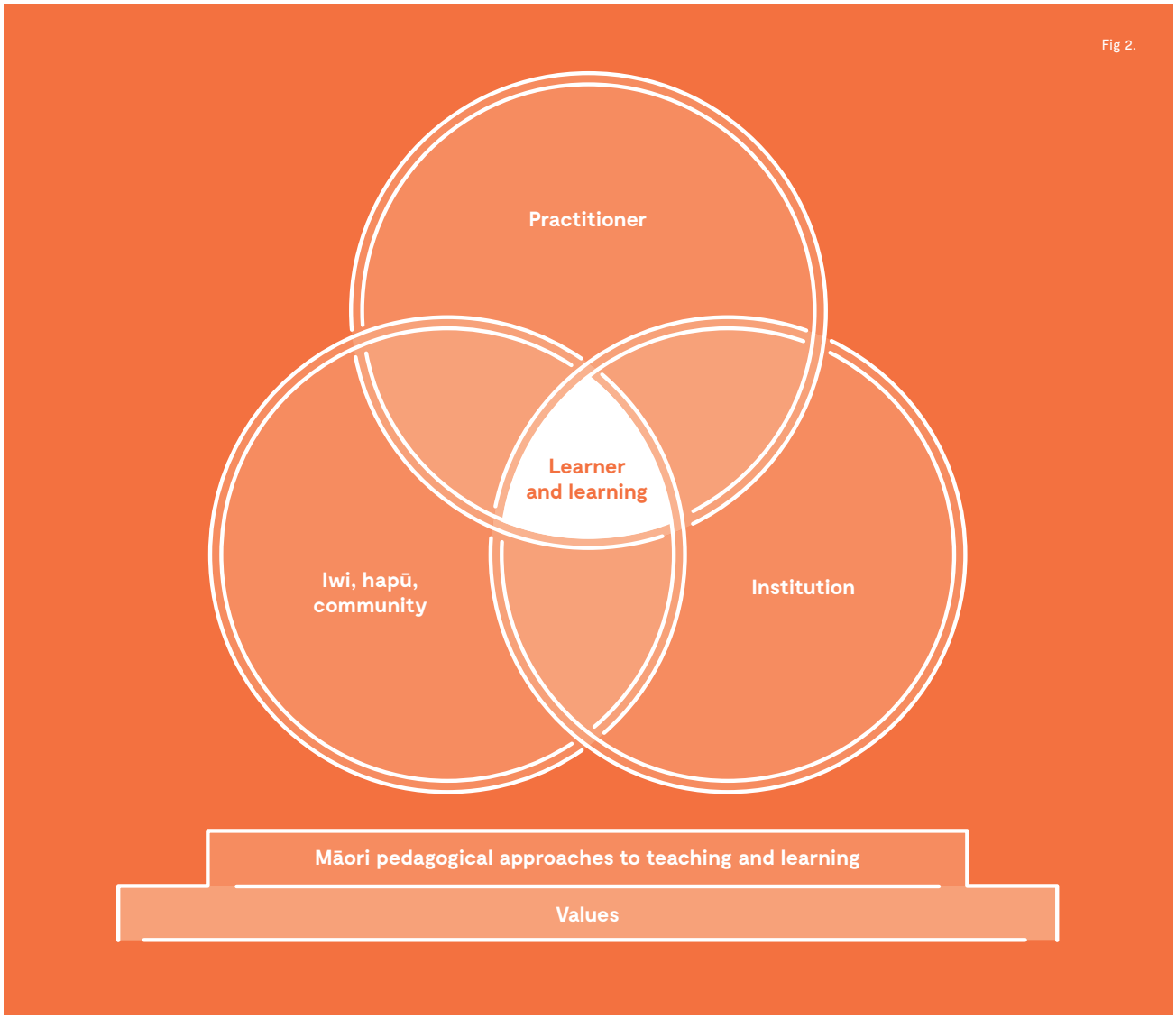

Fig 2: Values underpin good practice to support the learner. The learner is supported by the practitioner, institution and community. (Sciascia, 2017)

As outlined in figure 2, values are what underpins good practice. Both practitioner and learner come together with their own sets of values, many of which align and overlap. There are multiple relationships at work and each must be reciprocal and be maintained. The learner is central to this process, as well as the process of learning. The practitioner and learner can at any time switch places; the teacher can become the learner and vice versa. Key values such as whanaungatanga, manaakitanga and whakapapa (there are many others) are important to understand when engaging with Māori learners and will provide a safe, comfortable and interactive learning environment between practitioner, learner and institution. The majority of these projects attribute learner success to the engagement and implementation of Māori pedagogical practices and approaches to teaching and learning.

Project highlights

This section provides brief summaries of the 45 Māori learner-focused projects with a focus on highlighting the project purpose and findings. They are grouped under three themed subsections.

THEME

Māori pedagogical approaches to learning (ako)

This section was by far the most prevalent theme across all 45 projects and not surprising was the similarity of findings emerging from those projects regarding the importance and relevance of Māori pedagogical approaches playing a key role in the success of Māori learners. These approaches are relevant for any practitioner who seeks approaches that are underpinned with common values.

Tutor practices that increase completion for Māori PTE students

Greenhalgh, A., Walker, S., Tipa-Rogers, K. & Hunter, R. (2011).

Funded by RHPF Central

This project focused on the identification of key tutor practices, in relation to delivery of content, student engagement, and cultural awareness that correlated to successful outcomes for Māori students in a PTE. The results highlight the effectiveness of a bicultural approach to tutoring adult students. The project suggests that to be healthy, Māori need access to learning their language, to education and qualifications, to employment and to have their culture valued. The results of this research indicate that many of the identified needs in this project are being provided to students at Workforce due to the supportive relationships they form with their tutors and the interactive delivery methods used. The research highlights the effectiveness of a bicultural approach to tutoring adult students and indicates that the practice of Whanaungatanga in class dynamics, the inclusion of tikanga in class protocols and the use of peer support teaching methods, tuakana-teina, have a positive impact on the retention/completion success rates of Māori students in the PTE environment.

How Māori distance students can have a sense of belonging

Rawlings, C. & Wilson, K. (2013).

Funded by RHPF Central

This project evaluates the effects of a cyber-Whare and a Kaupapa Māori peer mentoring initiative on first-year first-time Māori students at the Open Polytechnic. The study indicated that the values underpinning tuakana-teina e-Belonging could provide the key to setting up a whānau community to give the Māori learner a sense of belonging (whanaungatanga) and a place of belonging (tūrangawaewae). The project was measured over one trimester and as a result, both tuakana and teina were asked, through an interview process, their perceptions, opinions, beliefs and attitudes relating to their experiences during the project. They were also free to discuss what they identified as being important to them. The research suggests that one of the essential foundations of a Māori-centred approach to learning is to include cultural inclusivity with a focus on enabling learners to access learning resources in a manner that is congruent with Māori values, beliefs and styles of learning.

Successful teaching and learning strategies for Māori, Pacific and youth learners

Tomoana, R. (2012).

Funded by RHPF Central

This study aimed to identify, with specific regard to Māori, Pacific and youth learners, activities and approaches that enable high success rates for these targeted groups. The project was in two parts: part one was a research paper/report and part two was the development of a teaching resource for staff. The research was exploratory and strengths-based. Using an Appreciative Inquiry method (Cooperrider & Whitney, 2005), staff were encouraged to share what 'they' considered to be useful and successful teaching and learning strategies. Students were also interviewed to investigate what they considered was useful and helpful in their learning journey. The project uncovered and documented the teaching strategies at Whitireia New Zealand, which have been successful with Māori, Pacific and youth learners. The research identified a set of five enablers that can be utilised by other practitioners who are seeking successful teaching and learning strategies:

- Strong relationships within the learning space (necessary to have trust, not just between tutor and students, but also between students);
- Belief by the tutor that all students have the ability to achieve;
- Being mindful that every student is different, even within the categories of Māori, Pacific, and youth. It's about trying to find the space in your teaching to allow all students' differences to be valued/acknowledged/reflected;
- The need for the tutor to be reflective in their practice; and
- The use of good teaching principles.

At the heart of staff experiences was the importance of relationship development and cultural responsiveness particular to Māori, Pacific, and youth learners.

A Māori Perspective for Embedding Literacy and Numeracy within Adult Education Programmes

Mete, H. (2013).

Funded by RHPF Central

This illustrated resource describes the training experiences of adult educators who attended workshops aimed at embedding literacy and numeracy in courses designed for Māori learners. It concludes with guidelines and practical suggestions for learner success. It will be of use for Māori teachers and anyone working with Māori students. In this project, 20 educators shared their stories and achievements from participating in He Mana Ako. They outlined the tools and techniques that worked for them and how these were applied within their own student-focused literacy and numeracy skill development strategies, through the delivery of their educational programme. These included;

- Whakapapa (attitude)
- Mana Motuhake (assessment)
- Kaitiakitanga (responsibilities and roles of educators)
- Tino rangatiratanga (potential)

Key tutor practices that are positively associated with successful completion for Māori PTE students

Greenhalgh, A., Tipa-Rogers, K. & Hunter, R. (2011).

Funded by RHPF Central

This project focused on revealing practices consistently demonstrated by tutors who have ongoing success in delivering courses to Māori learners. Recommendations will be used to drive professional development for tutors working in the PTE sector. This project provided further insights into the importance of relationships between tutor and student. The results indicate that tutors are delivering using bicultural pedagogical approaches almost intuitively and that the main driver behind this success is in engaging Māori learners. However, there is a deep-seated cultural taboo around treating people differently based on cultural identity. A preference for recognising people as individuals and taking into account their culture within that holistic picture of recognition was strongly voiced. While the majority of Highly Successful Tutors identified themselves as utilising sound practice in differing scenarios, they did not appear to link these together to form a cohesive model of practice that supported Māori learners. It is intended that a model of practice 'Te Puanga Matapae Oranga' will be developed as a toolkit to support tutors in understanding their pedagogical approaches and practices and linking these to Māori worldviews and approaches to learning.

Motivation and engagement of Māori and Pacific students at PTEs: Lessons for improved teaching and learning strategies

Lillis, D., Fiso T., Henricksen, S. & Storz, S. (2015)

Funded by RHPF Central

This study focused on the engagement and motivation of tertiary students attending three Private Training Establishments in Aotearoa New Zealand. With a primary focus on Māori and Pacific students, the purpose was to elicit feedback from students on ways of enhancing teaching and learning at PTEs. The study included both quantitative and qualitative components, including a survey of students and focus groups. The project emphasised the importance for academic success of positive tutor-student relationships, cultural responsiveness, the use of varied teaching and learning approaches (emphasising practical work) and attractive physical environments. The study specifically found that:

- Only minor systematic differences in engagement and motivation across ethnicity, gender and socioeconomic level were identified, indicating that Māori and Pacific students are not greatly different from others in either engagement or motivation;
- The single socioeconomics-based difference identified in the study related to learning more if the tutor cares how the student is doing;
- Māori and Pacific Island respondents spend more time in providing care for dependents than others;
- Māori and Pacific students spend more time in study-related activity weekly than other students; and
- Participating students provided very positive feedback on the participating PTEs in meeting the cultural needs of all students, but particularly of Māori and Pacific students.

Project Based Learning Focused on Numeracy and Literacy Skills with Māori Second Chance Learners

Minnaa, A. & Howarth-Jarratt, P. (2015).

Funded by RHPF Central

The aim of this study was to create two integrated Project Based Learning (PBL) lessons that engaged Māori second chance learners. The project included a strong numeracy and literacy focus as this is the major barrier prohibiting their learners gaining a qualification. The created projects include: The Waka Project – this project explored iwi approaches to waka designs, history and uses – and The Stream Project – this project explored the ecology of rivers and can be applied to any local and convenient stream or river. Learners' experiences and tutors' observations were recorded, as well as achievement records. The project identified six principal factors that support students' success:

- Making the learning relevant to the learner
- Focusing on your goals when designing the project content
- Including practical activities and group work to engage students
- Celebrating student success
- Including Māori perspectives and tikanga, e.g. the role of the atua in ecology
- Including Māori pedagogy such as tuakana-teina and ako

Culturally Relevant Support for First-Year Māori and Pasifika Student Engagement, Retention and Success

Ross, C. (2008).

Funded by RHPF Central

This project is based on evidence that shows that at the beginning of the first year of tertiary study, students who are supported have a more positive experience and successful outcome. It is based on a pilot programme that implements the use of culturally relevant peer support. One hundred and fifty students were contacted via telephone during semester one 2008 and offered support. The programme was informed by Kaupapa Māori Theory and principles of inclusive teaching practice and aimed to enhance student engagement and success. This research revealed that first-year Māori and Pasifika students studying at a distance value the opportunity to have regular contact with knowledgeable peers in addition to their tutors. They find the contact encouraging and motivational; it enables them to deal more effectively with the demands of study and to feel part of a learning community. This contact, which occurs at key decision-making points in students' progress through their courses, assists in the identification of issues that might be a barrier to successful completion and provides opportunities to resolve these in a timely manner. Students, particularly Māori students, placed great importance on belonging – the notion of tātau tātou tātou. They considered that the regular contact with peer supporters had contributed positively to their sense of belonging. This response from students is an indication of how culturally relevant the peer support programme is even when departure is imminent.

Hei Toko i te Tukunga: Enabling Māori Learner Success

Apanui, N. & Kirikiri, T. (2015).

Funded by Professional Development Fund

The purpose of the project was to introduce tertiary educators to the design and evaluation of teaching strategies and practices that lead to enhanced outcomes for Māori learners. The Hei Toko project confirmed that good Kaupapa Māori-based education practice needs to be learner-centred, whole-of-organisation, dynamic, responsive and highly adaptive to meet the demands of our highly contextualised and fluid tertiary education sector. Kaupapa Māori-based good education practice included the following factors: support; being learner-centred; whakawhanaungatanga; organisational buy-in; agency support; empowerment of practitioners to develop themselves professionally; evidence from good practice research to enhance and inform practice; and evaluation.

The Path of Nexus: Māori student success in a design school context

McCaw, C., Wilson, J., Huakau, G., Camp, J., Egan, V., Te Whaiti-Henry, T. & Henry-Ryan, M. (2013).

Funded by Good Practice Publication Grants

The Communication Design degree programme at Otago Polytechnic has developed a student-centred learning environment with a number of practices that have been particularly rewarding for Māori students. The learning environment includes students working in peer and student-staff teams on commercial and community projects. Three practices are identified as contributing to an enhanced learning environment:

- Encouraging students to keep culture at the centre of their learning
- Encouraging students to work together in groups
- Valuing the importance of students' own identities

The project has encouraged collaboration, led to a number of rewarding integrations of cultural practices for a cohort of Māori learners with local communities, and supported the development of learner leadership and personal skills. The project is presented as a video publication.

Te Reo Māori Can Be Easily Learned Through Waiata Tamariki

Mihaka, R. (2008).

Funded by Good Practice Publication Grant

This project focused on effective ways for student teachers and colleagues in early childhood education to learn te reo Māori (Māori language). Te Tari Puna Ora o Aotearoa/New Zealand Childcare Association developed the approach after observing how waiata tamariki (children's songs) are an integral component of Māori language acquisition in early childhood education settings. This project involved identifying a range of current waiata for tamariki that are readily accessible and designed for use in early childhood education contexts for language development.

Huakina mai: Doorways toward culturally responsive education

Macfarlane, A. (2010).

Funded by Good Practice Publication Grant

This study investigated a summer tertiary course which highlighted the relationships that exist between diversity, equity, engagement and educational success, by drawing on culturally responsive approaches in lectures, professional conversations, workshops and assignments. The summer school course offered was based on four principles that open the doorway towards culturally responsive pedagogy – whakanuia (success), hononga (connectedness), pūmanawatanga (ambience), and mātauranga (scholarship) – which have been instrumental in sustaining a learning environment that values diversity. This course has modelled an inclusive learning journey, provided relevant and authentic culturally responsive learning experiences, and has been epitomised by way of the Māori concept of whaiwāhitanga (participation in and across cultural contexts). This, in turn, has fostered students' confidence in professional and scholarly performance.

Whai Ake I te Ara Tika — A living model of Māori success

Ngawati, T. (2013).

Funded by Good Practice Publication Grant

Māori student leadership capability and capacity is growing at Unitec and is being supported through a Māori mentoring scholarship programme based on tuakana-teina values and practices. The programme is run through the polytechnic's Maia Māori Centre. Students in their second or final year of study become tuākana (mentors), and students in their first year of study are the recipients of the scholarship and are the programmes tēina (mentees). Scholarships and funding were sought through various sources and the programme has gained steady progress in retention rates of its Māori learners. Some of the key benefits and success factors are described by participants of the programme.

Students, particularly Māori students, placed great importance on belonging – the notion of tātau tātou tātou.

Targeted Learning Sessions to enhance the assessment performance of first-year Māori and Pasifika students

Henley, M. (2014).

Funded by Good Practice Publication Grant

This project developed a practical teaching support initiative, Targeted Learning Sessions (TLS), which incorporated pastoral and academic support together to provide a non-threatening pathway for all students to seek discipline-specific assessment advice. The design and application of TLS and the strategies developed to engage Māori and Pacific first-year learners in this system of academic support are the central focus of this project. The first Targeted Learning Session found that Māori and Pasifika students increasingly became regular and committed attendees. The collaborative approach became the catalyst for a more effective delivery of teaching and learning expertise. Where Māori and Pacific students were the majority, TLS sessions were supported by Māori and Pacific professional and academic staff. Spaces for meeting were negotiated for the target group of students to ensure that they felt comfortable entering into that space.

Inakitia rawatia hei kakano mō āpōpō: Students encounter with bicultural commitment

Gordon-Burns, D., Campbell, L. & Ruru, R. (2014).

Funded by RHPF Central

This study focused on gaining a deeper understanding of and being better informed about the importance of truly integrating a bicultural component in initial teacher education. A pilot study indicated that students enter Initial Teacher Education (ITE) training with a variety of values and beliefs regarding te reo Māori and he ao Māori and that these appear to be a product of the social and educational environments in which they have been immersed. More commonly, these students had participated in kapa haka (Māori performing arts) at school or had attended a school-organised visit to a marae. This highlighted that there was minimal involvement and/or opportunity to be present at or to interact with Māori cultural events. For those students who had experienced this opportunity, the school environment was the initiator of the occasion. This study found that some teachers lacked the confidence and competence to integrate te reo and tikanga Māori into their practice. This is an area for service managers to address through professional learning and development.

Mā pango mā whero ka oti te mahi: Digging for Māori Values at Te Tai o Poutini Polytechnic

Karena, T. & Fenton, C. (2015).

Funded by RHPF Central

This project explored factors underpinning historically higher Māori participation and completion rates at Tai Poutini's Digger Schools in comparison to the institutional average. This project indicated that there were three main concepts/values from te ao Māori (the Māori world) that were clearly manifested in this educational environment. These values were:

- Manaakitanga
- Whanaungatanga
- Whakapapa

Encouraging a connection to family and to the group underpinned by the qualities of connectedness and sustainable relationships appears to have promoted and supported the high success of Māori students in this particular tertiary setting.

Ngā Ringa Raupā o Pikiao Waiariki Agricultural Collaboration

King, N., Hunia, R. & Fitzpatrick, L. (2011).

Funded by National Project Fund

The result of this collaborative project was the creation of a qualification – Te Taumata Raukura – with the express aim of offering ākonga-centred, meaningful, relevant, hands-on learning with both general and specific career knowledge. This project consisted of four main foci: a literature review, the exploration of the possibilities, designing the qualification, and the evaluation framework. An evaluation framework was created around how ako (teaching and learning practice) is implemented within the qualification Te Taumata Raukura. The evaluation framework can be used both as a guideline for the kaiako (tutor) and their practice and as an evaluative tool that is underpinned by the following four key principles: whanaungatanga (respectful relationships and connections), ako (living, learning and teaching), aro (reflective practice and evaluation), and te hiringa (spirituality, passion and motivation).

Tātou Tātou — Success for All: Improving Māori student success

Curtis, E., Wikaire, E., Lualua-Aati, T., Kool, B., Nepia, W., Ruka, M., Honey, M., Kelly, F. & Poole, P. (2012).

Funded by National Project Fund

This project investigated Māori student success using the Critical Incidents Technique and identified key factors that helped or hindered learner success. These were identified across 3 non-lecture contexts: Māori student support services, undergraduate programmes, and Māori student whanaungatanga (peer relationships). The findings support the need for tertiary institutions to provide additional Māori student support services, with a particular focus on fostering cultural bonding between students and their peers. The findings also highlight the important role of the educator as this role can be both helpful, and hindering, within non-lecture contexts. Key success factors included the ability of educators to develop relational trust, demonstrate cultural safety and utilise high-quality teaching and learning methods whilst having an excellent grasp of the content required. Based on the findings, quality tertiary teaching for Māori students within health programmes should:

- Use effective teaching and learning practices;
- Provide academic support that is culturally appropriate;
- Provide pastoral support that is culturally appropriate;
- Provide a culturally safe learning environment; and
- Encourage cohort cohesiveness.

Building Kaupapa Māori into Early Childhood Education

Williams, N., Broadley, M. E. & Lawson Te-Aho, K. (2012).

Funded by National Project Fund

This project examined how bicultural competence is applied in the education of early childhood teachers with regards to Māori pedagogies, identities, languages and cultural beliefs, and how Māori pedagogies are valued in the provision of early childhood education in Aotearoa. A Kaupapa Māori methodology was adopted, drawing upon qualitative techniques. The study identified that bicultural competence had not been attained universally in mainstream services, despite good intentions. Research data revealed perceptual differences toward te Tiriti o Waitangi. For Māori, it is a partnership document binding both parties, while many Pākehā perceive it as a document just for Māori. Data indicated the need for bicultural learning and bicultural resources with a Kaupapa Māori base to support development of bicultural teaching. Arising from the research were several implications including that teachers need to acquire further knowledge of kaupapa Māori theory and that they need to know their own culture before bicultural understanding can be embedded in early childhood contexts.

Hei Ara Ako ki te Oranga — The Kaupapa Māori Wellbeing Assessment Model

Hutchings, J., Yates, B., Isaacs, P., Whatman, J. & Bright, N. (2013).

Funded by National Project Fund

This collaborative project between Literacy Aotearoa and Te Wāhanga, NZCER developed an assessment model, that demonstrates a link between literacy learning and wellbeing for Māori learners. It addresses the need of Māori literacy providers for relevant and appropriate assessment models of wellbeing for Māori, and it complements the Literacy and Numeracy Assessment Tool for Adults. The model has a Kaupapa Māori underpinning and gathers information about the progress of the learner at different stages in the learner's programme. The model comprises a set of questions for the learner that address their progress towards their goals. It also involves the learner and the tutor engaging in a conversation and may involve whānau members. The model has four stages:

1. The initial assessment process where the goals of the learner are identified and a learner plan is developed to provide a focus for the tuition.
2. A formative assessment where the learner and tutor review progress and both contribute to the learner's responses to three questions about their progress.
3. The summative assessment where the progress towards achieving the learner's goals are discussed and validated.
4. The exit statements where the learners complete their programme(s) with the provider comments against a Likert scale to three questions that focus on achievement and future direction.

Supporting academic success by minority group students in a private training establishment

Schofield, A., Walker, L. & Going, N. (2011).

Funded by RHPF Northern

This study aimed to identify learning and teaching strategies that were successful with culturally and linguistically diverse students and make recommendations for good practice to the tertiary sector. The research suggests that there are four key factors that are important for optimal tertiary teaching:

1. Tutor-student relationships
2. The learning environment
3. Learning resources and practical application of learning
4. Wider context for academic success

The findings indicate that having strong tutor-student relationships fosters an appropriate learning environment and when combined with appropriate materials can produce learning for minority groups that reaches far wider than the learning outcomes of the course.

Cultural confluence – challenges for a training provider intending to work cross-culturally within Māori and Pasifika contexts

Smith, A. & Crane, T. (2011).

Funded by RHPF Northern

This project sought to explore pedagogical models and research methodologies specific to Māori and Pasifika contexts in order to:

- Identify the cultural perspectives and the worldview of staff and students at BTI (Bethlehem Tertiary Institute).
- Explore areas of concern to Pasifika and Māori students and stakeholders.
- Hear experiences and perceptions of staff and student's work in multicultural contexts.

The findings identified the centrality of connection in developing the ability to work across cultural groups and the awareness that connection is primarily a heart issue. While structural matters (e.g. environment, time) and academic knowledge contribute, they are both secondary to the issue of attitude, specifically attitudes of openness and willingness to build bridges.

Māori learners in the workplace setting

Kerehoma, C., Connor, J., Garrow, L & Young, C. (2013).

Funded by National Project Fund

This project focused on understanding the experiences of Māori learners in industry training organisations, and used these experiences to understand how to best support Māori learners in the workplace. Findings suggest that the enablers and barriers to workplace-based learning for Māori trainees are multi-layered, involving a complex mix of the following elements, which the project team have created into the Te Ako Tiketike model featured below (Fig 3):

- Personal commitment, attitude and motivation
- Tuakana-teina (peer mentoring, peer learning and role models)
- Connectedness (to the employer, colleagues and ITO)
- Whānau support and encouragement
- Strong foundations for workplace learning

Through a greater understanding of how Māori experience training and the factors that affect completion (either negatively or positively), the ITOs involved are in a better position to take actions that address any existing barriers to completion, and to develop new systems and processes that can enhance completion. Industry training has a significant role in contributing to Māori enjoying education and workplace success as Māori.

Fig 3. Te Ako Tiketike model

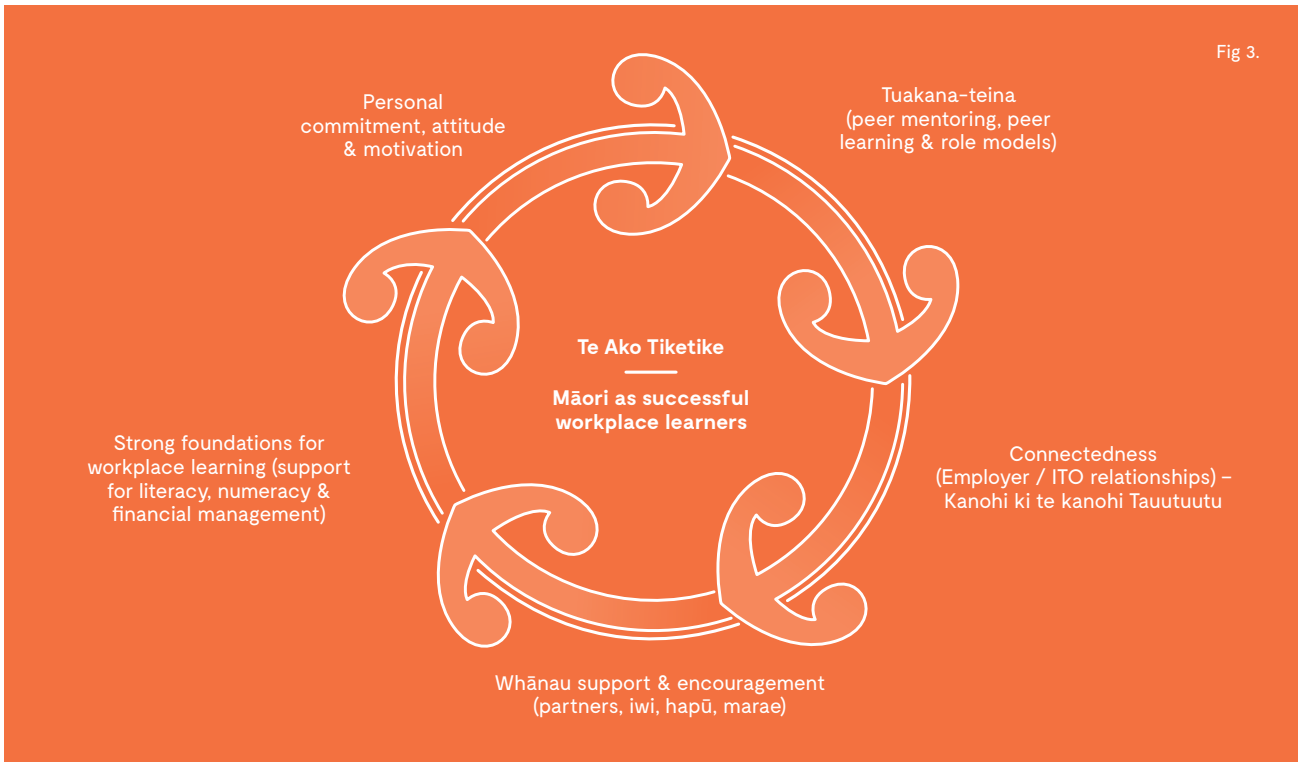

Fig 4. Weaving our worlds programme and evaluation map

Weaving our worlds: Māori learner outcomes from an equity-focused strengths-based programme in Health Sciences

Baxter, J., Bristowe, Z., Fruean, S., Meager, J. & Dawson, A. (2015).

Funded by National Project Fund

This project focused on enhancing and evaluating outcomes from a strengths-plus-evidence-based approach to increase academic achievement of Māori Health Sciences First Year (HSFY) students through a programme, Te Whakapuāwai. This programme was provided to Māori HSFY students in 2014 as a pilot to accelerate students' learning strategy acquisition in an environment that fosters whanaungatanga (belonging), kotahitanga (unity), ako (reciprocal teaching and learning), hauora (holistic wellbeing) and academic excellence.

Process and outcomes evaluation after the first 18 months indicated that Te Whakapuāwai was successful, with an increased number of Māori students passing HSFY papers and gaining entry into Health Professional degrees when compared to previous years. There was also a high degree of student participation and satisfaction. However, despite a trend of improved Māori student outcomes overall, this improvement has not been distributed evenly across Māori students, and those students who are relatively educationally and socioeconomically disadvantaged have remained less likely on average to succeed academically in HSFY. Despite this, researchers believe that the project and its findings have the potential for application to other educational areas and institutions.

Peer mentoring of at-distance students: A resource for tertiary institutions

Pukepuke, T. & Nash, S. (2009).

Funded by RHPF Central

This project aimed to assist achievement and retention through peer mentoring and maximise student use of existing university supports through the development of a resource for at-distance peer mentoring. The resource is a practical guide for tertiary institutions »

establishing a student peer mentoring project. This project produced key findings around the benefits of, and practical strategies and recommendations for, establishing peer mentoring programmes including tools for intervention, key relationships, working with different students (including Māori learners), modes of communication and values that underpin mentoring programmes. Mentors worked as a team, operating on weekday evenings, communicating with students by phone, email, text, and occasionally in person. Data were recorded throughout the process and used, along with current literature, achievement and retention rates, to inform findings. This resource is valuable for institutions seeking to create and undertake mentoring programmes.

Improving Participation, Retention and Progression of Māori Tertiary Learners in the Whanganui Region

Harrison, G., Marshall, G. & Beckham, A. (2009).

Funded by RHPF Central

This project investigated how two Private Training Establishments could improve the participation, retention and progression of Māori Tertiary Learners in the Whanganui Region. The project findings indicate that the two PTE's adhered to a common kaupapa and developed relationships based on partnership principles. Their skills were distinct with complementary strengths that would enable the development of collaborative and complementary programming. Benefits were identified in engaging in forward planning and implementing joint programming. Examples included engaging in joint professional development; sharing tutors to provide professional development and training adult literacy tutors; sharing resources and developing other resources to meet the specific needs of foundation learners. The PTEs developed the knowledge to advance new projects and new ways of working with learners. An added strength was their common interest in tracking learners to determine the enablers and disablers for foundation learners in advancing their vocational goals.

- The project benefited both parties and the cohorts of learners engaged in the process in the organisations.
- Time spent in initial consultation and development is critical. Support at both a managerial and governance level was vital to the success of the project.
- A common value base was determined which, in the view of the project partners, was a critical element of success.
- The relationship between the organisations respected partnership principles and the need for autonomy and confidentiality around emerging business opportunities for each PTE.
- Collaborative action was not limited to the two PTEs. Others were pivotal in the process of enabling and improving student participation, retention and progression; most notably, the local Iwi Educational Authority (Te Puna Matauranga o Whanganui).

Affective Mobile Learning Support System for Māori Students

Goh, T.T., Chong Seet, B. & Rawhiti, L. (2011).

Funded by RHPF Central

This report presents the outcome of an experimental design to investigate the impact of persuasive and affective SMS text messages on students' self-regulated learning strategies while attending an introductory information systems course, with a focus on supporting Māori and Pacific learners.

A set of questionnaires (motivated strategies for learning questionnaires — MSLQ) were developed and used to measure three general types of strategies: cognitive, meta-cognitive and resource management.

The study found that persuasive SMS messages are a viable and effective strategy for maintaining, improving and enhancing students' self-regulation strategies. As well, practitioners can complement this strategy with other motivational strategies to enhance students' learning experiences, especially for first-year courses and students. Despite these findings, Māori and Pacific participation was reportedly low and therefore, a representative sample was not adequately portrayed in this study.

Ako Whakaruruhau – Implementing and Evaluating Good Practice for Māori Trade Training

Savage, C., McConnell, N., Clifford, L., Tarena, E., Kamilton, K., Inia, H., Pitama, M., Confait, A. & London, P. (2016).

Funded by National Project Fund

This project was centred on the implementation of the model 'Te Ako Tiketike — Māori as Successful Workplace Learners' into a Hawkins Construction's apprenticeships support scheme and the He Toki ki te Mahi Group Training Scheme. With a focus on learning pathways to bring about an organisational focus on Māori apprenticeship success, the study analysed current apprentice support practices for Māori in apprentices, implemented Te Ako Tiketike and evaluated the experiences and outcomes for apprentices. Systems support and guidelines were provided for Hawkins Construction employers and subcontractors to work successfully with Māori apprentices, and to demonstrate how the model works as a comprehensive organisational framework within the Group Training Scheme. The study found that:

- Sub-contractor variability adds complexity to the implementation of support initiatives.
- Raising awareness in the sector brought about a demand for new learning.
- Stereotyping and deficit attitudes about Māori were evident and embedded.
- High staff turnover and change impacts on relationships – the provision for the mentor needs to be ongoing but not always on site.
- The ability to recognise and respond to cultural difference needs to be a part of the culture of the organisation.
- Where possible, placing Māori apprentices to work together is best.
- Providing apprentices with leadership opportunities positively impacts their performance.

Integrated assessment for Māori youth learners entering tertiary education for the first time

Hohapata, H. (2011).

Funded by RHPF Central

This study was developed to help Māori youth who struggle with assessment using only a workbook. The focus was to gather naturally occurring evidence towards achievement of units linked to the National Certificate in Employment Skills (NCES) Level 1 while students engaged in day-to-day course activities. Activities ranged from being interviewed for the course, filling out forms, listening and engaging in discussions before, during and after an activity, reading, writing, speaking and listening and engaging in group learning such as wānanga, noho marae, and pōhiri. The key objective of the project was to develop explicit resources and to share the learning gains and resources with other tertiary providers with a high Māori youth profile. The study found that:

- Collaboration between management/staff/students – required input across the organisation.
- Student achievement increased by 20-30 credits for learners in the trials during the trial timeframe.
- Māori achieving success as Māori – engagement with learning was significantly increased when learning linked to acknowledgement of Te Ao Māori and Māori pedagogies, e.g. mentoring.
- Teaching practice for this project required more effort and time, e.g. recording of data.
- The methodology for this project did not cater to all types of learners.

Learners and mobile devices (#NPF14LMD): A framework for enhanced learning and institutional change

Frielick, S. & Sciascia, A. (2016).

Funded by National Project Fund

This two-year project had a primary emphasis on student benefits through staff professional learning and the broader context of institutional digital strategy and transformation. The underpinning aim of the entire project was centred on enhancing learner experiences through the use of mobile learning and mobile devices, through a cross-institutional project aimed at pedagogical transformation.

One of the key outputs of this project focused on Māori learners understanding what effective engagement looked like through mobile devices and m-learning. A comprehensive literature review of Māori learners and pedagogies was conducted as well as the development of a framework. The framework was underpinned with concepts of ako and Kaupapa Māori values and interwoven with mobile learning theories, approaches and practices. Through this framework, practitioners are able to understand the relationship between values and practice and how concepts of ako are understood and applied within a classroom (either a physical or virtual classroom).

The framework enables practitioners to freely navigate the 'whare' and utilise areas of the framework that specifically relate to them. The framework is non-exclusive, user-friendly and helps to remove barriers that can often intimidate practitioners from wanting to engage in processes of ako. The framework has also been converted into an app that enables users to navigate the various areas of the framework.

THEME

Access to mātauranga Māori and integration into content

This section includes projects that incorporate or enable access to Mātauranga Māori in various ways. Mātauranga Māori also incorporates te reo Māori me ōna tikanga (Māori language and protocols). A number of projects are included in this section that have a strong focus on te reo Māori or environments and spaces for learning that are conducive to, and nurturing of, mātauranga Māori. Many of these projects also intersect the section above around Māori pedagogical approaches to learning.

Tahia te Marae, Tahia te Wānanga – Adult learning on the marae and in the community.

Te Kupenga Mātauranga o Taranaki. (2011).

Funded by National Project Fund.

The purpose of the project was to examine how regional education programmes meet community aspirations. The team members applied key Taranaki Māori principles in their approach to the research. Report findings indicate a significant value in informal adult teaching and learning on marae or in Māori community settings for Māori from and within the Taranaki region. This research demonstrates tangible ways in which marae and Māori community-based courses contribute to meeting Taranaki Māori aspirations. Five areas in which marae or Māori community-based adult education contribute to Taranaki Māori aspirations are discussed in this report: identity, development, knowledge, cohesion and sustainability. The location of courses within Māori community contexts contributes to reinforcing a sense of localised identity. Courses contribute to building local capacity that may enable communities to take on other projects and thereby facilitate community development.

Reflections of Attending Waitangi Day 2009.

Tarau, R., Langdon, Y., Kohunui, H. & McKinnon, D. (2009).

Funded by RHPF Northern.

The project is an exploration of contemporary deliberations that occurred at the Waitangi Commemorations at Waitangi 2009 and provides the whakapapa of colonial impacts in Aotearoa. Links were created between the present and past Waitangi events, which highlight many of the issues of the past, which remain relevant today. It is important that students are exposed to the history of our past in order for them to understand the relevance Te Tiriti o Waitangi has in today's society. The study revealed that teaching practice can be enhanced through utilising this research as a guide to provide an environment for vigorous and healthy debate without prejudice within teaching disciplines.

Te Hononga Mātauranga.

Kingi, T. K., Hall, M. & Taiaroa, H. (2009).

Funded by National Project Fund.

Te Hononga Mātauranga provides a suite of online audio-visual resources for Māori post-graduate students. These resources offer information on topics such as effective writing, research, ethics, Māori development, te reo Māori, reviewing literature, and cataloguing. More than 30 resources have been developed and are promoted through weekly pānui to Māori staff and students. To date, these resources have proved popular with staff and students. The project has also encouraged ongoing collaborative relationships between the three organisations involved in this work. Te Hononga Mātauranga is a valuable resource of presentations on the PhD process, research methods, data analysis, collection, writing and reporting, as well as other issues of interest to post-graduate students. The portal is accessible at any time from any location and provides rich media and information to support post-graduate students.

Kia matatau ki te reo: Factors influencing the development of proficiency in te reo Māori with adult learners.

Rātima, M. (2013).

Funded by National Project Fund.

This doctoral thesis sought to answer the question: what factors help or hinder adult Māori second language learners to become proficient speakers of te reo Māori? In particular, the thesis examined what kind of concerted effort is needed and how can individual learners optimise their efforts to learn te reo? Key findings revealed that for learners there were three essential factors to their success:

1. The quest for their own identity as Māori.
2. Their ability to establish and maintain relationships with other Māori speakers.
3. Their desire to serve whānau, hapū, iwi and their communities.

The researcher interviewed 17 highly proficient second language speakers of te reo, which made up the data for this thesis.

Simpā – A Very Useful Toolkit.

Camp, J., Sunderland, J., Russell, K. & Flack, B. (2013).

Funded by Good Practice Publication Grants.

Simpā, is a toolkit that merges Māori history and computer gaming technology as a way of teaching Māori history in an interactive and interesting way. This toolkit project has been a successful collaboration, including its exemplary relationship, which has arisen out of a formal agreement between the Te Rūnaka o Kāi Tahu (Tribal Council of Kāi Tahu) and Otago Polytechnic. The development of Treaty-based Māori intellectual property as a process has added to the learning of Otago Polytechnics' researchers and staff. The use of Simpā as both a complement to and a way of telling and recording history and whakapapa is innovative. It provides a platform that can send history to people who are based anywhere around the globe, creating and strengthening their connection with Ngāi Tahu and Aotearoa New Zealand. As well as the connection, Simpā is a way of passing on whakapapa to future generations in an interactive and interesting way, ensuring the retention of important aspects of our history. It is also a fun way to share history with groups who come to experience noho marae.

Te Whakapakari i te Rautaki Pūnaha Rorohiko Hei Ako i Te Reo Māori: Advancing a Digital Strategy for Learning and Teaching te reo Māori.

Keiha, P., Moorfield, J., Ka'ai, T. & Spooner, H. (2008).

Funded by Good Practice Publication Grants.

This project was aimed at creating a blended platform for the teaching and assessment of te reo Māori that enhances learner engagement and outcomes. Evidence is provided to support the claim that the platform and its teaching and learning practices will revolutionise the way te reo Māori, and indeed any other second language, is formally acquired.

Te Puawaitanga o Te Kakano: Nurturing the Seeds of Learning Within Rural Māori Women.

Hanrahan, F. (2009).

Funded by Good Practice Publication Grants.

This project focused on the early childhood Māori management/learning model of 'Atawhāingia Te Pa Harakeke', which has been incorporated into Adult and Community Education (ACE) practices. This model was designed to better meet the learning needs of Māori women and indicates the possibilities around adapting models of participative management that are underpinned with values and philosophies that align with the needs of learners. The project revealed greater understanding around issues of the role of communities and organisations in relation to ACE.

Learning with Google Earth in the Te Kawa a Māui Atlas Project.

Mercier, O. (2010).

Funded by Good Practice Publication Grants.

This project was aimed at enhancing the learning experiences of students within an ever-growing digital map-based environment through student work and group and individual assessment. Findings of the project indicate that students rated their engagement with mapping higher than their engagement with technology. The project ensures that various kaupapa (topics) remain central, and that the mapping and related technologies simply complement students' core Māori studies work. The way that students have responded to these technologies encourages Te Kawa a Māui – School of Māori Studies – to continue exploring how place-based work supplements and enhances the learning experiences of the students. Map-based assessment has the potential to enhance learning in any Māori studies programme, and to be used more widely in history and cultural studies.

Te Kāwai Kūmara.

Ka'ai, T., Higgins, T. R., Kāretu, T., Mataira, K., Milroy, W., Moorfield, J., O'Regan, H. & Waikerepuru, H. (2009).

Funded by National Project Fund.

This project aimed to build the research capability and capacity of Māori learners by supporting them through advanced digital technologies. Firstly, this project piloted a comprehensive suite of interactive teaching and learning techniques across multiple sites. Secondly, best practice techniques were developed to support the teaching and learning of te reo Māori at the postgraduate level. Ultimately, this project developed a cohort of Māori supervisors capable of supervising thesis students in te reo Māori. Te Kāwai Kūmara has provided an opportunity to successfully explore the integration of video conferencing and interactive smartboard technology into postgraduate programme delivery. Students wanting to pursue a postgraduate-level qualification in Te Reo Māori, while being taught by some of the country's most highly regarded reo Māori enthusiasts, could now do so without having to leave their home town. Students could continue with their day-to-day lives and routines, and maintain employment and whānau obligations, while simultaneously increasing their knowledge of te reo Māori.

Treaty of Waitangi Education Kit.

Margaret, J., Herzog, C., Radford, D. & Stephens-Wilson, K. (2011).

Funded by RHPF Northern.

This project produced teaching guides and resources, including 24 individual activities, to support the provision of Treaty of Waitangi education in the tertiary sector. The benefit of this project to teaching and learning is embodied in the concept of 'ako', because the activities published have been developed over many years of teacher-learner interaction.

Māori design and tertiary education.

McCaw, C., Wakes, S. & Gardner, T. (2012).

Funded by RHPF Southern.

This research project sought to initiate dialogue about the teaching of design within the broader context of Aotearoa New Zealand socio-political relations in order to identify good practices for tertiary educators. Through identifying and collating specific methods, practices and strategies for use in tertiary design teaching, the study aimed to disseminate important ideas relating to Te Ao Māori and Māori design principles, practices and processes to tertiary design educators. The need for the ongoing development and maintenance of a research whānau was a clear outcome of this project. Many of the lecturers indicated that they were working without a support network in their school. Change within institutions also requires a dedicated response and a well-resourced and integrated approach to improve design curricula. With clear consultation and guidance and partnership with local iwi, the researchers believe that the opportunity exists to develop tertiary level design curricula relevant to the Aotearoa New Zealand context.

Hei Taunaki i te Ako: Assessment and moderation for te reo Māori in the tertiary sector in Aotearoa New Zealand.

Mataamua, R. (2016).

Funded by National Project Fund.

This study investigated good practice in terms of assessing and moderating te reo Māori at the tertiary level. The scope of the research was to develop a summary of good practice that relates to assessment and moderation standards for te reo Māori in the tertiary sector, based on the study of four successful te reo Māori tertiary programmes. The four providers involved in the project each has its own unique organisational structure, vision, and goals. The key findings of this study indicate what successful assessment and moderation look like:

- Whānau, hapū, and iwi aspirations need to be part of successful assessment and moderation.
- Successful assessment and moderation reflect the organisation's values and goals.
- Successful assessment and moderation needs to be modern and relevant to the students enrolled on the te reo Māori programme.
- Successful te reo Māori assessment and moderation at the tertiary level concentrates on four main areas: speaking, listening, reading, and writing.
- Constructive feedback is vital in successful assessment and moderation.
- Time availability must be a part of successful te reo Māori assessment and moderation within the tertiary sector.

Assessing Hauora Māori in Medical Students in Clinical Settings.

Jones, R., Barrow, M., Poole, P., Reid, P., Crengle, S., Hosking, J. & Shulruf, B. (2008).

Funded by National Project Fund.

This project aimed to develop effective assessment methods, tools and staff development processes to assess Māori health competencies in clinical settings. Findings point to some of the limitations of the 'apprenticeship' model of learning, or at least in the way this model is operationalised in the educational context. When clinical supervisors privilege the knowledge and clinical domains, while at the same time failing to address the Hauora Māori domain, it sends a powerful message to students about the relative value of different facets of professional competence. Considerable work is required to look at how to develop a cadre of clinical supervisors who are better prepared to facilitate learning and undertake assessment in the Hauora Māori domain. Findings suggest that without higher-level acknowledgement of the importance of Hauora Māori, competing demands on clinical teachers will continue to inhibit effective participation in staff development activities. It is clear that learners want to develop expertise in Hauora Māori and enjoy assessment tasks that emphasise reflection. However, this learning needs to be scaffolded by structured educational tasks and, critically, to be valued by the organisation and teaching staff.

It is clear that learners want to develop expertise in Hauora Māori and enjoy assessment tasks that emphasise reflection.

THEME

Bridging tertiary education

Equally important is how Māori learners are accessing and entering into tertiary education, or exiting tertiary education into employment. Some of the projects below focus on these transitions with a committed view that wide-reaching support is critical to Māori learner success within tertiary education.

Regional Collaborative Development of a Degree Preparation Programme Supporting Learners.

Chinlund, E., Shaw, A., McKay, J., Appleby, P., Davis, K., Manderson, M. & Kirkland, G. (2011).

Funded by National Project Fund,

The purpose of the project was driven by the current tertiary education policy settings that have prompted many providers of bridging education to reduce or streamline the programmes they offer, including programmes where Māori and Pasifika participation rates are high. It has resulted in the collaborative development of a new Certificate of Degree Preparation that takes a cohesive, student-focused approach that values preparing learners for the most relevant pathway, and promotes the best possible educational outcome.

Enhancing learning and confidence for Māori through community participation.

Pene, S. & Ashley, M. (2009).

Funded by Good Practice Publication Grants.

This project focused on embedding community activities into the curriculum, which resulted in enhanced learning and employability of learners. This innovative teaching practice successfully allows students to achieve positive changes in their behaviour and attitude, while learning and gaining skills in work environments. This practice enabled students to build their self-confidence which has resulted in students moving into employment or having the confidence to continue into further vocational study. The Māori students on the project are now increasingly being recognised as future leaders and role models in Paeroa.

Bridging to tertiary study: A support resource for academic writing in English for Māori students.

Nock, S. & Johnson, D. (2015).

Funded by RHPF Northern.

This project aimed to provide support for Māori students, particularly those involved in study at first-degree level, who need to develop skills in writing assignments in English in a range of academic subjects. The intention of this work was to make a contribution to the capacity of Māori students to respond appropriately to the English writing demands that are made of them in tertiary education contexts and to support staff who assist them in doing so. A four-unit instructional resource, founded in current best practice in genre-based approaches to English academic writing, was developed for the project. The data gathered in this final phase of the project indicated that the students found this approach to supporting engagement in, and enhancement of, academic writing instruction in English very useful and interesting even though, as members of the digital native generation, they did not always find the delivery mode ideal.

TABLE 4:

Thematic Analysis

		Teacher professional development	Vocational	Mātauranga Māori	Māori pedagogies / Ako / Culturally relevant approaches	Te reo Māori me ōna tikanga (Māori language & protocols in learning)	Tuakana- teina (mentoring)	Whanaungatanga (Importance of relationships)
1	Chinlund, et al (2011)						✔	
2	Harrison, et al (2009)		✔					✔
3	Goh, et al (2011)							
4	Hohapata (2011)			✔	✔	✔	✔	
5	Greenhaigh, et al (2011)				✔			✔
6	Greenhaigh, et al (2011)				✔			✔
7	Rawlings & Wilson (2013)				✔			✔
8	Tomoana (2012)			✔	✔	✔	✔	✔
9	Mete (2013)			✔	✔	✔	✔	✔
10	Lillis, et al (2015)				✔		✔	✔
11	Minaa & Howarth-Jarratt (2015)	✔		✔	✔	✔	✔	✔
12	Ross (2008)			✔	✔	✔		✔
13	Tepora & Nash (2009)				✔		✔	✔
14	Kingi, et al (2009)			✔	✔	✔		✔
15	Apanui & Kirikiri (2015)	✔		✔	✔	✔	✔	✔
16	Rātia (2013)			✔	✔	✔		✔
17	McCaw, et al (2013)			✔	✔			✔
18	Camp, et al (2013)				✔	✔		
19	Keiha, et al (2008)			✔		✔		
20	Mihaka (2008)	✔		✔	✔	✔		
21	Hanrahan (2009)			✔	✔	✔		✔

Note: Part of the strategic approach to addressing Māori participation and completion in tertiary education is addressed through several strategic approaches by the Government, including the Tū Māia e te Ākonga TEC strategy (discussed in the next section). As part of the ongoing commitment from Government to Māori learner success, part of their focus is for an increase in Māori pursuing higher levels of training and education

Importance of identity in learning	Marae-based learning pedagogies	Values-based learning	Strengths-based approaches	Assessment	Student achievement	Bridging and transitions education	eLearning & mLearning	Evaluation and reflection
			✔		✔	✔		
		✔		✔				
		✔					✔	
				✔	✔	✔		
		✔						
		✔						
		✔					✔	✔
		✔						✔
✔		✔						
		✔						
				✔				
		✔		✔	✔	✔		
		✔	✔		✔			
	✔	✔	✔		✔		✔	
	✔	✔	✔		✔	✔		✔
✔								
✔								
✔		✔						
		✔	✔					

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	Project Title	Teacher professional development	Vocational	Mātauranga Māori	Māori pedagogies / Ako / Culturally relevant approaches	Te reo Māori	me ōna tikanga (Māori language & protocols in learning)	Tuakana- teina (mentoring)
22	Pene & Ashley (2009)				✔			✔
23	Macfarlane (2010)	✔		✔	✔	✔		✔
24	Mercier (2010)			✔				
25	Ngāwati (2013)			✔	✔	✔	✔	✔
26	Henley (2014)			✔	✔	✔		✔
27	King, et al (2011)			✔	✔	✔	✔	✔
28	Curtis, et al (2012)	✔		✔	✔	✔		✔
29	Te Kāwai Kūmara			✔	✔	✔		✔
30	Te Kupenga Mātauranga o Taranaki (2011)			✔	✔	✔		✔
31	Williams, et al (2012)	✔		✔	✔		✔	
32	Hutchings, et al (2013)			✔	✔	✔	✔	✔
33	Mataamua (2016)			✔	✔	✔		✔
34	Tarau, et al (2009)	✔		✔	✔	✔		
35	Schofield, et al (2011)	✔			✔		✔	✔
36	Smith & Crane (2011)				✔			✔
37	Margaret, et al (2011)			✔	✔	✔		✔
38	Nock & Johnson (2015)			✔	✔			
39	Kerehoma, et al (2013)		✔	✔	✔	✔	✔	✔
40	Baxter, et al (2015)			✔	✔	✔		
41	Savage, et al (2016)		✔		✔			
42	Jones, et al (2008)			✔	✔			
43	Māori design and tertiary education			✔	✔	✔	✔	✔
44	Gordon-Burns, et al (2014)	✔		✔	✔	✔	✔	✔
45	Karena & Fenton (2015)			✔	✔	✔		✔

Importance of identity in learning	Marae-based learning pedagogies	Values-based learning	Strengths-based approaches	Assessment	Student achievement	Bridging and transitions education	eLearning & mLearning	Evaluation and reflection
		✔			✔			
✔		✔						
							✔	
✔			✔					
			✔		✔			
✔		✔	✔					✔
	✔	✔	✔		✔			
							✔	
✔	✔							
		✔						
		✔						
		✔			✔			
						✔	✔	
✔		✔						
			✔					
						✔		✔
			✔					
✔				✔				
✔		✔						
✔								

Conclusions and recommendations

5

Conclusion

The 45 funded projects presented here provide a summary of the quality work that has been completed over the past 10 years. The focus on Māori pedagogical approaches to learning and teaching is prominent within these 45 projects and have produced some key findings that will be useful for practitioners and institutions. Overall, organisations and institutions need to take greater responsibility for educational change that ensures Māori learners and their unique ways of thinking, being, and doing are privileged within Western academic paradigms. This is made through pedagogical change, through resourcing and through ensuring practitioners have ample support. Furthermore, practitioners (both Māori or non-Māori) can benefit from incorporating and practising values into their teaching and learning approaches; specifically, non-exclusive values to which both learner and teacher can relate.

Recommendations for future work

Based on a brief analysis of the 45 Ako Aotearoa funded projects, a number of gaps have been identified that would benefit from future investigation and research. These insights are presented here as three key recommendations for future work.

Recommendation one – Practitioner reflection and evaluation

Very few projects captured in this synthesis report indicate a focus on practitioner reflection and evaluation of practice in relation to supporting success for Māori. Projects can sometimes include a small component that focuses on reflection of practice, however, more work is required where practitioners and institutions actively take a role to reflect and evaluate their practice to identify what works and ways in which their practice can be improved and developed. Through robust and regular practitioner/institution reflection and evaluation and continued refining of one's practice, the potential impacts of good practice will be experienced by the learner.

Recommendation two: e-Learning, m-Learning and social media

Based on current literature, there is a shortage of quality and robust research around Māori learner success and new technologies for learning. e-Learning, mobile devices and social media are all areas in which research needs to be focused as Māori learners are increasingly becoming high-users of these devices and spaces (O'Carroll, 2013a, 2013b; Careers New Zealand, 2016). A small number of projects had an e-Learning focus; however, there could be more in this space to ensure that practitioners are keeping up with learners, their needs, their preferred learning styles and methods, and using learning tools outside the classroom.

Recommendation three: Learning environments

More research is required into the benefits of learning spaces that support and nurture cultural diversity, identity, protocols, practices and language. Marae and wānanga are key spaces for learning and many tertiary courses and papers are taught within these spaces, such as Te Wānanga o Aotearoa language programmes. Learning within appropriate environments such as the māra (garden), moana (ocean) or ngahere (forest) provide a practical aspect to the learning experience (Pihama et al., 2004). Research into the effect of space/environment on the learner and their learning experience could provide some interesting insights into the importance of place and space within the learning context and potentially inform the shift from the traditional Western classroom to culturally rich spaces of learning and practice. In addition to spaces, community involvement and participation in learning is largely absent from tertiary education. Engaging with various communities for learning purposes provides different benefits to the learner and supports the notion that learning occurs from a variety of different sources and that everyone is the teacher, including the community.

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Section six

Appendix

Te Tauākī Ako – Our Ako Framework

Drawn from earlier work into kaupapa Māori and mātauranga Māori frameworks by many notable Māori educators including Graham Smith, Linda Smith, Leonie Pihema, Mereana Selby, and Ako Aotearoa's Māori Caucus.

Whakapapa

Genealogy, heredity

Understands and celebrates the origins of the wider organisation and the whakapapa of the individuals within it

Understanding the organisation and its place in the sector

Understanding the whakapapa of knowledge and our place in that whakapapa i.e. Tane-nui-ā-Rangi

Understanding and recognising the validity of the history, perspectives, beliefs and values of Māori in Aotearoa

Wairuatanga

Spirituality, belief, faith

Is inclusive of moemoeā and matakitetanga – vision

Recognises and respects other belief systems

Recognises wairuatanga as an integral component of an individual along with taha tinana (physical), taha hinengaro (intellectual), and taha Māori (family)

Integrates wairua into all practices

Whanaungatanga

Kinship, relationships

Understands the relationships between individuals, iwi, hapū and pan Māori groups and how to promote, establish and manage mutually beneficial relationships

Strong support systems for members of the organisation

Maintaining strong relationships with key stakeholders

Mana

Authority, reputation

Building, valuing, promoting and protecting the reputation of Ako Aotearoa

Recognising and respecting the authority and reputation of whānau, hapū, iwi and Māori groups around the country

Te Reo

Respect and value for te reo Māori

Promoting and using te reo Māori

Promoting and supporting excellence in the teaching and learning of te reo Māori

Mātauranga Māori

Māori Knowledge

Promoting Mātauranga Māori to the tertiary sector

Promoting discussion and use of Māori learning frameworks

Kaitiakitanga

Guardianship, conservation, sustainability

Sources of knowledge acknowledged and respected

Valuing the longevity of the organisation

Establishing systems to ensure the sustainability of the organisation

Ensuring that practices are consistent with conservation and sustainability of natural resources, perspectives, beliefs and values of Māori in Aotearoa

Manaakitanga

Hospitality, generosity

Manaakitanga is integrated into all aspects of our service

Educators and learners are the focus

Guidelines and processes are culturally appropriate, user friendly and accessible to client groups

Is inclusive and readily shares information

Whakanui

Respect, value

Valuing our people and stakeholders

Valuing the contributions we receive from all parts of the sector

Valuing excellent and good teaching and good learning practice

Kotahitanga

Unity

Promotes and encourages collaboration

Is focussed on positive outcomes for Māori learners and national Māori development

Whakamana

Empowerment

Empowering Māori by aspiring and working towards being a TOW based organisation and increasing capability to service Māori

Empowering teachers and learners

Empowering the sector to do better for Māori teachers and learners

Akoranga & whakaakoranga

Learning & teaching

Being learner focussed

Understanding learner needs

Identifying, encouraging and promoting excellence/ emancipatory praxis in teaching

Taunaki

Evidence based

Basing research on sound methodology

Research has a practice focus

All assertions and frameworks are supported by robust evidence particularly around outcomes for learners

Kairangi

Excellence, high standards

Maintaining high standards of project and research evaluation

Maintaining and valuing high standards in the work we do

Notes

Nā āheitanga ā-mātauranga,
ko angitū ā-ākonga
Building educational capability
for learner success

Ako
AOTEAROA