



OTAGO

POLYTECHNIC

Te Kura Matatini ki Otago

Whakakaha te Hoataka

Strengthening the Partnership

Māori Annual Report 2019



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COVER PHOTO:
Jade Morgan
– *Graduation March 2018*
See story on page 31
Photographer: Jodie Gibson

Mihi

Ko te mihi tuatahi ki a koutou, ahakoa ko wai, ahakoa nō hea.

Ko te mihi tuarua, he mihi tēnei ki a koutou nō tēnā hapū, nō tēnā rohe o te motu.

Ki kā tini mate kua tukua atu ki te kōpū o te whenua, haere, haere ki ngā rika kauawhi o ngā tīpuna, moe mai, oki mai.

Ka hoki ki te huka ora, ki kā mana, ki kā reo, ki kā rau rakatira mā, tēnā koutou katoa.



Manatu Mōhiotaka

I whakamanahia te honoka o Te Kura Matatini ki Ōtāgo ki kā Papatipu Rūnaka e whā o Araiteuru i raro i te maru o te Manatu Mōhiotaka i te tau 2004, kia mahi tahi tātou ki te whai oraka mō te iwi Māori.

I te tau 2018, i whakahoutia, i whakapaitia tēnei MoU, ā, i hainatia anōtia i te marae ki Moeraki, kia whakahou i tō mātou takohaka ki kā kaupapa me kā pūtake o tēnei hoataka Tiriti.

Memorandum of Understanding

The relationship between Otago Polytechnic and the four local Papatipu Rūnaka was first formalised by a Memorandum of Understanding (MoU) in 2004, giving expression to our spirit of partnership and educational aspirations for Kāi Tahu and Ngāi Māori.

In 2018, this MoU was revised, updated and re-signed at Moeraki Marae, renewing our commitment to the principles and purpose of this Treaty-based partnership.

- > Ko te whāika o tēnei manatu, ko te whaihua – ka tautokohia kā taurira kia tutuki i ō rātou wawata mātauraka
- > Ko te whāika matua o tēnei manatu, ki roto i te rohe o Ōtāgo, ka tutuki ōrite kā taurira Kāi Tahu me kā taurira Māori katoa ki tēnā, ki tēnā o kā taurira, e ai ki te tauraki o te Tiriti o Waitangi
- > Kia whakapiki i te take hei karikari i kā taurira Kāi Tahu me kā taurira Māori e whai wāhi ana, e tutuki ana ki Te Kura Matatini ki Ōtāgo, ka whakaae kā rōpū katoa ki te mahi tahi
- > E mōhio ana Te Kura Matatini ki Ōtāgo, me mahi tahi rātou ko Kā Papatipu Rūnaka ki te whakatipu, ki te whakatinana, ki te arotake i kā mahere rautaki, i te mahere ā-tau, i kā kaupapa ture, i kā hōtaka.

- > The aim of this memorandum is whaihua – Māori students supported to achieve their educational aspirations
- > The principal objective of the memorandum is that within the Otago rohe, Kāi Tahu and other Māori achieve to the same degree as others, as guaranteed by the Treaty of Waitangi
- > In order to contribute to the objective of increasing Kāi Tahu and other Māori participation and success at Otago Polytechnic, both parties to the memorandum will work together
- > Otago Polytechnic recognises the need to work jointly with Kā Papatipu Rūnaka in the development, implementation and review of its strategic plans, annual plan, policies and programme developments.

Mai i te Manatu Mōhiotaka i te tau 2018, i waekanui i Te Kura Matatini ki Ōtāgo me Te Rūnanga o Ōtākou, Kāti Huirapa Rūnaka ki Puketeraki, Te Rūnanga o Moeraki, Hokonui Rūnanga Inc hoki.

From the Memorandum of Understanding between Otago Polytechnic and Te Rūnanga o Ōtākou, Kāti Huirapa Rūnaka ki Puketeraki, Te Rūnanga o Moeraki and Hokonui Rūnanga Inc, 2018.



From the Chief Executive and Board Chair

Introduction by Megan Gibbons and Tony Allison

The 2019 year was one of signalled change for Otago Polytechnic, with both the review of our Māori Strategic Framework and the Reform of Vocational Education. This has been reflected by the work that we have completed in partnership with mana whenua, ensuring we are meeting the needs of our community.

We were saddened by the passing of Kāi Tahu raketira, Tahu Pōtiki, in August last year. His leadership has been greatly missed, particularly as a champion of te reo Māori and Māori trades training. Our thoughts remain with Megan and their tamariki as well as wider whānau, iwi and the community.

In 2019, we consulted with Kā Papatipu Rūnaka ki Araiteuru, Te Rūnanga o Ngāi Tahu and staff focus groups to review, revise and reposition our Māori Strategic Framework (MSF). This was also the year that the Government announced its Reform of Vocational Education (RoVE), the centralisation of all institutes of technology and polytechnics, on which we consulted with our community to understand and discuss the potential impacts.

We have been making steady and significant progress in implementing our MSF in all of our Colleges, Schools and Service Areas. The focus is on guiding academic staff to build more industry and subject-specific Māori knowledge into their teaching.

In 2019, we implemented our first Māori Language Strategy, which will guide how we precisely incorporate te reo Māori throughout the Polytechnic, including within our programmes of learning. We believe this is a first for the sector. We also launched a suite of four kaupapa Māori micro-credentials that have been well-received, not only by our staff, but also within the wider community. These have been built into a full training scheme titled Bicultural Competency.

We are committed to increasing both the proportion of our staff who are Māori, as well as growing Māori leadership. We believe our ability to retain our staff is directly linked to the responses of our Māori staff in our annual Work Environment Survey – 100% of our Māori staff are proud to tell people they work for us, really care about our success and that it is a fun and enjoyable place to work. These results are higher than for all staff generally. We are also pleased with our progress in growing Māori leadership, with one third of our Executive Leadership Team comprising Māori women in 2019. We will continue to focus recruitment efforts on attracting more Māori staff.

Māori learner participation increased to 16.3% of our EFTS in 2019, which significantly exceeds the proportion of Māori residents in Otago. The Kāi Tahu participation rate has also increased to 4.22% of all EFTs and now constitutes more than a quarter of all Māori EFTS. Unfortunately, in 2019 course completion rates for both Māori and Kāi Tahu learners decreased, which extended the gap between Māori and non-Māori to 11.8%. There is no clear reason why, so we are currently drilling down into the data to enable a greater understanding in order to better target support.

Māori learner satisfaction rates remain very high and slightly ahead of the satisfaction rate expressed by non-Māori learners. Particularly pleasing from our Graduate Destination Survey is that the median annual salary of Māori graduates is ahead of non-Māori graduates. Undoubtedly contributing to Māori retention and success is the support we are providing for Māori learners through Te Punaka Ōwheo, which continued to go from strength to strength in 2019. We also acknowledge the work that Rebecca Williams started and has now been picked up by our new Tumuaki: Whakaruruhau, Desiree Williams. Te Punaka Ōwheo and Poho are providing a supportive environment and strong levels of pastoral care and learning support, which our learners are acknowledging as important to their success.

In 2019, we launched Otago Polytechnic's first He Toki trades training programme for Māori and Pasifika learners in Carpentry. This has been a success and we will continue to learn from it and develop additional trades. We also had a new cohort of 20 Kāi Tahu learners start their bachelors' degrees with Capable NZ through Te Hōkai Nui, a partnership between Te Rūnanga o Ngāi Tahu and Otago Polytechnic.

The Office of the Kaitohutohu continues to work with the Learning and Teaching Development team to ensure mātauraka Māori is embedded within all new courses and programmes, as well as through the redevelopment of existing courses and programmes. We continue to work with our partner organisations Arai Te Uru Kōkiri Training Centre and Moana House to deliver kaupapa Māori programmes in the areas of Food Production, Social Services and Addictions Counselling.



Further, there has been significant international interest in the work that we are undertaking with our Māori learners. Our Tumuaki: Whakaako, Ron Bull, contributed to the Indigenous Terra Madre conference in Japan, an Indigenous Knowledge Gathering held at Humber College in Canada, and the Association of Tertiary Facilities Managers meeting in Adelaide. We also hosted a delegation from Humber College who wanted to better understand our MSF and EduBits (micro-credentials) and a delegation from Kaua'i Community College. This interest is testimony to the excellent work of our Māori staff and of the initiatives we are undertaking at our Dunedin campus. Research activity continues to grow, with an increase from 2018 levels in the number of Māori research outputs.

As always, we very much appreciate the participation of and advice from Papatipu Rūnaka, particularly through Komiti Kāwanataka, our manawhenua sub-committee of the Board.

Whilst there is still much to do, momentum is consistently taking us forward, enabling us to lift the bar as we experience the increasing success of our Māori learners.



Dr Megan Gibbons
Chief Executive



Tony Allison
Board Chair

From Komiti Kāwanataka

Introduction by Megan Pōtiki



Ki āku kaihautū o te waka e whakaterere nei i ā tātou ki kā wai pukepuke, kā wai karekare o te wā. Kia whaikaha tātou ki kā āhuataka o te wā. Heoi anō kei ōku pouwhirinaki, tēnā koutou. Anei au e noho murimuri aroha ki tāku ao, engari he tika kia mahi tou kei warewaretia. Ka huri.

I am pleased to introduce our 2019 Māori Annual Report. We faced some challenging times in 2019 with the Minister of Education's Reform of Vocational Education (RoVE), however I congratulate staff in particular for navigating through such turbulent waters. With the announcement of a new vocational education system, the New Zealand Institute of Skills and Technology (NZIST) in August 2019, an establishment Board and skeleton of staff worked with others across the ITP sector to start co-creating this new entity. NZIST unites us as one national provider of vocational education, encouraging us to look through a different lens, also bringing Ngāi Māori and iwi closer together. Within this context, it is vitally important the Kāi Tahu (and Kā Papatipu Rūnaka ki Araiteuru in particular) retain a strong voice and contribute to the leadership of NZIST as the southern most Treaty partner.

I would like to congratulate our Deputy Chief Executive: Māori Development/Kaitohutohu, Janine Kapa, for keeping the waka afloat in testing times and for ensuring papatipu rūnaka and Māori providers in our community had the opportunity to contribute to the RoVE, but also for driving forward with a vision of excellence and success for both learners and staff alike. Secondly, I would also like to acknowledge her team for all the hard work they have expended over the past year – heoi anō, he mihi nunui ki a koutou. Arising from collaborative effort, the Polytechnic undertook an extensive review of its Māori Strategic Framework – a roadmap for the next phase of development at Otago Polytechnic – and also developed Te Rautaki Reo Māori, what we believe is the first Māori Language Strategy for the sector.

The Māori Annual Report continues to go from strength to strength, and without a doubt, reveals the amazing work undertaken by Māori staff and Māori learners at Otago Polytechnic, alongside our institutional leaders and colleagues spread throughout the organisation. We are extremely proud of their achievements, both individually and collectively.

Finally, I would like to acknowledge the mandated rūnaka members from Ōtākou, Puketeraki, Moeraki and Hokonui for their time and commitment on Komiti Kāwanataka throughout 2019. This year was the final year of the previous Komiti Kāwanataka as Otago Polytechnic transitions into NZIST as a high performing subsidiary and as the Council is replaced by the incoming Otago Polytechnic Limited Board and a newly refreshed Komiti Kāwanataka. Ehara taku toa i te toa takitahi, ekari ia, he toa takitini. It is a huge commitment serving the needs of the community in respect to mana whenua representation and we try to do our best to serve the needs of the very communities we serve; haere tou kā mihi.

Nāhaku noa, nā Megan Pōtiki
Deputy Board Chair and Chair of Komiti Kāwanataka

Otago Polytechnic's Māori Strategic Framework

I whakahiato Te Aka Whāika Māori i te uiui i Kā Rūnaka Papatipu. E ono ngā aronga matua o Te Aka Whāika Māori kia tutuki i tō mātou wawata mō te kōkiri Māori ki Te Kura Matatini ki Ōtāgo.

Developed in consultation with Kā Papatipu Rūnaka, the Māori Strategic Framework expresses six priorities for achieving our vision for Māori advancement at Otago Polytechnic.



For an explanation of the design of the Framework, please refer to pages 4–10 of the Māori Strategic Framework document.

KO TE MEA TUATAHI:

Ko te Tiriti
o Waitangi

PRIORITY ONE:

Treaty of
WaitangiTō Mātou Whāika
ā-Rautaki

Kia tōtika, kia whakamana i te hoataka ki a Kāi Tahu/Māori.

Our Strategic
Objective

To have an effective partnership with Kāi Tahu/Māori.

Ō Mātou Wawata

- a. Kia tino mārama kā hiahia tauwhaiti ā-ako o Kāi Tahu/Māori i roto i te takiwā o Araiteuru, ā, ka tika whakahoki atu
- b. Ka mahi tahi Te Kura Matatini ki Ōtāgo me Kā Rūnaka i te whakawhanaketaka rautaki, kaupapa here hoki, ā, i kā mahi o Te Kura Matatini ki Ōtāgo, i ngā wāhi tika ki a Kāi Tahu
- c. Kia whakarite i kā tikaka Kāi Tahu i raro i te tohutohu o Kāi Tahu i kā whai ara, i kā mahi i Te Kura Matatini ki Ōtāgo.

Our Aspirations

- a. To fully understand the specific educational needs of Kāi Tahu/Māori within Rūnaka Takiwā and to respond appropriately
- b. To involve Ka Rūnaka in strategy and policy development and in activities and business of the Polytechnic, wherever appropriate and desired by Kāi Tahu
- c. To use Kāi Tahu tikaka appropriately in the running and educational delivery of Otago Polytechnic.

Tō mātou whakaahu
whakamua

Tuatahi, ka tuku kā kupu whakamihi ki te rakatira o Kāi Tahu, ko Tahu Pōtiki, i hika i te marama o Whā, i te tau 2019. He amokura, kua mahue te iwi o Kāi Tahu, te rohe, te motu whānui hoki i a ia, inarā, i te ao mātauraka, hei whakaihuwaka i te reo Māori, i kā akoraka mahi ā-rehe Māori, hei tumu whakarae hoki o Aukaha, he umaka manawhenua. Ka mokemoke mātou i a ia.

I whakaatu te Kāwanataka i te Reform of Vocational Education (RoVE), kia whakarōpūhia kā kura hakarau me kā kuratini kei raro i te maru kotahi. I hui tahi a Te Kura Matatini ki Ōtāgo, te Kōmiti Kāwanataka, kā Papatipu Rūnaka me kā whakarātoka hapori Māori kia wānakahia kā kawekawe o te panoni i Kahuru. Ka ū tonu mātou ki tō mātou hoataka ki mana whenua, ā, ka poipoi haere i kā pirika ā-rohe hei whakawhanake, hei whakapuāwai i te ao hou.

Measuring our Progress

Firstly, we acknowledge the sad and untimely passing of Kāi Tahu rakatira, Tahu Pōtiki, in August 2019. His exceptional leadership has left an indelible mark on the iwi, the region and the country, not least in education, where he championed te reo Māori and Māori trades training, and acted as Chief Executive of the mana whenua owned consultancy, Aukaha. He is greatly missed.

The Government announced its Reform of Vocational Education (RoVE), which will bring all institutes of technology and polytechnics under one centralised model. Otago Polytechnic held a consultation hui with Kōmiti Kāwanataka, Papatipu Rūnaka and Māori community providers to discuss potential impacts of the change in February. We remain firmly committed to our partnership with mana whenua, and will continue to nurture our local relationships so they grow and thrive within the new system.

Te Aka Rautaki Māori

I te tau 2019, i mahi tahi mātou ko Kā Papatipu Rūnaka ki Araiteuru, ko Te Rūnanga o Ngāi Tahu me ētahi huka kaimahi kia whakahou i Te Aka Rautaki Māori (2022) kia whakarewa i te timataka o 2020.

Ko tētahi o kā whāika matua, ki whakatinanahia Te Aka Rautaki Māori ki roto i kā Kāreti, i kā Kura, i kā Wāhi Whakarato o Te Kura Matatini ki Ōtāgo whānui. Ka arahi tonu mātou i kā kaimahi akoraka ki te whakahou i kā hōtaka, ā, ka akiaki i a rātou ki te whakauru i kā mātauraka Māori e whakapā ana ki ō rātou wāhi mahi ki roto i kā whakaakoraka.

I whakawhiwhi anō i te Whakawhiwhika Hiraka mō kā Kaimahi e pā ana ki te whakatinanataka o Te Aka Rautaki Māori. Ko kā kaiwhiwhi, ko te kaiwhakahaere o Occupational Therapy, ko te rika āwhina tātūhū ki te Kaitohutohu hoki, arā, ko Debbie Davie; ko Sharon Bryant, tētahi pūkeka ki te College of Health, ā, ko Kimberly Smith, tētahi pūkeka matua ki te College of Health. Ka whakamahi ēnei whakawhiwhika i kā kaimahi, nāna kā tauria Māori i kaha tautoko kia whakamahi; kia whakaako; ki te hautūtaka Kāi Tahu/Māori; ki te whakatipuraka me te whakaputaka o kā akoraka e aro atu ana i kā āhuataka Māori, ki a rātou rānei e rakahau ana, ā, ka whaihua, ka whakatutuki te rakahau i kā wawata whakawhanake o Kāi Tahu/Māori. Ka tuku kā whakawhiwhika e toru ia tau, e \$2,000 te utu kia whakapau mō te whakahiatotaka pūkeka.

Ka whakatinanahia Te Rautaki Reo Māori e mātou, anō i a mātou, ko tēnei te rautaki tuatahi pēnei i te wāhaka mātauraka matua. I whakawhiwhia te 2019 Emerging Leader Award e tō mātou Kaiārahi, a Shaun Tahau, mō tana mahi whakaahu i tēnei rautaki. E whakarato ana Te Rautaki Reo Māori i tētahi tukaka rautaki ki ā mātou mahi hei whakauru i te reo Māori ki roto i te wāhi ā-umaka, i te marautaka hoki. I akiaki kā EduBits kaupapa Māori, i hakaia i te tau 2018, ā, i whakawhānuitia i te tau 2019, i te rautaki nei kia whakapiki i te maetataka, i te whakamahika, i te whakahua tika hoki o te reo.

Māori Strategic Framework (MSF)

In 2019, in consultation with Kā Papatipu Rūnaka ki Araiteuru, Te Runanga o Ngāi Tahu and staff focus groups, we worked to revise our Māori Strategic Framework (2022) for launch in early 2020.

It is among our primary goals to see the Māori Strategic Framework (MSF) embodied in all Colleges, Schools and Service Areas throughout the Polytechnic. We continue to guide academic staff through the process of redesigning their programmes, assisting them to build more industry and subject-specific Māori knowledge into their teaching.

Once again, we awarded Staff Awards for Excellence in the implementation of the MSF. The recipients were Occupational Therapy administrator and executive assistant to the Kaitohutohu, Debbie Davie; College of Health lecturer, Sharon Bryant, and College of Health senior lecturer, Kimberly Smith. These Awards recognise staff who foster excellence in Māori participation and learning success; Kāi Tahu/Māori leadership; the development or delivery of programmes where Māori values are understood and recognised; and/or who undertake research with outcomes that benefit or meet the development aspirations of Kāi Tahu/Māori. Up to three of these Awards can be given in any year, each to the value of \$2,000 to be spent on professional development.

We implemented Te Rautaki Reo Māori, our Māori Language Strategy, which we believe is the first such strategy in the tertiary education sector. Our Kaiārahi, Shaun Tahau, was awarded the 2019 Emerging Leader Award for developing this. Te Rautaki Reo Māori provides a strategic approach to the ways in which we incorporate te reo Māori within our organisational environment, as well as within the curriculum. Our suite of kaupapa Māori EduBits (micro-credentials), created in 2018 and expanded in 2019, feeds into this strategy, aiming to increase the visibility, use and correct pronunciation of te reo Māori.

Next steps for 2020

- > Further strengthen our Treaty-based partnership with mana whenua – Kā Papatipu Rūnaka ki Araiteuru and Te Rūnanga o Ngāi Tahu in Te Waipounamu, and Te Rūnanga o Ngāti Whātua in Auckland – during our transition to being a subsidiary of NZIST
- > Launch and implement Otago Polytechnic's newly revised Māori Strategic Framework across the institution
- > Uphold the mana of te reo Māori by embedding Te Rautaki Reo Māori, our Māori Language Strategy, across key priority areas of the Polytechnic

PROFILE

He Toa Takitini

Mereana Rapata-Hanning
(Ngāti Kuri, Te Aupouri, Ngāpuhi)

**Principal Lecturer and Programme Leader,
Te Kura Tapuhi/School of Nursing**

Mereana Rapata-Hanning regards herself as a Treaty of Waitangi partner to Te Kura Matatini ki Ōtāgo/Otago Polytechnic.

“The Treaty is very much about working in partnership. I bring my knowledge of being Māori as well as Pākehā to everything I do.

“I have arrived at that through a whānau context. My mother is Pākehā and my father Māori, so I grew up with a shared perspective and a balance to how I teach all learners.”

Mereana's career at Te Kura Matatini ki Ōtāgo began in 1996 and she is currently a Principal Lecturer and Programme Leader within Te Kura Tapuhi/School of Nursing.

She is a Registered Nurse and her qualifications include a Master in Nursing and a Graduate Certificate in Tertiary Learning and Teaching. In 2017 she was the recipient of an Ako Aotearoa Sustained Excellence in Tertiary Teaching – Kaupapa Māori Award.

As a Māori board member of the College of Nurses Aotearoa, a professional organisation with a Treaty-based partnership, Mereana has contributed to national discussions on professional issues pertaining to iwi Māori and Māori nurses.

For more than a decade, she has also been Māori advisor to the Nursing Council of NZ, Te Kaunihera Tapuhi o Aotearoa, contributing to the preparation of Code of Conduct Standards and Guidelines, Scopes of Practice, Guidelines for Cultural Safety, Treaty of Waitangi and Māori Health and reviews of educational programme standards in tertiary institutions.

Mereana has also contributed a significant new chapter to an important textbook.

Understanding Pathophysiology is an international textbook used for training health professionals in the



disease processes that interfere with the proper functioning of the human body. When the first Australasian edition was produced it included a chapter on Australian indigenous health, but nothing about Māori.

The chapter on Māori health was included in the second Australasian edition, published in 2015 (the third edition came out in 2018). It is being used in New Zealand to teach the Bachelor of Nursing and also the Competency Assessment.

“I believe it will help ensure graduates enter nursing practice with an improved understanding of Māori health issues.

Mereana encourages her students to share and interact with each other, to embrace concepts of whānau and communal engagement, and to create a learning environment which is mutually rewarding and supportive.

“Teaching mainly non-Māori students about Māori cultural practices and norms can create numerous challenges,” she reflects.

“The ongoing commitment of Otago Polytechnic and NZIST to Treaty relationships with mana whenua is vitally important. It ensures all our graduates and staff are aware of the Treaty's role in their learning and future career pathways – as well as its importance to the future health and wellbeing of our country.”

KO TE MEA TUARUA:

Te Tautoko i kā Kaimahi Kāi Tahu/ Māori

PRIORITY TWO:

Kāi Tahu/ Māori Leadership/ Staffing

Tō Mātou Whāika ā-Rautaki

Kia whakamana, kia tautoko, kia mau i kā kaimahi Kāi Tahu/Māori ki kā taumata katoa kei roto i Te Kura Matatini ki Ōtāgo.

Our Strategic Objective

To attract, support and retain Kāi Tahu/Māori staff at all levels within Otago Polytechnic.

Ō Mātou Wawata

- a. Kia whakapiki i kā kaimahi Kāi Tahu/Māori i roto i kā tūmomo tari, i kā tūmomo taumata ki Te Kura Matatini ki Ōtāgo
- b. Kei kā kaimahi Māori te mahi hautūtanga i kā taumata katoa ki Te Kura Matatini ki Ōtāgo
- c. Kia pai haere te āhuataka o Te Kura Matatini ki Ōtāgo ki kā kaimahi Kāi Tahu/Māori, ā, kia uara kā tikaka, kā mahi o kā kaimahi Kāi Tahu/Māori
- d. Kia tika te āhuataka o Te Kura Matatini, kia tika hoki te tikaka o Te Kura Matatini ki kā kaimahi Kāi Tahu/Māori.

Our Aspirations

- a. To increase the number of Kāi Tahu/Māori staff across the range of teams and levels within Otago Polytechnic
- b. To have Māori staff providing leadership at all levels in the Polytechnic
- c. To have a working environment in which Māori staff are valued and their contributions recognised
- d. To have a physical environment and organisational culture that is inclusive of Kāi Tahu/Māori cultural values.

Tō mātou whakaahu whakamua

I whakatinana haere te Tari o te Kaitohutohu me te tima People and Culture ki te whakatinana i te Māori Workforce Development and Action Plan – arā ko te AMA (Advance of Māori). Ka hiahia tēnei ki te whakamanea, ki te toitū hoki i tētahi huka kaimahi nui ake ki Te Kura Matatini ki Ōtāgo, e here ana ki te whāika o Te Aka Rautaki Māori kia whakatūturu, he ōrite te ōrau o kā kaimahi Māori ki kā taurira Māori mō te tau 2021.

Kua tīmata mātou ki te whakahou i tō mātou tohu whakaako ā-mātauraka matua, ko te Tohu Paerua i Tertiary Education, kia whakatūturutia te whakamahika matatau, māia hoki i te reo Māori me ōna tikaka tika i ia wāhi ako. Me whakaoti ka tika kā kaiako katoa i tēnei tohu.

Kā kaimahi Māori

Ka whakapiki te nama o kā kaimahi pūmau Māori, e 30 i te tau 2018, e 33 i te tau 2019. E 6.4% te nama o kā kaimahi Māori e wehe atu ana, kei raro tēnei i te nama o kā kaimahi whānui e wehe ana, arā, e 7.2%.

I te tau 2019, tokotoru kā wāhine Māori o te Kāhui Manukura o Te Kura Matatini tokoono – ko Janine Kapa (Kāi Tahu, Kāti Māmoe, Waitaha), Jo Brady (Kāi Tahu) ko Megan Gibbons (Ngāpuhi), Tino whakahihī mātou i te whakaataka pai o kā kaiwhakahaere Māori i kā tūraka aweawe ki tēnei taumata o ruka.

Kotahi te whakatūraka kei te taumata Tumuaki – i tīmata a Desiree Williams hei Tumuaki: whakaruruhau.

Recruitment

Year	Total new permanent staff	Non-Māori	Māori
2015	41	38	3
2016	43	40	3
2017	37	35	2
2018	24	21	3
2019	35	34	1

Measuring our Progress

Our Office of the Kaitohutohu and People and Culture team continued to implement our Māori Workforce Development Strategy and Action Plan – we call this the AMA (Advancement of Māori). It aims to attract and sustain a larger Māori workforce at Otago Polytechnic, in line with our MSF goal to ensure the proportion of Māori staff is reflective of that of our Māori learner population by 2021.

We began to redevelop our tertiary teaching qualification, the Graduate Diploma in Tertiary Education, to ensure the competent and confident use of relevant and applicable te reo and tikaka Māori in each learning and teaching area. All Otago Polytechnic teachers are expected to undertake this qualification.

Māori staff

Our permanent Māori staff numbers increased, from 30 in 2018 to 33 in 2019. Māori staff turnover was at 6.4%, slightly less than the overall staff turnover rate of 7.2%.

In 2019, three of our six Executive Leadership Team members were Māori women – Janine Kapa (Kāi Tahu, Kāti Māmoe, Waitaha), Jo Brady (Kāi Tahu) and Megan Gibbons (Ngāpuhi). We are proud that we have strong representation from Māori leaders in influential roles at this senior level.

One appointment was made at Tumuaki (Director) level in a new role – Desiree Williams started as our Tumuaki: Whakaruruhau/Director: Māori Learners Success.

Turnover

Year	Māori turnover	Non-Māori turnover	Total staff turnover
2015	15%	7%	8%
2016	7%	7%	8%
2017	3%	8%	8%
2018	7%	6%	6%
2019	6%	7%	7%

Te Mānawa o kā kaimahi Māori

I tūtohi kā āhua o te Uiuika mō te Wāhi Mahi, he mānawa ake kā kaimahi Māori i kā kaimahi tauwi i te tau 2019, he arotau ake kā whakautu mō kā āhuataka e whā o kā āhuataka e ono, ā, he ōrite te whakautu mō te āhuataka whakamutuka.

Tapeke rawa ake, 100% kā kaimahi Māori i whāki atu, e whakahīhī ana rātou he kaimahi ki Te Kura Matatini ki Ōtāgo; he wāhi pārekareka ki te mahi; he mea whakahirahira ki a rātou te whakatutukitaka o Te Kura Matatini ki Ōtāgo.

Satisfaction of Māori staff

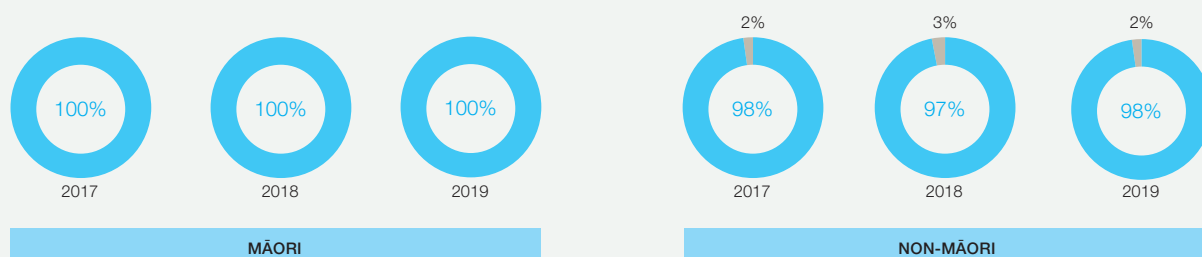
The results of our latest Work Environment Survey indicate that Māori staff were more satisfied in 2019 than their non-Māori counterparts, reporting more favourable responses in four of the six main measures, and an equal response in the remaining measures.

In total, 100% of Māori staff reported that they are proud to tell people they work at Otago Polytechnic; that Otago Polytechnic is a fun and enjoyable place to work; and that they really care about the success of Otago Polytechnic.

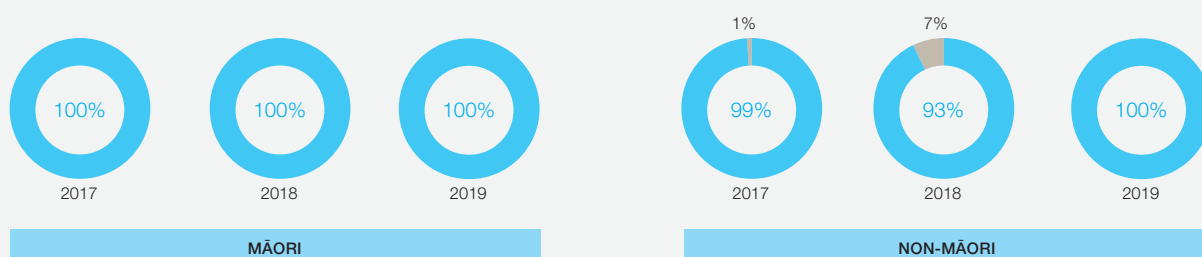


Please note: values may not add up to 100% due to rounding.

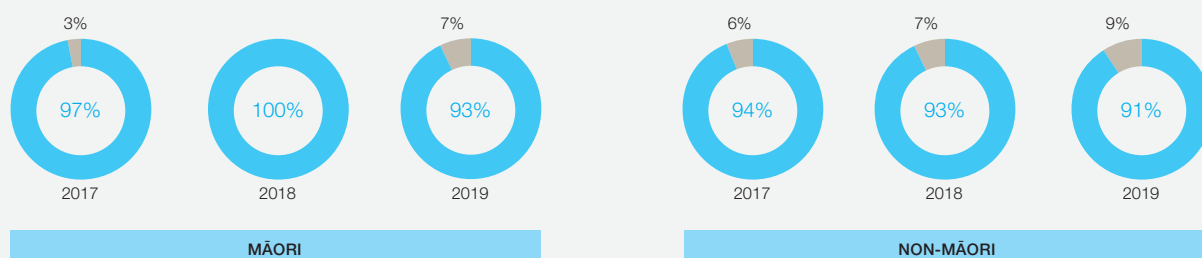
I am proud to tell others that I work for Otago Polytechnic



I really care about the success of Otago Polytechnic



I feel there is a future for me at Otago Polytechnic



Next steps for 2020

- > Increase the proportion of new staff who identify as Māori from 5% to 7%
- > Provide support to staff as they continue to develop their cultural competency (i.e. via our new Bicultural Competency Training Scheme)
- > Integrate cultural competencies throughout our Staff Capability Frameworks, setting an expectation with staff that baseline competency is required
- > Continue to enhance Otago Polytechnic, ensuring it is a culturally inclusive workplace, conducive to Māori thriving as Māori

STAFF PROFILE

Driving transformation

Desiree Williams (Tūhoe)

Tumuaki: Whakaruruhau

Desiree Williams was drawn to her role at Otago Polytechnic because it presented an opportunity to have a positive impact on education for Māori.

"I'm very interested in systemic change – that's my thing," she explains.

And, as Tumuaki: Whakaruruhau, Director of Māori Learner Success, she is well-placed to help drive that change.

"I'm leading a team at Te Punaka Ōwheo who walk alongside taura Māori to empower and ensure their success as individuals," she says. "Another aspect of my role is working with Otago Polytechnic Schools and Colleges to identify and build on their strengths in teaching and supporting Māori learners. This is about making systemic change."

She notes an increasing willingness of non-Māori to consider and act on obligations under the Treaty of Waitangi, which will help in driving this change.

She enjoys the passion for education here at the Polytechnic.

"There's a good culture – staff are looked after and it is a positive work environment," she says. "I also like the community development attitude here – we're not just growing individuals, but also delivering to our communities."



Desiree's previous roles have had a strong community focus. She was the Chief Executive of the Malcam Charitable Trust, and a Senior Solicitor at Ngāi Tahu Community Law Centre. She is the Chair of Te Hou Ora Whānau Services and was a member of the Steering Rōopū for the Puaka Matariki Festival for twelve years.

"I'm most definitely a social justice advocate who believes we can all be agents of social change," she says. "I'm also really interested in social enterprise and looking at new and more sustainable ways of doing business."

With this in mind, Desiree is a Director of Thank You Payroll Limited, a social enterprise guided by the four Ps of sustainability: planet, people, purpose and profit.

"It's a great example of making something totally unsexy, like payroll, into something appealing and attractive – it's all about transformation."

KO TE MEA TUATORU:

Kā Ākoka Kāi Tahu/ Māori

PRIORITY THREE:

Kāi Tahu/ Māori Students

Tō Mātou Whāika ā-Rautaki

Kia whai wāhi, kia tutuki i kā taumata katoa kā ākoka Māori.

Our Strategic Objective

To have Māori participate and succeed at all levels of learning.

Ō Mātou Wawata

- a. Kia whakaratohia he āhuataka ako hei pai, hei hāpai, hei whakakāwaritia te akitu o kā ākoka Māori
- b. Kia whakaratohia he wheako whaiaro kōhure mō kā ākoka Māori
- c. Kia tutuki pai kā ākoka Kāi Tahu/Māori i kā akoraka, ā, kia whai i kā tohu teitei ake
- d. Kia āhua whakaruru, kia whakauru i kā ākoka Kāi Tahu/Māori kei te Kura Matatini ki Ōtāgo. Kia āko i raro i te āhua Māori.

Our Aspirations

- a. To provide a learning environment that is attractive to and supportive of Māori and facilitates their success
- b. To provide an outstanding learning experience for Māori learners
- c. For Kāi Tahu/Māori learners to succeed in their programmes, and pathway onto higher qualifications where appropriate
- d. For all Kāi Tahu/Māori students to feel safe and included at Otago Polytechnic, and able to learn as Māori.

Tō mātou whakaahu whakamua

Ko te uruka Māori

I whakapiki te uruka o kā taura Māori ki 16.3% i te tau 2019, 14.5% i te tau 2018.

He whakapikika manea, arā, 15% te whakapikika o kā EFTS Māori i te tau 2019, e 8% te whakapikika i te tau o mua. Arā, 10% te whakapikika o kā taura Māori i te tau 2019.

I te tau 2019, 10.7% te whakapikika o te uruka o EFTS Kāi Tahu, arā e 4.2% o kā EFTS katoa, neke atu anō i te hauwhā o kā EFTS Māori. E 249 kā taura Kāi Tahu i te tau 2019, e 7.8% te whakapikika i te kā nama o tau 2018.

Ina rawa, i kaha whakapiki te tātaitaka o kā taura Māori i te tau 2019. He tino nui ake te nama o kā taura Māori i kā taura tauwiwi, arā, 22.4% ki te 16%. Ka akina tēnei e te whakapikika o kā taumata tātaitaka ki kā Taumata 1-3 – ina koa, i taurua te whakapikika o kā taura Kāi Tahu ki ēnei taumata.

He teitei tonu te puritaka taura ki kā taumata katoa, i hipa atu hoki i kā whāika. Ina rawa, e 74.4% te puritaka akoraka Māori i te tau 2019, e 75.1% mō kā taura tauwiwi.

Measuring our Progress

Māori participation

The participation rate for Māori learners rose to 16.3% in 2019, up from 14.5% in 2018.

There was a very pleasing 15% increase in Māori EFTS in 2019, following on from an 8% increase the previous year. This equated to a 10% increase in Māori learners by headcount in 2019.

The 2019 Kāi Tahu participation rate increased 10.7% to sit at 4.2% of all domestic EFTS, once again accounting for more than a quarter of all Māori EFTS. There were 249 Kāi Tahu learners by headcount in 2019, up 7.8% on 2018.

Overall, Māori learner progression improved considerably in 2019. The progression rate for Māori learners exceeds that of non-Māori, at 22.4% and 16% respectively. Driving this growth was learner progression at Levels 1-3 – notably, Kāi Tahu progression more than doubled at these levels.

Student retention remains high at all levels and significantly exceeds targets. Overall, Māori learner retention was 74.4% in 2019, compared with 75.1% for non-Māori.

EFTS and Headcounts									
	2017			2018			2019		
	Māori	Kāi Tahu	Non-Māori	Māori	Kāi Tahu	Non-Māori	Māori	Kāi Tahu	Non-Māori
EFTS	552.4	146.2	3,320.2	596.1	156.7	3,521.51	688.1	178.9	3547.4
Headcount	864	226	5,612	972	231	5,897	1070	249	5461

Includes all programme levels and all funding sources.

Te whakatutuki tohu me te whakatutuki tohu ā-huka

I whakaheketia te whakatutukitaka tohu o kā taura Māori me kā taura Kāitahu i te tau 2019, heoi, ka hipa tonu i kā whāika. Ko te mea whakarapa kē, kua rahi haere te huatako i waenganui i kā taura Māori me kā taura tauwiwi ki 11.8%, e 6.9% te huatako i te tau 2018.

He mea pōuri te whakahekeka o kā whakatutukitaka tohu katoa mō kā taura Māori me kā taura Kāi Tahu, e 3.2% me 8.2% ki ia huka.

Ko te āhua nei, kāore he ia ariroa mō te whakahekeka nei, ā, e arotake ana mātou i tō tātou taura tātaritaka kia āta whakamātau i kā tau nei, ki ētahi whakapaika pū. I tua atu, kua hakaia tētahi huka mahi kia whakahaumako, kia whakapiki i te whakatutukitaka a kā taura Māori, kia arotake i kā rarauka mēnā e raro ana te whakatutukitaka a kā taura Māori i kā taura tauwiwi, ā, kia whakatinana i kā whāika.

Course and cohort completions

Course completion rates for Māori and Kāi Tahu learners declined in 2019, although continued to exceed targets. This unfortunately extended the gap between Māori and non-Māori learners to 11.8%, compared with 6.9% in 2018.

It is disappointing that overall qualification completion rates have declined for Māori and Kāi Tahu learners by 3.2% and 8.2% respectively.

There appears to be no clear trend for this decline, and we are reviewing our analysis model to allow more detailed examination of these figures and more targeted interventions. In addition, a working group is tasked with further lifting Māori learner achievement, reviewing all data where Māori learner achievement is lower than that of non-Māori peers, and implementing targeted actions.

I whakarato mātou i kā akoraka 159, ā, 115 o kā akoraka e whakauru ana i kā EFTS Māori. He ōrite, neke atu rānei te whakatutukitaka tohu Māori ki tērā o kā tauria tauwiwi mō kā akoraka e 36. Neke atu i te 30 kā EFTS Māori ki te Tohu Occupational Therapy me te Tohu Tapuhi, ā, neke atu i te 90% te whakatutukitaka tohu.

E aro tonu ana mātou ki tō mātou takohaka kia whakapiki i te whakatutukitaka o kā tauria Māori me te whakatutuki mana taurite mō kā tauria Māori. Nā te Arotake Akoraka ā-Tau, ki te kore tētahi akoraka i tutuki i kā whāika – ko kā mea e hā kai ana ki kā tauria Māori hoki, me tūtohi rātou i kā mahere mahi hei whakapiki. Ka hono ēnei mahi ki te Mahere Paearu Mahi ā-tima me kā Mahere Paearu Mahi ā-takata.

We delivered 159 programmes in 2019, with 115 attracting Māori EFTS. Of these, 36 programmes had a course completion rate equal to or greater than that of non-Māori. The Bachelors of Occupational Therapy and Nursing had more than 30 Māori EFTS each, and course completion rates of over 90%.

We continue to be focused on our commitment to lifting Māori learner achievement and attaining parity and equity for Māori learners. As part of the Annual Programme Review process, all programmes not achieving educational targets – including those relating to Māori learner success – are required to detail their action plans for improvement. These actions flow through to the Team Performance Plan and Individual Performance Plans.

Cohort qualification completions by programme category (SAC-funded full-time enrolments)

	2017			2018			2019		
	Enrolled	Completed	%	Enrolled	Completed	%	Enrolled	Completed	%
Certificates									
All Students	679	491	72.3	447	315	70.47	449	319	71.1
Māori	109	65	59.6	53	36	67.92	68	48	70.6
Kāi Tahu	44	31	70.5	16	9	56.25	21	17	81
Non-Māori	570	426	74.7	394	279	70.81	381	271	71.1
Diplomas									
All Students	267	136	50.94	324	197	60.80	267	120	44.9
Māori	30	10	33.33	40	26	65.00	23	6	26.1
Kāi Tahu	8	1	12.50	15	9	60.00	6	3	50
Non-Māori	237	126	53.16	284	171	60.21	244	114	46.7
Graduate Certificates/Diplomas									
All Students	21	17	80.95	21	11	52.38	21	13	61.9
Māori	3	3	100.00	2	1	50.00	4	1	25
Kāi Tahu	1	1	100.00				1		0
Non-Māori	18	14	77.78	19	10	52.63	17	12	70.6
Bachelors									
All Students	729	436	59.81	739	427	57.78	668	347	51.9
Māori	107	61	57.01	112	58	51.79	99	48	48.5
Kāi Tahu	32	20	62.50	23	12	52.17	23	12	52.2
Non-Māori	623	375	60.19	628	369	58.76	569	299	52.6
Postgraduate Certificates/Diplomas									
All Students	1	1	100	15	14	93.3	17	16	94.1
Māori	0	0	n/a	1	1	100	2	2	100
Kāi Tahu	0	0	n/a	0	0	n/a	1	1	100
Non-Māori	1	1	100	14	13	92.9	15	14	93.3
Masters									
All Students	35	1	2.9	31	6	19.3	27	6	22.2
Māori	4	0	0	3	1	33.3	0	0	0
Kāi Tahu	2	0	0	1	1	100	0	0	0
Non-Māori	31	1	3.23	28	5	17.9	27	6	22.2

Te Mānawa o kā taurira Māori

He teitei ake, he ōrite rānei, kā taumata mānawa o kā taurira Māori mō kā āhuataka e whā.

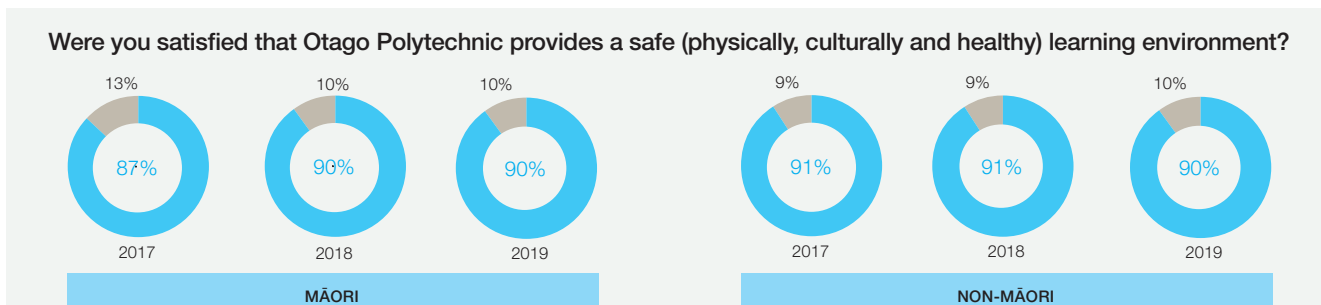
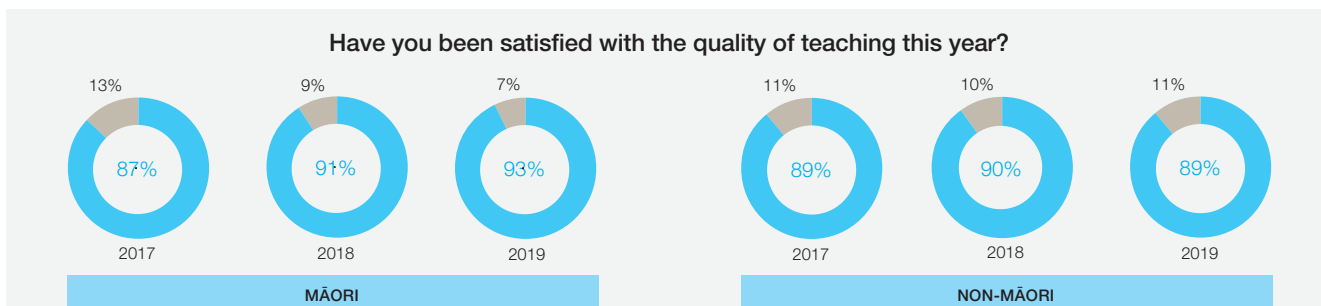
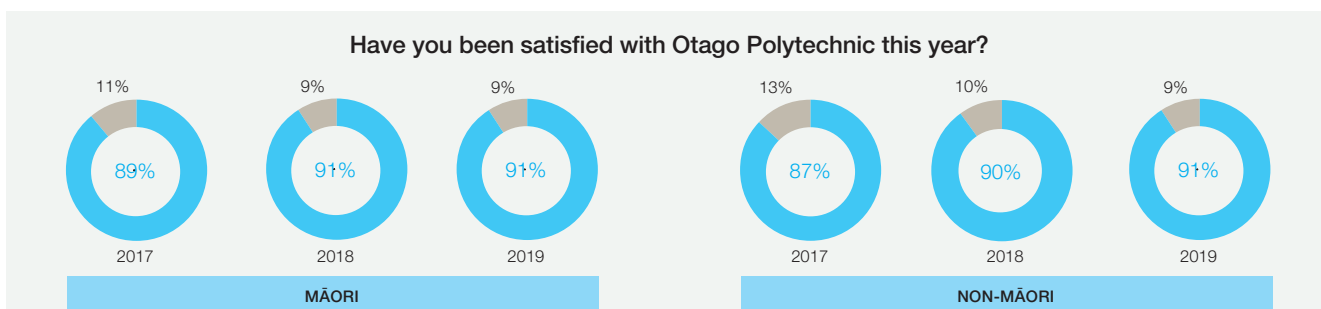
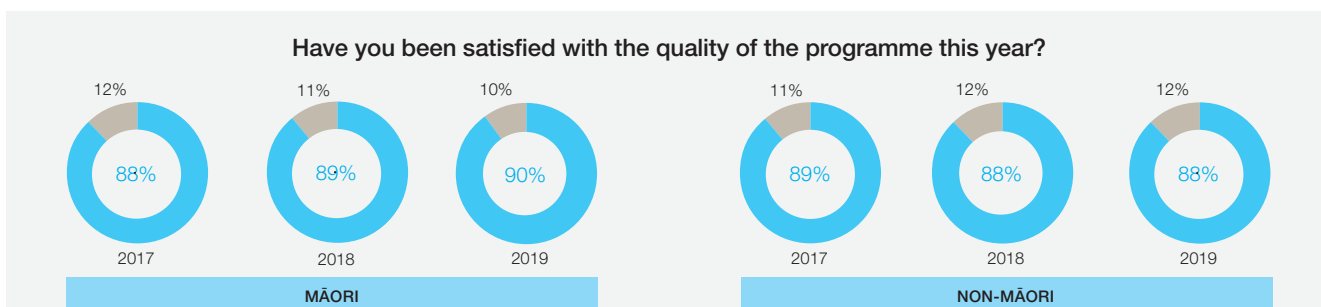
I whakapiki, he ōrite tonu rānei kā nama mānawa i te tau 2019, e 90% ki 93% i kā āhuataka katoa.

Māori learner satisfaction

Māori learners reported higher or equal satisfaction compared with non-Māori learners across our four main measures.

Satisfaction rates among Māori learners have improved or remained consistent in 2019, sitting at 90% to 93% in all categories.

AGREE DISAGREE



Ko kā hua paetahi

Ko tētahi o kā tino whāika, ka whakaritea kā tauira ki kā pūkeka me te mātauraka hei tīmata, hei whakapiki i ō rātou mahi, ki te ako tonu rānei.

I tukua te Uiuika Whakaputaka ā-Kaiwhiwhi Tohu i te marama o Toru i te tau 2019, āhua waru marama i muri iho i te whakaotika a kā tauira i kā tohu i te tau 2018. I aro atu ana ki te nama o kā kaiwhiwhi tohu e mahi ana, e whakauru atu ana i ētahi atu mahi ako rānei.

Tokomaha ake te nama o kā kaiwhiwhi tohu Māori kua whai mahi, e 66% i te tau 2018, e 72% i te tau 2019, e 78% o kā tauira tauiwi. I tua atu, e 34% o kā kaiwhakautu uiui e whakamahi ana, e whakauru ana rānei i te mahi ako, 11% hoki e mea ana ka whakauru i te tau e whai ake nei, e 28%, e 9% te nama o kā kaiwhiwhi tohu tauiwi ki ēnei momo e rua.

He pai ake te whiwhi utu o kā kaiwhiwhi tohu Māori e mahi ana i kā kaiwhiwhi tohu tauiwi, e \$48,510 o kāi Māori, e \$45,000 o kāi tauiwi.

Ina rawa, 99% o kā kaiwhakautu uiui Māori e mahi ana, e ako tonu ana rānei.

Māori graduate outcomes

Among our primary roles is to equip our learners with the skills and knowledge they need to begin or advance their careers, or to undertake further study.

Our Graduate Outcomes Survey was distributed in July 2019, approximately eight months after learners completed their 2018 qualifications. It reported on the number of graduates who were either working or enrolled in further study.

There was an increase in the number of Māori graduates who were in work, from 66% in 2018 to 72% in 2019, compared with 78% of non-Māori. In addition, 34% of respondents were engaged in or enrolled in further study, and a further 11% intended to enrol the following year, compared with 28% and 9% respectively for non-Māori graduates.

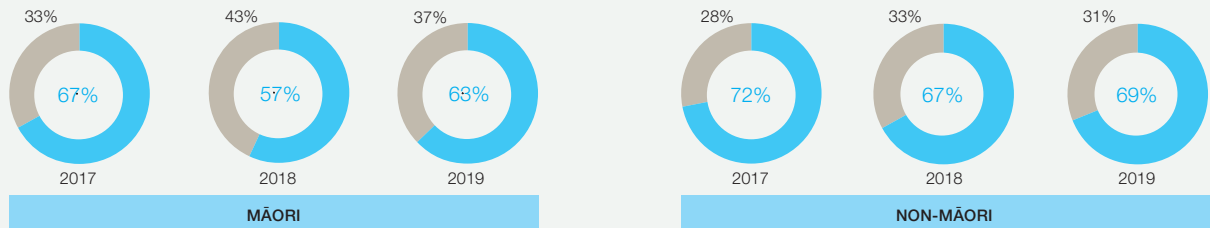
Māori graduates who were working earned higher median salaries than their non-Māori counterparts, at \$48,510 and \$45,000 respectively.

Overall, 99% of Māori respondents were either in work or further study.

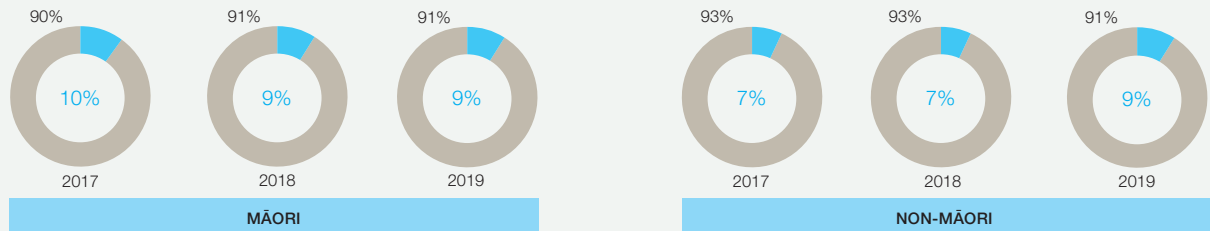


Work situation as at 1 June 2019

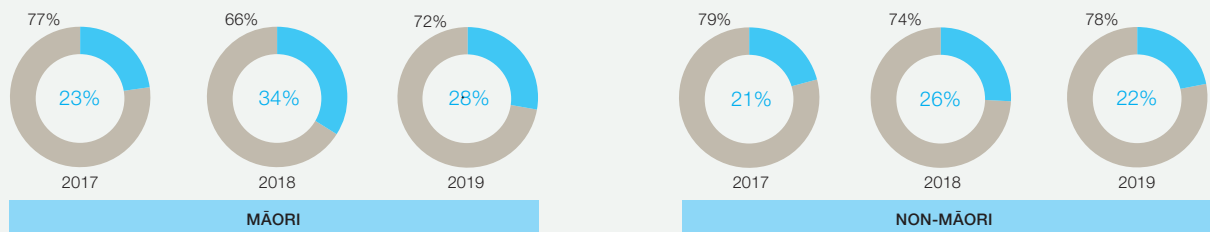
Earning wages or a salary



Self-employed



Not working or self-employed



Median gross annual salary

\$48,510

MĀORI

\$45,600

NON-MĀORI

Kā karahipi Māori

Ko tētahi o kā momo whakamihi i te whakatutukitaka taurira Māori, ko kā karahipi. Me mihi ka tika ki a Kia Ora Hauora mō kā mahi hei whakapiki i te mōhiotaka e pā ana ki kā karahipi hauora.

E toru kā wāhaka matua o kā karahipi mō kā taurira Māori: ko te Mana Pounamu (e whakamihi atu ana ki te whakatutukitaka o kā taurira i te Tau 12 me te Tau 13), ko te Rūnaka, ko te Mātāwaka. Āpiti atu hoki, tokomaha kā taurira Māori i whiwhi i kā Otago Polytechnic Principals' Scholarship, i kā Private Training Establishment Scholarship rānei. He karahipi hoki mō kā taurira e whai ana i te Tohu Whakawhānau hei whakahōnora i a Tākuta Irihapeti Ramsden.

Scholarships for Māori

One of the ways Otago Polytechnic recognises Māori learner achievement is through the provision of targeted scholarships. We also acknowledge Kia Ora Hauora for their efforts in raising awareness with our learners about a range of health-related scholarships on offer.

There are three main categories of scholarships for Māori learners: Mana Pounamu (recognising the achievement of Year 12 and 13 taurira), Rūnaka and Mātāwaka. In addition, a number of Māori learners are awarded Otago Polytechnic Principal's Scholarships or Private Training Establishment scholarships. There are also specific scholarships for Māori learners studying Midwifery, in honour of the late Dr Irihapeti Ramsden.

Māori Scholarships 2019

	Headcount	EFTS	Successful course completion	Qualification completion	Total value awarded
Irihapeti Ramsden Memorial Midwifery Scholarship	3	4	66.7%	0	\$20,798.26
Mātāwaka Scholarship	3	3	100%	1	\$17,814.78
Otago Rugby Football Association	1	0.5	50%	0	\$3,669.72
Principal's Scholarship	6	5.4	79.2%	2	\$9,202.25
Rūnaka Scholarship	4	2.88	64.6%	1	\$15,916.52
Staircasing Scholarship	3	2.5	83.3%	2	\$2,595.22
Total	33	28.8	76.77%	6	\$129,668.91

Next steps for 2020

- > Continue to use accurate and timely analytics to improve institutional processes and practices to lift the course retention, success and completion rates of Māori learners by at least 2%
- > Lift Māori learner success, ensuring it equals or exceeds the rate for non-Māori
- > Achieve Māori learner participation at 18% of domestic EFTS

STUDENT PROFILE

Unearthing your roots

Kane Dunn (Ngāpuhi, Ngāti Kahu)

Bachelor of Information Technology

Otago Polytechnic Bachelor of Information Technology learner Kane Dunn hopes to use his Mātāwaka Scholarship to help others trace their whakapapa.

Awarded to Māori learners who whakapapa outside the Kāi Tahu rōhe, the Mātāwaka Scholarship is administered by Otago Polytechnic and Kā Papatipu Rūnaka and covers one year of tuition fees.

Kane says his educational journey has prompted him to look within himself, and contemplate ways in which he can help others.

"I see this degree as a stepping-stone to my goal of creating a digital database that people can use to track and research their own whakapapa," he says. "I was inspired by my grandad, who was passionate about his genealogy. Most of my wider family are from up north and I didn't have that much connection with them, so this project has a deeper resonance for me."

Kane plans to incorporate te reo into his website, which will feature a database of places and names, and links to iwi and hapū, as well as allowing visitors to upload content.

"There are loads of possible outcomes. For example, people could be at a certain location and want to find out more about the stories of the area," he says.



One of the first things Kane noticed when he started studying at Otago Polytechnic was the level of support from its staff, including those at Te Punaka Ōwheo, our Māori Centre.

"There are lots of people to talk to. I go to the Māori student common room, Poho, every day to grab a coffee in between classes. It's a good place to chill out or have a laugh," he smiles. "People are genuinely interested in what you're doing, and that interest makes you feel valued."

Somebody to lean on

Walter Wakefield (Ngāti Porou) and Reece Clarke

New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4)

When Walter Wakefield and Reece Clarke walked across the Dunedin Town Hall stage to graduate, it encompassed so much more than their academic achievements.

Walter's journey had meant returning to a formal education setting for the first time in four decades.

Having left school at 10 and become a homeless teenager living on the streets of Wellington, Walter navigated a "real colourful background", before eventually settling in Dunedin. He had been working in the construction industry until a severe back injury put paid to that career in 2018.

On the advice of a counsellor at Moana House, where he underwent addiction rehabilitation, he enrolled at Otago Polytechnic – a decision he admits was a daunting one.

"I didn't want to feel like I did back when I was 10 – looked down upon," he says. "I admit I had to get out of a few holes this year."

And who was there to help him out? Among others, his classmate, Reece.

For Reece, too, knows about holes. A recovering alcoholic, he didn't know Walter when he enrolled at Otago Polytechnic, yet he suspected they might have more than a few things in common.

"Walter and I both come from similar rough backgrounds, so people didn't know what to think of us when we first turned up," he recalls. "I asked Walter if he'd be keen to



work out in the morning. That soon turned into a daily ritual: we'd go the gym, go and have a coffee, have a chat with the girls at the front desk at Otago Polytechnic, then go to class."

The pair soon established a study group with some of their classmates, and by mid-year, Walter and Reece were being referred to as the "aunties" of the class.

"That's because of the way we worked with the others. We just like to help," Reece says. "We are both in recovery so we have had to unpack a whole lot over the years. We added a bit of colour and character to the class."

Walter believes his life experiences are less a burden, and more a bundle of insights he can share with others.

"I just want to give back. I have something to offer," he says.

KO TE MEA TUAWHA:

Kā Whāi Ara, kā Āhuataka Ako Kāi Tahu/ Māori

PRIORITY FOUR:

Kāi Tahu/ Māori Programmes

Tō Mātou Whāika ā-Rautaki

Kia whakawhanaketia kā akoraka, kā tohu hiraka ake ki Te Ao Māori, ki Te Reo Māori, i raro i te kaupapa Māori hoki. Kia komokomotia te mātauraka Māori ki kā tohu katoa.

Our Strategic Objective

To develop quality courses and programmes in Te Ao Māori, Te Reo Māori and other robust kaupapa Māori options and to incorporate Māori knowledge into all qualification areas.

Ō Mātou Wawata

- a. Kia whakarotia kā tohu tauwhaiti hei tutuki kā hiahiaataka o Kāi Tahu/Māori
- b. Kia whakatūturutia te mātauraka Māori kei roto i kā tohu katoa hei mōhio kā ākoka Kāi Tahu/Māori i ō rātou māramataka
- c. Kia whakatūturutia te mātauraka Māori kei roto i kā tohu katoa hei whakamārama i kā ākoka katoa i kā māramataka Māori
- d. Kia whakaurutia a Kāi Tahu/Māori hei whakatūturutia kā whirika kaupapa Māori, kā whirika kāwari.

Our Aspirations

- a. To provide specific programmes and courses to meet Māori needs
- b. To ensure all programmes are inclusive of Māori knowledge so that Kāi Tahu/Māori students recognise their context in programmes
- c. To ensure all programmes are inclusive of Māori knowledge so that all learners in general understand the cultural context of programmes
- d. To invite participation by Kāi Tahu/Māori to ensure flexible delivery of kaupapa Māori options for learners.

Tō mātou whakaahu whakamua

Kā ara mā Capable NZ

E rima kā tau a Capable NZ e whakamahi ana i tētahi ratoka ki kā kaiwhakahaere ā-umaka, ā-hapori o kā iwi me kā hapū i te tau 2019. Ka rato tēnei hōtaka kia whiwhi tohu ā-whare wānaka kā tākata e whakamahi ana ki kā pūkeka me te mātauraka, kua riro mā te mahi me te wheako whaiaro. Nā te mahi i te tau 2019, neke atu i te 20 kā taura Kāi Tahu e tīmata ana i ā rātou Tohu Paetahi i Applied Management, i Socia Services rānei i te tau 2020 mā Te Hōkai Nui, he honoka i waekanui i Te Rūnanga o Ngāi Tahu me Te Kura Matatini ki Ōtāgo.

He Toki: kā akoraka mahi ā-rehe Māori

I te tau 2019, i whakarewa mātou i te akoraka tuatahi o Te Kura Matatini ki Ōtāgo i kā akoraka mahi ā-rehe (i te akoraka Kāmura) mō kā taura Māori me kā taura o Te Moana-nui-a-Kiwa. He nui te aroka ki te akoraka nei – Kī rawa i mua rā i te rā tīmata.

He akoraka mahi ā-rehe ki mua a He Toki e whakamahi ana i tētahi momo mātauraka taketake, e hono ana i kā iwi me kā hapū, i te ahumahi, i kā whare wānaka, i kā tōpūtaka hapori me kā hinoka kāwanataka. Ka hakaia ki ruka i kā whakarereka o kā kaupapa Māori Trade Training i kā tau 1950 me kā 1960, ā, ko te whāika, kia whakapakari i te iho mātauraka, kia whanake i kā kaimahi Māori.

I te tau tuatahi, e 21 kā taura e whakauru ana ki He Toki. 16 kā taura o kā taura e 21 e whakatutuki i te akoraka, ā, ka māraurau kia whakawhiwhi tohu i te Hui Whiwhi Tohu i te Kahuru-kai-paeka. E toru o kā taura e rima i kore e whakatutuki i unu nā kā take hauora, kotahi nā tētahi aituā, ā, ko te mea whakamutuka i kore e whakatutuki i kā āhuataka ā-rika o te akoraka.

I whakaratohia te tautoko nā Te Pūnaka Ōwheo, nā tētahi Kaiārahi nō Whānau Ora, nā Aukaha, nā ētahi atu hoki ki kā taura katoa. I whakapā atu te tokomaha ki tētahi ratoka, ki ētahi rānei, mō kā take pērā i te wāhi noho, i kā momo waka, i te hauora, i kā rauemi ako, i kā raihana taraiwa hoki.

I te marama o Waru, i whakanui tātou i kā taura mō ā rātou whakauruka ki te akoraka nei, i tae mai hoki kā whānau, kā pūkeka, kā huka He Toki, kā kaiwhakahaere ahumahi hoki.

Ko te Tiwhikete i te Mata ā Ao Māori

I whakaoti te huka o kā kaimahi whakamutuka e whakamahi ana i kā akoraka i raro i te Tiwhikete i te Mata ā Ao Māori i te tau 2019.

He mea manea, e taurite haere ana te nama o kā whakauruka i kā akomaka mō te Introduction to the Tiriti o Waitangi, e 50 kā kaiwhakauru. I whiwhi anō i kā whakahoki kōrero tino arotau i kā arotake akomaka.

Measuring our Progress

Pathways through Capable NZ

Capable NZ marked five years of running its specialist service to iwi and hapū business and community leaders in 2019. The programme allows people to gain formal qualifications, with credit given for skills and knowledge acquired through a lifetime of experience. Due to work throughout 2019, a new cohort of up to 20 Kāi Tahu learners will begin their bachelors' degrees in Applied Management or Social Services in 2020 through Te Hōkai Nui, a partnership between Te Rūnanga o Ngāi Tahu and Otago Polytechnic.

He Toki: Māori Trades Training

In 2019, we launched Otago Polytechnic's first He Toki trades training programme (in Carpentry) for Māori and Pasifika learners. The programme generated significant interest – the programme was full well before its start date.

He Toki is a pre-trade programme that employs a collaborative indigenous model of education, bringing together iwi and local hapū, industry, educational institutions, community organisations and government agencies. It builds upon the legacy of the Māori Trade Training initiatives of the 1950s and 1960s, and aims to strengthen the nature of education and grow the Māori workforce.

In its inaugural year, 21 learners enrolled in He Toki. Of these learners, 16 successfully completed the programme and are eligible to graduate in our March 2020 Graduation. Of the five students who who did not complete the programme, three withdrew due to health issues, one because of an accident, and one did not complete the practical components of the programme.

All taura were provided with pastoral care support from Te Punaka Ōwheo, a Whānau Ora Navigator and Aukaha, among others. Many received support from more than one service, for matters such as accommodation, transport, health, study resources and driver licences.

In December, we held a ceremony for learners to celebrate their participation in the programme, which was also attended by whānau, lecturers, He Toki consortia members and industry leaders.

Certificate in Mata ā Ao Māori

The final cohort of staff to undertake courses within our now-retired Certificate in Mata ā Ao Māori completed their studies in 2019.

It was pleasing to note that enrolments in the Introduction to Te Tiriti o Waitangi workshops remained consistent, with 50 participants. Again, very favourable feedback was received in the workshop evaluations.

E ai ki kā kaiwhakauru tekau, ko te toro atu ki Puketeraki Marae te mea tino pai rawa atu, i oti i a rātou i kā hua ako mō kā akoraka e rua.

I te marama o Waru, i whiwhi tohu kā kaimahi 11 ki te Tiwhikete i te Mata ā Ao Māori. Hei te Kahuru-kai-paeka, i te tau 2020, kā toeka e whitu whiwhi tohu ai.

Mā kā EduBits kaupapa Māori, ka whakarato tonu i kā kōwhirika hei whakawhanake i ō rātou mātauraka o Te Tiriti o Waitangi, o te reo me ōna tikaka Māori hoki, kia whakahākei i ā rātou akoraka ki roto i te whakaakoka, i te mahi rānei.

I te tau 2019, i tāpiri mātou ki kā tohu moroiti- ko Te Reo Māori, ko te Tikaka Māori, ko Te Tiriti o Waitangi hoki – arā, ko te Edubit Cultural Competency te mea hou.

Kā akomaka EduBits

I tuku mātou i kā raupapa akomaka e whā hei whakarato i tētahi wāhi pai mā kā tākata kia kōrero, kia whakaharatau i te whakahua tika i kā mihi me kā poroaki i te reo Māori, i kā kupu pū ki ō rātou rōpū, i kā kiāka, i kā mihi me kā pepeha hoki. I whakatūria kā akomaka kia tautoko i kā kaimahi kia whakatutuki i te EduBit, ko Whakatakika ki Te Reo Māori i te Wāhi Mahi. I whakatū ētahi akomaka e rua mō te Tikaka Māori mō te Umaka. E 200 kā kaimahi katoa i whakauru ki ēnei akomaka.

I te tau 2019, e 41 kā kaimahi i whakaoti, i aromatawaitia mō te EduBit Te Reo Māori i te Wāhi Mahi. Ka tatari ki kā whakatutukitaka i Tikaka Māori mō te Umaka i te tau 2020.

Te aroka mōwaho ki kā EduBit

E whakaratohia ana kā momo EduBit kaupapa Māori mō kā tākata, mō kā umaka hoki hei whakatutuki, kei te Aotearoa whānui, kei tāwahi hoki.

I whakawhanake mātou i tētahi mahere hei whakapuaki i te EduBit Whakatakika ki Te Reo Māori i te Wāhi Mahi ki kā hoa mōwaho, arā ko te Otago Chamber of Commerce, ko Downer, ko Silver Fern Farms hoki, i te tau 2020.

Hei whakahoki i kā hiahia o kā iwi me kā hāpori huri noa i te motu, i hakaia te Edubit Cultural Competency i te taha o Te Amorangi Mātauranga Matua me Ako Aotearoa mō te whakamahika e kā iwi huri noa i Aotearoa. He whānui ēnei moroiti hei āhei i kā iwi kia whakauru i kā mātauraka ā-iwi, kia whakaako, kia aromatawai i ēnei āhuataka, ka whakaū hoki, kei a rātou tonu te mana whakairo hinekaro.

He pito mata hoki tō tēnei kaupapa kia puta ā-ao hei whakamahia e ētahi wānaka mātauraka matua, ko rātou e hiahia ana ki te āheika ā-ahurea o kā kaimahi e pā ana ki kā mātauraka taketake. Nō houaka, i tīmatahia ētahi mahi i te taha o tētahi o tō mātou hoa Kānata, ko Humber College tērā, kia rīwhi i ō mātou EduBits kaupapa Māori i ō rātou mātauraka taketake, nō kā iwi First Nations, Inuit, Métis hoki ki tō rātou rohe.

For ten programme participants, a visit to Puketeraki Marae was a highlight, where they completed learning outcomes for two courses.

In December, 11 of our staff graduated with the Certificate in Mata a Ao Māori. The final seven are expected to graduate in March 2020.

Through our suite of kaupapa Māori EduBits (micro-credentials), we continue to provide our staff with opportunities to advance their knowledge and awareness of te reo and tikaka Māori, and to apply that learning to their teaching or professional practice.

In 2019, we added to the three existing micro-credentials – Te Reo Māori, Tikaka Māori and Treaty of Waitangi – with a new Cultural Competency EduBit.

EduBits workshops

We offered four series of workshops, providing an environment for people to kōrero and practice correctly pronouncing te reo Māori greetings and farewells, words specific to their rōpū, phrases and their mihi/pepeha. The workshops were to support staff towards attaining the Te Reo Māori for the Workplace EduBit. Two additional workshops were held on Tikaka Māori for the Organisation. In total, more than 200 staff participated in these workshops.

In 2019, 41 staff completed and were assessed for the Te Reo Māori for the Workplace EduBit. Completions are expected in Tikaka Māori for the Organisation in 2020.

External interest in EduBits

The kaupapa Māori EduBits are also available for individuals and organisations to participate in, both here and overseas.

We developed a plan to deliver the Introductory Te Reo Māori EduBit to external partners, such as the Otago Chamber of Commerce, Downer and Silver Fern Farms, for delivery in 2020.

In response to the needs of iwi and communities nationally, our new Cultural Competency EduBit was created in consultation with the Tertiary Education Commission and Ako Aotearoa for use by iwi across New Zealand. These micro-credentials are broad enough to allow iwi to incorporate their own iwi-specific knowledge and to teach and assess these components, ensuring they retain control of their intellectual property.

This model also has the potential to be internationalised for use by other post-secondary institutions or tertiary organisations that want to build the cultural capability of staff with regards to indigenous ways of knowing. With that in mind, work began last year with one of our Canadian partners, Humber College, to replace the content of our suite of kaupapa Māori EduBits with the indigenous knowledge of their First Nations, Inuit and Métis peoples in their territory.

Ka huritau kā akoraka i te ao Māori

Ka mahi tahi tonu Te Tari o te Kaitohutohu me te tima Learning and Teaching Development kia whakaū, e whakapūmautia ana te mātauraka Māori i kā akoraka hou, kia whakawhanake anō i kā akoraka kē. Kua whakawhanake i tētahi hātepe nui, kua whakatinanahia hokia.

Kātahi anō ka tuku mātou i akoraka Te Whakamahi Whenua (Taumata 3), i whakawhanake hei whakahoki i te aroka mō te mahika kai i kā whānau, i kā hapū, i kā iwi me kā hapori, ā, e whakapuakitia ana e Arai Te Uru Kōkiri Training Centre (Kōkiri). Waihoki, ka mahi tahi mātou ko Kōkiri kia whakapuaki i te New Zealand Certificate in Whānau Ora (Taumata 3), he akoraka e tautoko i a rātou e hiahia ana ki te mahi i kā wāhi whakarato ā-pāpori i te taha o te iwi Māori me kā whānau. Ko tētahi āhuataka o te akoraka, ka mahi kā kaiwhiwhi tohu i raro i te ārahi o tētahi atu hei whakauru mātauraka o kā whakaaro Māori me kā kaupapa Māori e pā ana ki te hauora Māori i kā wāhi whakarato ā-pāpori.

E whakapuakitia ana Te Taketake Diploma in Applied Addictions Counselling (Taumata 7) mā Moana House, mō te tau tuarua i te tau 2019. E whakarato ana tēnei akoraka kaupapa Māori i kā pūkeka hei whakarato i kā maimoataka ki a rātou nāna e whai tautoko mō kā raruraru purei moni, te waipiro me te kai tarukino, he akoraka rorotu, he rāraki ikoa e tatari ana ki whakauru mō te tau 2020.

Programmes reflect Māori world views

The Office of the Kaitohutohu continues to work with the Learning and Teaching Development team to ensure mātauraka Māori is embedded within all new courses and programmes, as well as the redevelopment of existing courses and programmes. A comprehensive process has been developed and is being implemented.

For the first time, we offered the Te Whakamahi Whenua (Level 3) programme, developed in response to interest in traditional food production and harvesting methods and mahika kai development within whānau, hapū, iwi, and communities and delivered by Arai Te Uru Kōkiri Training Centre (Kōkiri).

As well as this programme, we continue to partner with Kōkiri to deliver the New Zealand Certificate in Whānau Ora (Level 3), which supports learners who wish to work in social services environments with whānau Māori. As part of this programme, graduates work under supervision to apply knowledge of Māori philosophies and theories of Māori wellbeing in social service settings.

Te Taketake Diploma in Applied Addictions Counselling (Level 7), delivered through Moana House, ran for a second year in 2019. This kaupapa Māori programme provides learners with the skills to provide treatment to people seeking assistance with problem gambling, alcohol and drug use, and has proved popular – there is a waiting list for enrolling in 2020 study.



Next steps for 2020

- > Enrol a fourth cohort of Ngāi Tahu learners – Te Hōkai Nui – through Capable NZ and develop at least one other iwi cohort
- > In collaboration with iwi, hapū and industry partners, develop and launch a Māori trades training programme (Level 3 Construction) at our Central Otago Campus
- > Develop and deploy a Bicultural Competency Training Scheme for learners, staff and external stakeholder groups
- > Continue to embed mātauraka Māori and Māori perspectives in all Otago Polytechnic programmes of learning

PROGRAMME PROFILE

Laying the groundwork

Connor Ryan-Wills (Ngāi Tahu)

He Toki – New Zealand Certificate in Construction Trade Skills (Level 3) (Carpentry)

After graduating Otago Polytechnic with an Automotive qualification in 2016, Connor Ryan-Wills found his chosen career path was not as fulfilling as he'd anticipated. He made the decision to retrain and was among the first cohort to embark on He Toki in 2019.

This decision was part of a positive and progressive new pathway for Connor. He'd previously found himself in a downward spiral after battling several personal challenges in his life, and distancing and disconnecting from whānau and others who loved him the most.

During his He Toki studies, Connor was often the first to provide support to his peers, and was soon elected as class representative on the Student Council – he even became a paid peer tutor for the Polytechnic.

"I've never seen a class bond so well through class work alone," he recalls. "The teaching, counselling, tikanga and a world of different perspectives in terms of spirituality or wairua had a big impact on this."

He notes one of the key advantages of a kaupapa Māori approach is the sense of community and connection.

"It's allowing oneself to be more comfortable with your lecturers and colleagues, to be able to ask for help if you need it, and even help out others when you can," he says.



"Connecting the class to Carpentry through links to Te Ao Māori gave me a stronger connection to the work that I do."

On successful completion of the programme, Connor began an apprenticeship, having impressed his work placement employer.

"My life mantra is I want to do the best job I can for as long as I can."

KO TE MEA TUARIMA:

He Wāhi Tika

PRIORITY FIVE:

Inclusive Learning Environment

Tō Mātou Whāika ā-Rautaki

Ko kā tikaka Kāi Tahu, ko kā tikaka nō te Ao Māori e mārama ana, e whakaae, e uarutia ki roto i Te Kura Matatini ki Ōtāgo, i kā akoraka hoki.

Our Strategic Objective

Kāi Tahu/te ao Māori values are understood, recognised and valued within Otago Polytechnic's environment and delivery of programmes.

Ō Mātou Wawata

- Kia whakawhanaketia Te Kura Matatini ki Ōtāgo hei wāhi tika mō ngā ākoka me ngā kaimahi Kāi Tahu/Māori
- Kia whakaurutia kā tikaka Kāi Tahu/Māori ki te āhuataka ako
- Kia whakapaihia te ara mō kā ākoka i mahi i te Ao Māori.

Our Aspirations

- To develop Otago Polytechnic as a culturally safe place for Kāi Tahu/Māori learners and staff
- To integrate Kāi Tahu/Māori cultural values into the learning environment
- To prepare all students for working in Māori contexts in their future careers.

Tō mātou whakaahu whakamua

Tino whakawhetai mātou kia whiwhi manaakitaka nā Papatipu Rūnaka mā te hautūtaka, te mātauraka, te ārahitaka, me te tautoko. E whakahaumakotia ana te umaka nei e tō rātou hiahia ki te kōrero ki a mātou, kia toha mātauraka, me kā wheako whaiaro e whakaratohia ana e mātou ki kā taurira, ki kā kaimahi me kā hapori. He tino whaihua ki a mātou, ā, e whakamihi atu ana ki kā huatau me te tautoko o ō mātou hoa Tiriti ki pōhiritaka, ki kā takunetaka mīhara, arā, ko te mihi whakatau ā-tau mō kā taurira hou katoa i te rā tuatahi o te hēmeta, me te pōwhiri mō kā taurira hou Māori katoa ki te marae o Puketeraki i te tau 2019.

Measuring our progress

We are immensely grateful to benefit from the generosity of Papatipu Rūnaka through their leadership, expertise, guidance and support. Their willingness to consult with us and share knowledge and wisdom enriches our organisation, and the experiences we provide to our learners, staff and our communities. We acknowledge and value our Treaty partner's input and support with key events and special occasions – such as the annual mihi whakatau we hold for all first year learners on the first day of semester, and the pōwhiri for all first year Māori learners held at Puketeraki Marae in 2019.

Te Punaka Ōwheo

Ka kaha haere Te Punaka Ōwheo o Te Kura Matatini ki Ōtāgo i E whakarato ana Te Punaka Ōwheo o Te Kura Matatini ki Ōtāgo i ētahi wāhi kia hui tahi, he wāhi kaupapa Māori hoki hei ako, hei whakawhitiwhiti kōrero, hei kohi mātauraka, hei whakapā atu ki kā whakarato tautoko.

E whakamahia tonutia ana a Te Punaka Ōwheo – ko te ruma māori, a Poho, te wāhi tino pai, he wāhi mahi, hei hui, mō kā kai parakuihi me kā tina ā-wiki. He kanohi kitea anō te Kaiwhakahaere Matua ki reira, i haere ia ki kā tina maha kia noho tahi i te taha o kā taura Māori, e whakaroko hoki ana ki ō rātou haereka ako ki Te Kura Matatini ki Ōtāgo.

Kua rāhiritia tonutia Te Punaka Ōwheo me Poho e kā rōpū o te hapori.

Kā tautoko mō kā taura Māori

Ka whirinaki te whakatutukitaka o kā taura Māori i te whakariteka o kā tautoko pai, ko te whakaurukia pai, ko te āheika kia 'ora hei Māori' ki ruka i te kura.

I te tau 2019, e 257 kā tohu i whakawhiwhi ki kā taura Māori e 234, ā, pērā ki kā tau o mua, tokomaha kā tākata i tae atu ki kā Hui Whiwhi Tohu Māori.

1056 kā whakariteka a Te Punaka Ōwheo ki kā taura Māori 380 i te tau 2019. I whakapā atu i kā taura Māori katoa i waekanui i te mahi runaka kia pātai atu mēnā ka hiahia tautoko, ā, i waeatia rātou e whakauru ana e kā kaimahi o Te Punaka Ōwheo hei whakamārama i kā whakarato.

Waihoki, tokomaha kā taura i tae atu ki kā akomaka ruarua i te tau i pahure mō kā kaupapa rerekē, arā, ko kā karahipi, ko te whakariteka mō kā tuhihika me kā whakamātautau, ko te tahua hoki.

Kia tohatoha i kā mātauraka taketake

E hono tonu ana Te Tari o te Kaitohutohu ki kā kaiwhakahaere taketake o ō mātou hoa ki tāwahi.

Ko tō mātou Tumuaki: Whakaako, a Ron Bull, te mākau nō Aotearoa ki te Indigenous Terra Madre Conference ki Hokkaido, ki Hapani. I kauhau ia i tētahi akomaka, e 90 meneti te roa, e pā ana ki kā whakaaweawe i kā mahika kai taketake i te Moana-nui-a-Kiwa ki kā kaiwhakaroko, ko kā kaihuahake taketake, kaitiaki hoki nō Āhia, nō te Moana-nui-a-Kiwa te nuika o rātou.

I tonoa hokia ia kia tuku atu i te kauhau matua mō kā pūrākau orokohaka ki te Indigenous Knowledge Gathering i Humber College, ki Kānata, i te marama o Whitu i te tau 2019. I huatau tana kōrero, ka pēhea ēnei pūrākau i whakaaauaha i kā pūnaha mātauraka motuhake me kā mātauraka kātahi ki roto i kā hapori taketake.

I te marama o Rima, i kauhau a Ron ki te Association of Tertiary Facilities Managers ki Adelaide, ki Ahitereiria, e pā ana ki te whakapūmāutaka o kā kōrero ā-ahurea i kā wāhi hakaia. I huatau ia ki te wheako whaiaro ki Te Kura Matatini ki Ōtāgo i kā tau o mua, arā, ko te whanaketaka o The Hub me te hakataka o Te Pā Taura, tō mātou wharenoho taura.

Te Punaka Ōwheo

Otago Polytechnic's Māori learner support centre, Te Punaka Ōwheo, provides a place for learners to gather, as well as culturally appropriate space for them to learn, network, seek information and access support services.

Te Punaka Ōwheo continues to be well-utilised – its student common room, Poho, especially, as a space for study, hui, breakfasts and weekly lunches. The Chief Executive was again a regular face onsite, attending a number of lunches during the year to spend time with Māori learners and hear about their learning journeys at Otago Polytechnic.

Both Te Punaka Ōwheo and Poho continue to be warmly received and used regularly by community groups.

Māori learner support

Māori learner success depends largely on the provision of appropriate pastoral care and support, a sense of belonging and identity, and feeling able to 'live and learn as Māori' on campus.

In 2019, 257 qualifications were awarded to 234 Māori learners, and as in previous years, our Māori pre-graduation ceremonies were well-attended.

Te Punaka Ōwheo had 1056 contacts with 380 individual Māori students in 2019. All Māori students were contacted during the application process to ask if they required any additional support, and those who enrolled were phoned by Te Punaka Ōwheo staff to outline our services.

In addition, we held a series of well-attended workshops for Māori learners over the course of the year on topics such as scholarships, essays and exams, and living to a budget.

Sharing indigenous knowledge

The Office of the Kaitohutohu continues to connect with indigenous leaders of our global engagement partners.

Our Tumuaki: Whakaako, Ron Bull, was the New Zealand delegate at the Indigenous Terra Madre Conference in Hokkaido, Japan. There, he presented a 90-minute workshop on impacts affecting indigenous food harvesting practices in the Pacific to delegates, who were predominantly indigenous food harvesters, gatherers and guardians from the Asia Pacific region.

He was also invited to deliver a keynote address about creation stories at the Indigenous Knowledge Gathering held at Humber College in Canada in November 2019. His address considered the ways in which these stories form separate and collective knowledge systems within indigenous communities.

In September Ron co-presented to the Association of Tertiary Facilities Managers in Adelaide, Australia, on embedding cultural narrative in built environments. He reflected on the experience of Otago Polytechnic in doing so in recent years, notably with The Hub development and the construction of Te Pā Taura, our student village.

I tau mai tētahi huka nō Humber College ki Ōtepoti kia ako e pā ana ki Te Aka Rautaki Māori me kā EduBits, ko te whaika kia urutau i ēnei mō ō rātou horopaki.

I whakamanuhiri mātou i tētahi huka nō Kaua'i Community College ki Hawai'i, he pūkeka, he kaiwhakahaere hapori, he kaiwhakahaere pakihi hoki. Ko te tau tuatoru i whakarato mātou i tētahi akoraka mō kā taura Pakihi nō Kaua'i Community College, e āheitia ana ēnei taura kia whakaoti i te tau whakamutuka o kā tohu ki Te Kura Matatini ki Ōtāgo. I whakauhi tahi mātou i tētahi kōhi pūtea 'lū'au' ki Ōtepoti hei tautoko i te nekeneke i waekanui i kā kura e rua.

A delegation from Humber College visited our Dunedin campus to learn more about our Māori Strategic Framework and our EduBits, with a view to adapting these for their own context.

We also hosted a group of academics and community and business leaders from Kaua'i in Hawai'i. For a third year, we continued to provide a study programme for Business students from Kaua'i Community College, allowing these learners to complete the final year of their degrees at Otago Polytechnic. Together, we hosted a luau fundraiser in Dunedin to support student mobility between the two institutions.



Next steps for 2020

- > Continue to lift the visibility of the language, narratives and symbolism of mana whenua across all Otago Polytechnic campuses
- > Execute an implementation plan for Te Rautaki Reo Māori, our Māori Language Strategy, and socialise broadly with staff
- > Continue to develop a culturally inclusive learning and working environment in which Māori staff and learners feel reassured
- > Analytics show that Te Punaka Ōwheo remains a place where Māori learners and staff feel supported and encouraged to live, study and work as Māori on campus

INCLUSIVE ENVIRONMENT

A spirit of inclusiveness

Jade Morgan (Kāi Tahu/Kāti Wheke)

Lecturer, Te Ohu Tūhauora, College of Community Development and Personal Wellbeing



“Inspire, empower and educate.”

These are the key themes and principles of a karakia co-created by Otago Polytechnic lecturer Jade Morgan and his Foundation Studies colleagues.

They encompass a spirit of inclusiveness that also has at its heart aroha ki te tangata, or compassion and love.

A lecturer with Foundation Studies students within Otago Polytechnic's Te Ohu Tūhauora, Jade has earned highly commended citations at the Arts Access in Corrections Māui Tikitiki ā Taranga award (2018) and the Whai Tikanga award (2019).

The citations recognise his work at Otago Corrections Facility to inspire positive change, and for offering education opportunities to released prisoners.

Jade has a background of working for community and marae-based Social Service non-government organisations, delivering programmes on behalf of the community and Iwi (Kai Tahu), to Youth at Risk; in conjunction with a range of Government agencies.

“If I wasn't employed to teach and guide people, I'd be doing this mahi for free – because this world is meant for us all,” Jade says.

“Love and compassion includes trying to join learners on their paths, trying to plan with them and, hopefully, inspiring and empowering them to learn.

“At Otago Polytechnic, we work closely with our community support networks.

“We typically would meet a person before they've even enrolled, to keep things as informal as possible.”

Jade says it is important to build trust, to gauge where people are at in their life journeys. Only then can the mahi begin on co-planning any future paths.

“This relational focus helps lower stress and makes people feel more comfortable. Remember, some people have had experiences that have made them fearful of 'systems'.

“Education gives people a second chance. Certainly, it was – and continues to be – a transformational force in my life. It provides opportunities. For me, it is also about giving back to others.

“From my own experiences, I have seen how education can not only change lives, but save lives.”

KO TE MEA TUAONO:

Ko te Rakahau

PRIORITY SIX:

Research & Māori-Centred Knowledge Creation

Tō Mātou Whāika ā-Rautaki

Kia mātua whakawhitiwhiti, kātahi ka whakatatū, he aha kā aroka rakahau ki kā hapori Kāi Tahu/Māori

Kia whakatauria e Te Kura Matatini ki Ōtāgo kā rakahau tika ki kā hapori Kāi Tahu/Māori, ā, he hua ki Kāi Tahu/Māori

Kia whakatauria e Te Kura Matatini ki Ōtāgo kā rakahau e hono ana ki kā wawata whakawhanake o Kāi Tahu/Māori.

Our Strategic Objectives

To first engage with, and then ascertain, what research priorities are important to Kāi Tahu/Māori communities;

To undertake research relevant to Kāi Tahu/Māori communities that benefits Kāi Tahu/Māori; and

To undertake research that links to Kāi Tahu/Māori development aspirations.

Ō Mātou Wawata

- a. Kia whakatauria kā kaimahi Kāi Tahu i ā rātou ake rakahau, kia whakatauria hokia i kā rakahau Māori
- b. Kia whakawhanaketia tahitia kā kaupapa rakahau, kā kaupapa matua, kā pūtea ki kā hapori Kāi Tahu/Māori
- c. Kia whakahaka te kaha, kia whakatipu, kia atawhai i te rakahau Māori
- d. Kia whakatauria kā rakahau kaupapa Māori ki kā iwi
- e. Kia whakaaetia, kia tautokona te kaitiakitaka Kāi Tahu/Māori o te mātauraka Māori
- f. Kia tautoko i te whakawhānuitaka o te mātauraka Māori me te tino rakatirataka o ō mātou atamai.

Our Aspirations

- a. To have Kāi Tahu staff engaged in their own areas of research as well as being part of other research requiring Māori input/analysis
- b. To develop research initiatives, priorities and funding with Kāi Tahu/Māori communities
- c. To build the capacity to develop and nurture kaupapa Māori research
- d. To undertake kaupapa Māori research with iwi
- e. To recognise and embrace Kāi Tahu/Māori guardianship of knowledge
- f. To support the development of Māori intellectual independence and Māori knowledge according to tikaka Māori.

Tō mātou whakaahu whakamua

I mahi te huka o kā kaimahi akoraka Māori me kā kaimahi rakahau, ko Te Kāhui Rakahau tērā, hei whakapiki i roko o kā rakahau Māori e mahia ana ki te umaka i te tau 2019, hei tautoko i ētahi atu rakahau Māori. I whakamahia te aro o Vision Mātauraka hei wāhaka o tō rātou takohaka ki te huakitaka i te pito mata o te mātauraka Māori, o kā rauemi me kā tākata ki Te Kura Matatini ki Ōtāgo, i tua atu hoki.

Rakahau Māori (kaimahi)

E kaha whakauru tonu ana kā kaimahi rakahau Māori i kā rakahau ki Te Kura Matatini ki Ōtāgo, tino miharo rawa atu, e 35% te whakapikika i kā putaka i te tau 2019. Tokoono kā rakahau Māori i whakatutuki hoki i te rauna Performance Based Research Funding (PBRF), kia taurua i te rauna o mua.

He nui kā kaupapa rerekē a kā kaimahi rakahau Māori i te tau 2019; ko te tuakiri taketake, ko kā kaupapa maukāroko taketake, ko te whakahouhou o te wāhaka kura matatini ki Aotearoa, ko te whakapiki i te mana taurite ā-mātauraka.

I tēnei tau, i whakaputa mātou i te putaka tuarima o *Cope Contemporary Research Topics: Kaupapa Kāi Tahu*. I tēnei putaka, 11 kā tuhika kaimahi i whakaputa, ko tētahi i te reo Māori. Waihoki, i whakaputa mātou i tētahi putaka taketake o *Junctures: The Journal for Thematic Dialogue*.

E 7% te whakapikika i te nama o kā tono uuiuka Māori ki Te Tari o te Kaitohutohu, i whakauru kā kaimahi me kā tauira ki te hātepe matatika me kā uuiuka Māori. I raro i Karakataka A, 100 kā tonu, 112 kā tonu i raro i Karakataka B.

I te tau 2019, tokowaru kā tauira Māori e whakauru ana i te tohu kairaki, e 28 i te tohu paerua, e 57% te whakapikika i kā nama i te tau 2018.

Measuring our progress

Our collective of Māori academics and research-active staff, Te Kāhui Rakahau Māori, worked to increase the profile of Māori research being undertaken across the organisation in 2019, and to support more Māori research. It adopted a mantle of Vision Mātauraka as part of its commitment to unlocking the potential of Māori knowledge, resources and people at Otago Polytechnic and beyond.

Māori research (staff)

Māori researchers continue to actively engage in research at Otago Polytechnic, with a remarkable 35% increase in overall outputs in 2019. Six Māori researchers were also successful in the latest Performance Based Research Funding (PBRF) round, twice as many as in the previous round.

Our researchers covered a range of subjects in 2019, including indigenous identity, indigenous peace traditions, the restructure of the polytechnic sector in New Zealand, and improving educational equity.

This year, we published our fifth issue of *Scope Contemporary Research Topics: Kaupapa Kāi Tahu*. In this issue, 11 staff contributions were published, including one work in te reo Māori. In addition, we published an indigenisation-themed issue of *Junctures: The Journal for Thematic Dialogue*.

There was a 7% increase in the number of Māori consultation applications to the office of the Kaitohutohu, as staff and learners engaged with both ethics and Māori consultation processes.

There were 100 applications in Category A and 112 for Category B.

In 2019, there were eight Māori students enrolled in doctoral programmes and 28 in masters programmes, an overall 57% increase on 2018.

Research	2017	2018	2019
No. of research-active Māori researchers	11	12	11
No. of research outputs by Māori researchers	46	24	37
Māori focused research by Māori or non-Māori researchers	50	31	42

Looking ahead to 2020

- > Finalise and deploy Te Rautaki Rakahau Māori, Otago Polytechnic's Māori Research Strategy to support Māori research active staff, progress the institution's Māori research agenda and contribute to the advancement of mātauraka Māori
- > Host the Polytechnic's biennial Māori Research Symposium
- > Contribute to the national Māori research agenda being developed for NZIST

RESEARCH PROFILE

Connecting to culture

Adrian Woodhouse (Kāi Tahu)
Senior Lecturer – Food Design Institute



Adrian Woodhouse has been drawn to pūrākau, a multi-layered Māori method of storytelling, as a way of re-connecting with his Māori heritage. So much so, he is undertaking a Doctor of Professional Practice using pūrākau as his research methodology.

“I’m really interested in colonisation and how many southern Māori like me have been dislocated from their culture – and there are a lot of us,” he says. “Sealers and whalers had very early contact with Kāi Tahu down here, and later on with the New Edinburgh Project, the British settlers arrived. Due to early intermarriage, many southern Māori integrated into Pākehā lifestyles, and over generations, become disconnected from their Kāi Tahu culture.”

He is interested in ways that southern Māori can reconnect to their culture through the richness of pūrākau, developing a restorative process to help them do this. He has named this method ‘restor(y)ing’.

“I believe pūrākau can be used as a cultural healing tool,” he explains. “It’s the way in which Māori communicated knowledge, and within these stories are many deeper levels of meaning – life lessons, really. Much like reading and rereading a great book, and gaining a deeper, richer understanding each time.”

He says while pūrākau is a traditional form of mātauraka, it is a new thing for academia.

“It’s an emergent methodology, so it’s fun for me to be pushing the envelope and bringing my own lens and creative expression to it.”

Adrian notes that most work in kaupapa Māori education and research is undertaken by those who are already very comfortable in that space.

“For those who don’t speak te reo, this can be a source of fear and shame,” he says. “It’s really common to feel that way. I believe pūrākau can help those who feel at the margins to develop their confidence and connection to their culture.”

TĀPIRITAKA / APPENDIX:

Key Educational Performance Measures 2017–2019

Education Participation										
	Target %	2017 (Total EFTS: 4,005.90)			2018 (Total EFTS: 3,872.62)			2019 (Total EFTS: 4,117.63)		
		Rate %	HC	EFTS	Rate %	HC	EFTS	Rate %	HC	EFTS
Māori										
All Levels	8	14.26	864	552.41	14.48	972	596.12	16.25	1070	688.10
Level 0		0.14	93	5.33	0.20	105	8.36	0.30	90	12.70
Levels 1–3	2	2.32	165	89.89	2.84	233	116.99	3.67	296	155.27
L4 and above	6	11.81	632	457.19	11.43	686	470.77	12.28	745	520.13
Kāi Tahu										
All Levels	NA	3.78	226	146.22	3.81	231	156.70	4.22	249	178.92
Level 0		0.04	29	1.40	0.08	25	3.29	0.09	17	3.95
Levels 1–3		0.73	39	28.32	0.69	52	28.30	1.08	81	45.91
L4 and above		3.01	163	116.50	3.04	168	125.11	3.05	166	129.06
Non-Māori										
All Levels	NA	85.74	5612	3320.21	85.52	5897	3521.51	83.75	5461	3547.42
Level 0		1.67	1221	64.69	1.72	1052	70.77	1.62	611	68.69
Levels 1–3	25	11.42	521	442.35	14.43	635	594.19	12.69	575	537.55
L4 and above	75	72.64	3768	2813.17	69.37	4083	2856.55	69.44	4134	2941.18
Māori Under 25										
All Levels	NA	8.40	443	325.39	8.35	482	343.78	9.34	565	395.65
Level 0		0.05	36	2.02	0.04	34	1.79	0.06	27	2.45
Levels 1–3	9	1.82	123	70.46	2.10	167	86.41	2.82	223	119.26
L4 and above	54	6.53	300	252.91	6.21	317	255.58	6.47	360	273.93
Kāi Tahu Under 25										
All Levels	NA	2.60	132	100.65	2.41	128	99.08	2.82	163	119.28
Level 0		0.02	12	0.74	0.01	7	0.41	0.01	5	0.56
Levels 1–3		0.58	31	22.53	0.52	41	21.51	0.85	64	35.83
L4 and above		2.00	93	77.38	1.87	90	77.16	1.96	106	82.89
Non-Māori Under 25										
All Levels	NA	54.52	2897	2111.34	54.02	3017	2224.34	51.63	2863	2186.94
Level 0		0.56	389	21.53	0.47	284	19.31	0.35	153	14.97
Levels 1–3	9	8.57	579	331.74	10.79	752	444.22	8.91	672	377.26
L4 and above	54	45.40	2047	1758.08	42.76	2160	1760.81	42.37	2210	1794.71

Participation figures: includes all programme levels and all funding sources except internationals

Participation

The participation indicators are the proportion of EFTS delivered for groups of interest. They are used to monitor the extent to which specific groups of New Zealanders, such as Māori, Pasifika, and young people are engaged in tertiary education.

Formula =

Total EFTS delivered for a specific group of interest in year N
Total EFTS delivered in year N

Successful Course Completion

The successful course completion indicator (measured by the EFTS-weighted successful course completion rate) takes into account the workload of the course when calculating the successful course completion rate. TEC measure the workload factor using EFTS (equivalent full-time student) delivered. This is a unit that reflects the total student time necessary to complete the course.

The indicator is the sum of the EFTS delivered for successfully completed enrolments as a proportion of the EFTS delivered for the total course enrolments ending in a given year.

Successful Course Completion				
EFTS delivered for the total number of successfully completed course enrolments ending in year N				
EFTS delivered for the total number of course enrolments ending in year N				
	Target %	2017 %	2018 %	2019 %
Māori				
Levels 1–9	65	76.39	77.91	72.25
Levels 1–3	52	63.79	68.52	64.13
Level 4 and above	70	79.00	80.57	74.85
Kāi Tahu				
Levels 1–9	65	77.23	79.83	77.56
Levels 1–3	52	70.71	66.41	69.41
Level 4 and above	70	78.89	82.75	80.56
Non-Māori				
Levels 1–9	75	84.96	84.80	84.06
Levels 1–3	65	80.29	76.99	75.24
Levels 4 and above	78	86.23	86.66	85.83
Māori Under 25				
Levels 1–9	72	75.87	79.62	75.42
Levels 1–3	65	62.85	71.44	64.99
Levels 4 and above	78	79.42	82.67	79.96
Kāi Tahu Under 25				
Levels 1–9	72	75.93	82.03	80.48
Levels 1–3	65	69.99	67.51	73.08
Levels 4 and above	78	77.59	85.80	83.63
Non-Māori Under 25				
Levels 1–9	72	85.49	84.40	84.81
Levels 1–3	65	77.76	76.07	75.95
Levels 4 and above	78	87.31	86.85	86.78

Successful Course Completion Stats: includes all funding sources and excludes results from level 0 programmes

The following table illustrates the gap in course completion rates for the last three years between Māori and Non-Māori and between Kāi Tahu and Non-Māori.

Māori/Non-Māori Gap			
	2017 %	2018 %	2019 %
Māori Levels 1–9 compared to Non-Māori	-8.57	-6.89	-11.81
Kāi Tahu Levels 1–9 compared to Non-Māori	-7.73	-4.97	-6.50
Māori Levels 1–3 compared to Non-Māori	-16.5	-8.47	-11.11
Kāi Tahu Levels 1–3 compared to Non-Māori	-9.58	-10.58	-5.83
Māori Levels 4 and above compared to Non-Māori	-7.23	-6.09	-10.98
Kāi Tahu Levels 4 and above compared to Non-Māori	-7.34	-3.91	-5.27

Student Progression

Student progression is measured by the completion progression rate. This gives the percentage of students who complete a qualification at one tertiary education organisation (TEO) and move on within 12 months to pursue a qualification at a higher level at the same or another TEO within New Zealand.

Student Progression				
Number of students enrolled at a higher qualification level within 12 months following the completion				
Number of students completing a qualification at each level in year N				
	Target %	2017 %	2018 %	2019 %
Māori				
Levels 1–9		16.44	18.47	22.38
Levels 1–3	28	19.12	25.68	36.96
Levels 4 and above		15.65	15.96	17.24
Kāi Tahu				
Levels 1–9		12.64	21.25	20.00
Levels 1–3	28	7.14	17.39	40.00
Levels 4 and above		13.70	22.81	13.85
Non-Māori				
Levels 1–9		14.60	14.79	16.01
Levels 1–3	28	19.27	29.14	38.93
Levels 4 and above		13.58	11.68	10.76

Student Progression: includes all funding sources and excludes results from level 0 programmes

Student Retention

The retention rate indicator measures student continuation or completion at a TEO (it is also known as the student continuation or completion rate). This is the proportion of distinct students (not EFTS) enrolled in one year that re-enrol in any course at the same TEO in the following year, or successfully complete their qualification.

Student Retention				
Students re-enrolled in year n+1 or completed in year n or year n+1				
Students with some portion of an enrolment in year N				
	Target %	2017 %	2018 %	2019 %
Māori				
Levels 1–9	48	72.88	71.35	74.41
Levels 1–3		56.45	50.38	57.56
Levels 4 and above		76.24	75.85	78.68
Kāi Tahu				
Levels 1–9	48	78.98	76.92	77.94
Levels 1–3		77.78	54.55	67.57
Levels 4 and above		79.11	81.48	80.24
Non-Māori				
Levels 1–9	48	79.99	74.25	75.08
Levels 1–3		70.80	61.50	64.11
Levels 4 and above		81.42	76.32	76.97

Student Retention: includes all funding sources and excludes results from level 0 programmes

Qualification Completion

The qualification completion rate is EFTS based, allowing for comparisons across TEOs and to take into account the relative size of different qualifications. It is the number of qualifications completed at each TEO (weighted by the “size” of the qualification) divided by the total number of EFTS delivered for the total course enrolments ending in a given year.

It is important to note that values greater than 100% may occur for a number of reasons, including when:

- Learners complete a programme that is being discontinued (for example, when the first year of a programme of study is no longer being delivered, but learners are still completing subsequent years of the programme);
- Programmes have a significant cohort enrolled via CapableNZ (for example, learners enrolled in the Bachelor of Applied Management or Bachelor of Social Services who are awarded two years advanced standing due to significant experience and/or previous qualifications complete their three year programme in one year); or
- Multi-year programmes (for example, Midwifery) which may have more learners graduating in the final year than they do enrolling in the first year of that qualification.

TEC Qualification Completion Rate 2017–2019

Qualification Completions – EFTS Weighted				
Sum of qualification completions in year N x the EFTS value of the qualification				
EFTS delivered for the total number of course enrolments ending in year N				
	Target %	2017 %	2018 %	2019 %
Māori				
Levels 1–9	40	85.66	89.53	66.83
Levels 1–3	30	54.89	53.46	58.95
Levels 4 and above	55	89.87	96.23	68.57
Kāi Tahu				
Levels 1–9		86.15	88.07	69.26
Levels 1–3		47.84	50.36	68.21
Levels 4 and above		92.09	94.07	69.53
Non-Māori				
Levels 1–9	66	89.10	87.31	78.31
Levels 1–3	35	77.25	76.43	71.55
Levels 4 and above	73	90.37	89.10	79.34

Qualification Completion: includes all funding sources and excludes results from level 0 programmes

Qualification Completions – Graduate Certificates and Diplomas				
	Target %	2017 %	2018 %	2019 %
Māori	40	114.40	101.55	52.75
Kāi Tahu	66	106.67	196.62	0.00
Non-Māori		82.40	87.09	82.03

Qualification Completions – Bachelors				
	Target %	2017 %	2018 %	2019 %
Māori	40	108.13	110.70	78.74
Kāi Tahu	66	107.19	104.22	75.96
Non-Māori		97.61	91.44	91.83

Qualification Completions – Certificates				
	Target %	2017 %	2018 %	2019 %
Māori	40	61.91	58.50	60.47
Kāi Tahu	66	65.22	55.42	72.49
Non-Māori		77.50	77.32	77.19

Qualification Completions – Postgraduate Certificates and Diplomas				
	Target %	2017 %	2018 %	2019 %
Māori	40	63.16	84.85	52.94
Kāi Tahu	66	0.00	57.14	100.00
Non-Māori		98.70	84.71	57.10

Qualification Completions – Diplomas				
	Target %	2017 %	2018 %	2019 %
Māori	40	76.88	79.02	49.69
Kāi Tahu	66	112.69	79.13	49.24
Non-Māori		95.58	105.96	48.45

Qualification Completions – Masters				
	Target %	2017 %	2018 %	2019 %
Māori	40	24.27	81.36	37.80
Kāi Tahu	66	0.00	126.42	0.00
Non-Māori		70.35	85.64	76.34

Successful Course Completions by Programme Category

	2017			2018			2019		
	HC	EFTS	Completion %	HC	EFTS	Completion %	HC	EFTS	Completion %
Certificates									
All	1716	1158.0	75.86	1376	810.37	75.06	1204	700.93	73.40
Māori	239	163.90	67.16	155	90.32	68.53	209	118.48	65.63
Kāi Tahu	65	46.93	75.28	37	24.13	68.16	55	33.69	73.93
Non-Māori	1477	994.11	77.29	1221	720.04	75.88	995	582.45	74.98
All Under 25	1162	830.39	74.14	867	552.12	73.20	802	479.43	71.85
Māori Under 25	170	116.36	65.46	104	65.57	68.53	151	87.07	64.99
Kāi Tahu Under 25	49	34.49	73.21	28	18.91	66.21	46	27.08	74.03
Non-Māori Under 25	992	714.03	75.55	763	486.55	73.83	651	392.36	73.38
Diplomas									
All	305	187.78	81.88	214	122.37	85.73	118	58.41	73.48
Māori	58	31.62	83.63	53	28.78	86.16	46	22.94	70.94
Kāi Tahu	5	2.83	57.35	4	3.42	97.56	1	0.50	
Non-Māori	247	156.16	81.53	161	93.59	85.59	72	35.47	75.13
All Under 25	117	89.76	81.96	63	51.13	83.44	16	10.75	88.75
Māori Under 25	10	8.37	78.11	7	6.50	84.62	2	1.00	50.00
Kāi Tahu Under 25	3	2.25	51.85	3	3.00	97.22	—	—	—
Non-Māori Under 25	107	81.39	82.36	56	44.63	83.27	14	9.75	92.72
Graduate Certificates and Diplomas									
All	597	370.24	83.09	870	516.96	89.77	1025	592.18	87.61
Māori	19	10.75	48.26	14	7.27	83.57	12	5.83	57.15
Kāi Tahu	5	3.50	62.70	4	1.88	86.68	2	0.33	62.57
Non-Māori	578	359.49	84.14	856	509.69	89.86	1013	586.34	87.91
All Under 25	297	175.87	89.70	462	275.00	94.14	518	298.60	88.62
Māori Under 25	5	3.25	88.46	3	1.88	100.00	—	—	—
Kāi Tahu Under 25	2	1.88	100.00	—	—	—	—	—	—
Non-Māori Under 25	292	172.62	89.72	459	273.13	94.10	518	298.60	88.62
Bachelors									
All	2216	1943.5	85.02	2256	2068.7	85.32	2393	2196.4	83.42
Māori	4	85.32	75.92	8	83.42	80.81	5	82.95	78.41
Kāi Tahu	271	249.00	80.81	290	275.36	78.41	321	303.22	73.07
Non-Māori	64	59.32	83.64	82	80.20	79.06	79	77.83	83.37
All Under 25	1946	1694.5	89.94	1966	1793.4	90.01	2072	1893.2	89.23
Māori Under 25	4	85.98	86.60	2	84.19	86.29	2	84.53	86.66
Kāi Tahu Under 25	1411	1273.8	89.24	1492	1378.6	84.97	1602	1482.4	89.82
Non-Māori Under 25	7	90.01	90.30	5	89.23	90.48	1	88.98	89.53
Postgraduate Certificates and Diplomas									
All	239	114.75	95.97	387	222.75	88.27	405	223.42	85.34
Māori	10	2.38	68.42	9	3.63	100.00	20	8.50	92.65
Kāi Tahu	4	0.75	50.00	3	1.25	100.00	4	2.00	87.50
Non-Māori	229	112.38	96.55	378	219.13	88.08	385	214.92	85.05
All Under 25	49	25.88	96.62	102	62.00	83.97	116	70.50	84.22
Māori Under 25	2	0.50	100.00	3	1.75	100.00	6	3.50	100.00
Kāi Tahu Under 25	1	0.25	100.00	1	0.50	100.00	3	1.75	100.00
Non-Māori Under 25	47	25.38	96.55	99	60.25	83.51	110	67.00	83.40
Masters									
All	180	106.74	44.11	280	192.52	58.85	354	205.32	55.44
Māori	11	6.75	14.22	14	9.75	30.10	34	14.63	26.38
Kāi Tahu	2	1.00	81.28	7	5.75	32.17	5	2.25	11.11
Non-Māori	169	99.99	46.12	266	182.77	60.38	320	190.70	57.67
All Under 25	21	10.88	88.89	45	33.73	68.44	33	18.25	47.17
Māori Under 25	—	—	—	1	1.00	—	3	1.71	9.09
Kāi Tahu Under 25	—	—	—	1	1.00	—	1	0.21	—
Non-Māori Under 25	21	10.88	88.89	44	32.73	70.54	30	16.54	51.10

Cohort Qualification Completions by Programme Category (SAC Funded Full-time Enrolments)

	2017			2018			2019		
	Enrolled	Completed	%	Enrolled	Completed	%	Enrolled	Completed	%
Certificates									
All Students	675	489	72.44	507	368	72.58	449	319	71.05
Māori	109	65	59.63	62	45	72.58	68	48	70.59
Kāi Tahu	44	31	70.45	19	12	63.16	21	17	80.95
Non-Māori	566	424	74.91	445	323	72.58	381	271	71.13
Diplomas									
All Students	271	138	50.92	270	161	59.63	267	120	44.94
Māori	30	10	33.33	30	17	56.67	23	6	26.09
Kāi Tahu	8	1	12.50	12	6	50.00	6	3	50.00
Non-Māori	241	128	53.11	240	144	60.00	244	114	46.72
Graduate Certificates and Diplomas									
All Students	21	17	80.95	21	11	52.38	21	13	61.90
Māori	3	3	100.00	2	1	50.00	4	1	25.00
Kāi Tahu	1	1	100.00	—	—	—	1	—	0.00
Non-Māori	18	14	77.78	19	10	52.63	17	12	70.59
Bachelors									
All Students	729	436	59.81	740	428	57.84	668	347	51.95
Māori	107	61	57.01	113	58	51.33	99	48	48.48
Kāi Tahu	32	20	62.50	23	12	52.17	23	12	52.17
Non-Māori	623	375	60.19	629	370	58.82	569	299	52.55
Postgraduate Certificates and Diplomas									
All Students	1	1	100.00	15	14	93.33	17	16	94.12
Māori	—	—	—	1	1	100.00	2	2	100.00
Kāi Tahu	—	—	—	—	—	—	1	1	100.00
Non-Māori	1	1	100.00	14	13	92.86	15	14	93.33
Masters									
All Students	36	1	2.78	30	7	23.33	27	6	22.22
Māori	4	—	0.00	3	1	33.33	—	—	—
Kāi Tahu	2	—	0.00	1	1	100.00	—	—	—
Non-Māori	32	1	3.13	27	6	22.22	27	6	22.22

Cohort Qualification Completions by Programme Category (SAC Funded All Enrolments)

	2017			2018			2019		
	Enrolled	Completed	%	Enrolled	Completed	%	Enrolled	Completed	%
Certificates									
All Students	1723	1013	58.79	1825	1107	60.66	1893	1106	58.43
Māori	286	138	48.25	306	161	52.61	358	177	49.44
Kāi Tahu	77	48	62.34	70	34	48.57	99	53	53.54
Non-Māori	1437	875	60.89	1520	946	62.24	1535	929	60.52
Diplomas									
All Students	572	304	53.15	497	238	47.89	586	231	39.42
Māori	87	29	33.33	72	28	38.89	77	13	16.88
Kāi Tahu	11	2	18.18	17	11	64.71	14	3	21.43
Non-Māori	486	275	56.58	425	210	49.41	509	218	42.83
Graduate Certificates and Diplomas									
All Students	89	26	29.21	78	15	19.23	99	22	22.22
Māori	7	3	42.86	7	2	28.57	10	2	20.00
Kāi Tahu	2	1	50.00	1	—	0.00	2	—	0.00
Non-Māori	82	23	28.05	71	13	18.31	89	20	22.47
Bachelors									
All Students	873	556	63.69	892	537	60.20	881	491	55.73
Māori	146	94	64.38	141	81	57.45	149	89	59.73
Kāi Tahu	49	35	71.43	25	14	56.00	45	28	62.22
Non-Māori	728	462	63.46	754	456	60.48	732	402	54.92
Postgraduate Certificates and Diplomas									
All Students	79	25	31.65	95	42	44.21	127	37	29.13
Māori	7	1	14.29	6	4	66.67	17	5	29.41
Kāi Tahu	3	—	0.00	3	2	66.67	2	1	50.00
Non-Māori	72	24	33.33	89	38	42.70	110	32	29.09
Masters									
All Students	79	1	1.27	83	12	14.46	98	14	14.29
Māori	12	—	0.00	8	1	12.50	14	1	7.14
Kāi Tahu	3	—	0.00	2	1	50.00	3	—	0.00
Non-Māori	67	1	1.49	75	11	14.67	84	13	15.48



Keeping it green

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This Māori Annual Report has been written in the Kāi Tahu regional language variation; a prominent feature of this variation is the use of a 'k' instead of 'ng'.

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