



OTAGO

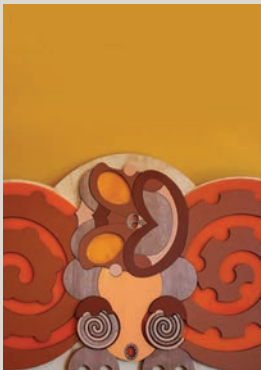
POLYTECHNIC

Te Kura Matatini ki Otago

Whakakaha te Hoataka

Strengthening the Partnership
Māori Annual Report 2020





COVER IMAGE:
Artwork by Zoe Hikairo Morehu
(Ngāti Hikairo/Ngāti Maru–Hauraki)
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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 mana whenua.



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.

- > 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.

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 Adam La Hood

Tēnā koutou.

It gives us great pleasure to present the 2020 Māori Annual Report.

2020 was a year that was both challenging and unprecedented with both the beginning of our transition to Te Pūkenga and the disruption caused by the global pandemic that is COVID-19.

This transition to Te Pūkenga has expedited the need to review our Memorandum of Understanding with mana whenua to ensure partnership expectations are upheld in this process. These discussions have led to a commitment by our Board to include a director mandated by Papatipu Rūnaka.

In 2020 our revised Māori Strategic Framework was rolled out and socialised via our Leadership Council. This framework guides our thinking, decision making and practice within Otago Polytechnic and is what we have based our reporting on. In 2020 we were also introduced to Te Pae Tawhiti, Te Tiriti o Waitangi Excellence Framework for Te Pūkenga. We have completed a self-assessment against this framework and during 2021 will develop priorities for improvement.

The further embedding of Te Rautaki Reo Māori, our Māori Language Strategy, enables us to continue to uphold the mana of te reo Māori across key priority areas in the organisation, including the gifting of the names for four of our buildings.

We launched our fourth Kāi Tahu Capable cohort, Te Hōkai Nui, which is a partnership with Te Rūnanga o Ngāi Tahu. We also appointed three new Kāi Tahu facilitators to work closely with this cohort of 25 learners.

Our close working relationship with Aukaha – a local rūnaka-based consultancy service – was further strengthened, particularly through He Toki, our level 3 Carpentry Māori and Pasifika Trades Training (MPTT) programme. The relationship with Aukaha, we believe, embodies partnership in practice. As a result of this partnership, we have seen an increase in the success and retention of our learners in the He Toki cohort.

Our community partnerships were reinforced during COVID-19, including with Aukaha, Araiteuru Kōkiri Training Centre (Kōkiri), and Moana House. We were able to support learners with the provision of hardship funding and technology access through the government provision of funds made available by the Government in response to COVID.

Within Otago Polytechnic we continued to strive towards achieving outcomes for Māori that are greater or equal to

non-Māori. We are working on multiple measures to ensure we are fully supporting our taura, educating and building capacity in our staff, building culturally responsive programmes and creating an inclusive learning and working environment. These areas are a key strategic imperative for 2021 with all areas of the institution reframing what we can do and what we expect to see. With a constant gap of around 10% between Māori and non-Māori course completion rates we need to have a refocus and review what works (and what we need to do more of) and what is not working (and needs to be rethought).

Finally, we would like to thank the work of our Office of the Kaitohutohu (KTO) and kaimahi Māori who lead and support this work. We realise that embedding the Māori Strategic Framework is not only the work of the KTO, however we also appreciate that they are often called upon to lead it, report on it and own it. This will be changed and challenged as both the Board and Chief Executive call for greater accountability by the whole organisation as we work to give effect to Te Tiriti o Waitangi and make Otago Polytechnic a truly enabling educational pathway for taura Māori. Ensuring success for taura Māori ensures success also for whānau, hapū, iwi and our wider community.

He waka eke noa – we are all in this together.

Nō reira, tēnā koutou, tēnā koutou, tēnā koutou katoa.



M Gibbons

Dr Megan Gibbons
Chief Executive



AJ La Hood

Adam La Hood
Board Chair

From Komiti Kāwanataka

Introduction by Megan Pōtiki

Koroki taku manu e karakaraka ana
Nā Mū, nā Weka i toha mai
A ha, kimihia, rakahaua
Koi karo tou rā i te tini mano o popokorua e!
Ka huri ki a rātou ko wehe atu ki te pō, haere,
haere, moe mai rā.
Me huri ki ā tātou te huka ora. Tēnā koutou e
hoea touhia te ihu o te waka nei ki tua i te ara
whenewhene o te wā. Otirā, ki kā kaihoe o
Te Pūkenga, he mihi nui ki a koutou e pari
ihuana kia tutuki te mahi, kia ikeike rawa
hoki ki ōna taumata.

Tēnā koutou katoa.

I am pleased to introduce our Māori Annual Report for 2020. We have flourished through the many changes we have faced in the last year with our transition to Te Pūkenga. Despite these challenges, we have performed well and continued to respond to the needs of mana whenua, our Māori community, learners and staff. Ahakoa kā tairo o Tūtekoropaka, ka tutuki.

I acknowledge and welcome the new Directors on the Otago Polytechnic Limited Board and their commitment to upholding the partnership enshrined in the Treaty of Waitangi, responding to mana whenua aspirations and expectations, as well as the needs of taura Māori and our community.

I extend my gratitude to Adam La Hood for taking on the role of Chair of the Otago Polytechnic Board. Since his commencement he has strongly advocated to make changes that benefit Māori and Pasifika, and uphold the partnership between Otago Polytechnic and mana whenua. The Board has made a commitment to this partnership with the addition of a mana whenua mandated Director on the Board in 2021.

The new Te Tiriti o Waitangi Excellence Framework for Te Pūkenga, Te Pae Tawhiti, lays a number of taki at our feet to take hold of and we are fortunate that Janine Kapa has been proportionally seconded to assist in leading this out across the Te Pūkenga network nationally.

COVID-19 has impacted on the overall morale of learners and staff across the country and – as may be expected – the overall learner retention rate dropped slightly, including that of taura Māori. I wish to acknowledge the huge amount of extra work

our staff did to support our taura and attempt to 'hold' them while attending to their multiple needs at that time.

I te tuatahi, I would like to congratulate our two mana wāhine at the helm of the waka, Chief Executive, Dr Megan Gibbons, and Deputy Chief Executive: Māori Development/ Kaitohutohu, Janine Kapa. They – along with other senior leaders – have kept the waka afloat in testing times, but also have forged ahead with a vision of excellence and success for both learners and staff alike. Secondly, I would also like to acknowledge Janine's team for all the hard work they have expended over the past year in leading out on the priorities and objectives of our newly revised Māori Strategic Framework.

The dedicated team in Te Punaka Ōwheo – Otago Polytechnic's Māori Centre – has exhibited manaaki and aroha for taura Māori by continuing to provide weekly 'kai and kōrero' sessions in Poho (held virtually during lockdown) and through their relentless focus on the wellbeing and success of our taura. I also extend my gratitude to Desiree Williams, the Polytechnic's Tumuaki Whakaruruhau, for her mahi in leading the Te Punaka Ōwheo team.

We believe the Polytechnic's Māori Language Strategy, Te Rautaki Reo Māori, is a first in the vocational education sector. It is pleasing to see that this strategy is being rolled out across our Colleges, Schools and Service Areas with a firm focus on raising the visibility and quality of te reo Māori across the institution.

I congratulate the Polytechnic's foresight in collecting, analysing and reporting on data pertaining to Kāi Tahu learners. Reporting on Kāi Tahu learner analytics recognises and honours the partnership between mana whenua and Otago Polytechnic – it's exciting to note too that the Kāi Tahu learner progression rate was up 10% in 2020, especially given the year that it was.

The Polytechnic's Māori Annual Report continues to go from strength to strength, and without a doubt, reveals the amazing work of our staff – Māori staff in particular – and Māori learners. We are extremely proud of their achievements, both individually and collectively.

Finally, I wish to acknowledge the mandated rūnaka members on Komiti Kāwanataka from Te Rūnanga o Ōtākou, Kāti Huirapa Rūnaka ki Puketeraki, Te Rūnanga o Moeraki and Hokonui Rūnanga for their time and commitment throughout 2020 and 2021. Ehara taku toa i te toa takitahi, ekari ia, he toa takitini. It requires a huge commitment to serve the needs of our community in respect to mana whenua representation; we do this because we know the transformative power of tertiary education for our whānau, hapū, iwi and hāpori if it is done well; haere tou kā mihi.

MK Pōtiki

Nāhaku noa, nā

Megan Pōtiki

Deputy Board Chair and
Chair of Komiti Kāwanataka





01 KO TE WHAKAAROTAU TUATAHI PRIORITY ONE

Te Tiriti o Waitangi

An effective partnership
with mana whenua

Objectives

1. Partner with mana whenua in the development of strategies that have mutual relevance to priorities and interests
2. Ensure institutional strategies, actions and innovations align with and contribute to the educational priorities of mana whenua
3. Uphold the mana of mana whenua (i.e. iwi and hapū with whom the institution partners) through the observation of and adherence to tikaka ā-iwi/tikaka ā-hapū across all Otago Polytechnic campuses
4. Continue to develop the capability of our people to become culturally responsive practitioners through the understanding and application of the Treaty of Waitangi principles

Tō mātou whakaahu whakamua

I te tau 2020, i mahi tahi tonu ki ō mātou hoa Tiriti o Waitangi, ko Kā Papatipu Rūnaka ki Araiteuru i a mātou e whakawhiti ana ki te noho hei turuki o Te Pūkenga i te 1 o Kai-te-haere. I whakahohoro tēnei whakawhitika i te matea kia arotake i ō mātou Manatu Mōhiotaka ki mana whenua hei whakaū i kā whāika hoataka i tēnei hātepe. Whakahihī hoki ana mātou ki te tautīnei i tō mātou honoka ki Te Rūnanga o Ngāi Tahu ki te Waipounamu me Te Rūnanga o Ngāti Whātua ki Tāmaki-makaurau.

I horahia tō mātou rautaki hou, ko Te Aka Rautaki Māori, te pou tarāwaho hoki mō Te Tiriti o Waitangi o Te Pūkenga, ko Te Pae Tawhiti, mā te Leadership Council kopou a Janine Kapa ki te tima Partnerships and Equity ki Te Pūkenga tae noa ki te 31 o Kahuru-kai-paeka 2022 kia mahi i te whakatinanataka i Te Pae Tawhiti huri noa i Te Pūkenga.

Nā te whakapūmautaka haere o Te Rautaki Reo Māori i whakaū tonu i te mana o te reo Māori huri noa i kā wāhi mātua o te umaka.

I whakarewa mātou i tō mātou huka tuawhā o Te Hōkai Nui, he hoataka tēnei ki Te Rūnanga o Ngāi Tahu. I whakatū hoki mātou i kā kaiārahi Kāi Tahu hou e toru kia mahi tahi ki ēnei tauira e 25.

Ka whakapakari haere i te honoka ki Aukaha, tētahi umaka mātaka hāpai o te rohe nei, ina koa mā He Toki, nā tō mātou akoraka kāmura mō Māori and Pacific Trades Training (MPTT). Ki ō mātou whakaaro, ko tō mātou honoka ki Aukaha te whakatinanataka o te hoataka.

Ka whakakaha ō mātou hoataka ā-hapori, inā noa atu i te wā o Mate Korona, ki Aukaha, ki Araiteuru Kōkiri Training Centre (Kōkiri), ki Moana House, ki Whaiao. Ka whakakaha haere i tō mātou hoataka ki Kōkiri nā te whakawhitika o tētahi o tō mātou Kaiāwhina: Tauira Māori, ko Sarah Martin tērā, ki te tūraka Tumuaki ki Kōkiri. I whakawhānui i ō mātou honoka nā te kopouka i ō mātou tākata ki kā taumata mana whakahaere me ō mātou mahi tahi.

Measuring our Progress

In 2020 we worked closely with our Te Tiriti o Waitangi partners, Kā Papatipu Rūnaka ki Araiteuru, as we transitioned to being a subsidiary of Te Pūkenga from 1 April. This transition expedited a need to review our Memoranda of Understanding with mana whenua to ensure partnership expectations were upheld in this process. We are proud to also uphold the relationship we have with Te Rūnanga o Ngāi Tahu in Te Waipounamu and Te Rūnanga o Ngāti Whātua in Auckland.

Our new Māori Strategic Framework was rolled out and socialised via our Leadership Council, as was Te Pae Tawhiti, Te Tiriti o Waitangi Excellence Framework for Te Pūkenga. Janine Kapa was seconded to the Partnerships and Equity team in Te Pūkenga until 31 March 2022 to work on the implementation of Te Pae Tawhiti across the network.

By embedding Te Rautaki Reo Māori, our Māori Language Strategy, we continued to uphold the mana of te reo Māori across key priority areas in the organisation.

We launched our fourth Ngāi Tahu Capable cohort, Te Hōkai Nui, which is a partnership with Te Rūnanga o Ngāi Tahu. We also appointed three new Ngāi Tahu facilitators to work closely with this cohort of 25 learners.

Our close working relationship with Aukaha – a local rūnaka-based consultancy service – was further strengthened, particularly through He Toki, our Level 3 Carpentry Māori and Pasifika Trades Training (MPTT) programme. The relationship with Aukaha, we believe, embodies partnership in practice.

Our community partnerships were reinforced during COVID-19, including with Aukaha, Araiteuru Kōkiri Training Centre (Kōkiri), Moana House and Whaiao – Otago's Regional Centre of Expertise (co-chaired with mana whenua). Our partnership with Kōkiri has strengthened with the transition of one of our Kaiāwhina: Tauira Māori, Sarah Martin, into the Tumuaki role at Kōkiri.

Next steps for 2021

- > Continue to enhance, and draw mutual benefit from, our Treaty-based partnership with mana whenua
- > Strengthen our relationship with key mana whenua and Māori providers in our rohe
- > Integrate the new Māori Strategic Framework throughout the institution, aligning it also with Te Pae Tawhiti, the Te Tiriti o Waitangi Excellence Framework of Te Pūkenga
- > Uphold the mana of te reo Māori by embedding Te Rautaki Reo Māori across key priority areas of the Polytechnic
- > As our transition to Te Pūkenga progresses, protect and enhance our enduring partnerships with mana whenua.

Sarah Martin

(Ngāi Tūhoe, Ngāti Porou)

Partnership with Kōkiri

Sarah Martin says no two days are the same at Araiteuru Kōkiri Training Centre.

Sarah accepted the Tumuaki role at Kōkiri in July 2020 and has since found no shortage of challenges and rewards at the Private Training Establishment, which has provided education, training and support for learners in a kaupapa Māori environment since 1983.

I am blessed with making stuff happen – from day-to-day operations, HR, finding sources of funding, marketing, to programme development and moderation, often moving into a teaching role when required.

“Kōkiri has gone through significant changes in the last few years or so. When I was appointed in 2020, we had lost two managers in quick succession; we had also had a change of Board and a new Board chair. We had an interim manager, Desiree Williams, whose time was gifted by Otago Polytechnic for six weeks before I came on board.”

Sarah says her previous experience working at Te Punaka Ōwheo at Otago Polytechnic helped her better navigate a range of processes at Kōkiri.

“It definitely helped provide me with insights into the mechanics of the tertiary education sector – particularly in terms of potential pathways to other programmes for our Kōkiri learners.

“I was also able to utilise some of the infrastructure within Otago Polytechnic. That provided a good starting point in terms of support for aspects such as enrolments for programmes that Kōkiri and Otago Polytechnic co-deliver.”

Sarah is unafraid to challenge perspectives on educational “value” and how it is measured.

“Our funding primarily comes through the Tertiary Education Commission, which is completely outcomes-focused. However, our outcomes are slightly less ‘transactional’, I guess you could say.



“For example, a valuable outcome for a whānau might be them gaining confidence and engaging in meaningful activities and traditional Māori models of healing.

“Take, for instance, whānau who don’t pass a programme. They may have other challenges in their life that prohibit their educational journey at a certain time. But that person may still remain engaged in Kōkiri and return to a programme when it better suits them.

“That ongoing connection, that synergy of belonging, means the door remains open. That continuity of the relationship leads to a continuity of education and growth. It’s about feeling that you are part of our Kōkiri whānau.

“I see that and that’s a win for me.

“It’s one of the key reasons I wanted to join Kōkiri. I had connections to Kōkiri and, although I loved my job at Te Punaka Ōwheo at Otago Polytechnic, when this role came up, I wanted to come here.”



02 KO TE WHAKAAROTAU TUARUA PRIORITY TWO

Kā Kaimahi

Attracting and developing Māori staff and the cultural capability of all staff

Objectives

1. Attract, recruit, retain and develop Māori staff across all levels of Otago Polytechnic, especially leadership roles
2. Establish and strengthen a shared understanding among staff of culturally responsive practices, e.g.:
 - a. The impact of caring, respectful, reciprocal relationships between staff and learners
 - b. Effective learning and teaching strategies for Māori learners
 - c. Ako, whanaukataka and manaakitaka as culturally inclusive and effective pedagogical practices
3. Build the capability of staff to be more culturally responsive and inclusive practitioners

Tō mātou whakaahu whakamua

I te tau 2020, i whakatipu haere te āheika ā-ahurea o kā kaimahi mā te Bicultural Competency Training Scheme. I whakapūmau haere i ō mātou pūkeka ā-ahurea mā Te Kura Matatini ki Ōtāgo mā tō mātou Staff Capability Frameworks, e tutuki ana i te whāika ki kā kaimahi, me eke kā pūkeka ki te taumata mōkito.

E kaha mahi tonu ana ki te whakatinana i ō mātou whanoka pono me te ahurea kia whakaū, he wāhi mahi tika ā-ahurea, ka whakapuāwai a kāi Māori hei Māori i kā wāhaka katoa o te umaka.

I whakapiki haere te mahere AMA (Advancement of Māori), e aroturuki tonu ana, e pūroko ana ia tau, ia tau.

I whakanui mātou i te akitutaka o Rue-Jade Morgan, nāna i whiwhi te National Arts Access Māui Tikitiki ā Taranga Award, nā te Ara Poutama Aotearoa, e whakamihi ana i āna mahi whakaaweawe ki te Otago Corrections Facility.

Kā kaimahi Māori

I te tau 2020, he ōrite te pāka riterite o kā kaimahi pūmau Māori ki te tau 2019, arā, e 5.3% (i te tau 2019, e 5.5% te pāka riterite. I tutuki tō mātou whāika kia whakapiki i te nama o kā kaimahi Māori hou, mai i te 2.86% i te tau 2019, ki 7.69% i te tau 2020. Heoi, tokowhitu kā kaimahi Māori i wehe i Te Kura Matatini ki Ōtāgo, arā, e 21.2% o kā kaimahi Māori katoa (ka pērā hoki te weheka o kā kaimahi tauwiwi i te tau 2020).

He mea uaua tonu te whakamanea, te whakamau hoki i kā kaimahi Māori, mō Te Kura Matatini ki Ōtāgo, ki te rākaui whānui hoki. Ko te whakawhanake haere i kā kaimahi Māori tētahi o tō mātou tino whakaarotau i te tau 2021, ko te aroka hou, ko te whakatinanataka o te AMA i waekanui i kā Kāreti me kā Wāhi Whakaratoka.

I te 1 o Maruaroa tētahi whakatutukitaka tino whakahirahira mō Te Kura Matatini ki Ōtāgo, i whakatū a Tākuta Megan Gibbons hei Kaiwhakahere Matua Māori o te umaka.

He mema a Tākuta Gibbons (Ngāpuhi) o Te Kāhui Rakahau Māori, ko tētahi kohika i kā kaimahi Māori ki Te Kura Matatini ki

Measuring our Progress

In 2020 we built on the cultural capability of our staff through our new Bicultural Competency Training Scheme. We further embedded our cultural competencies across Otago Polytechnic through our Staff Capability Frameworks, delivering on the expectation with staff that baseline competency is required.

We work hard to bring our values and culture to life to ensure Otago Polytechnic is a culturally responsive and inclusive workplace, conducive to Māori thriving as Māori wherever they are in the organisation.

The Advancement of Māori (AMA), Otago Polytechnic's Māori Workforce Development Action Plan, is live and continues to be monitored and reported on annually.

We celebrated the success of lecturer Rue-Jade Morgan, who was awarded the National Arts Access Māui Tikitiki ā Taranga Award by the Department of Corrections, recognising his impactful work at the Otago Corrections Facility.

Māori staff

The proportion of our permanent Māori staff in 2020 remained on par with the previous year at 5.3% (in 2019, the proportion of Māori staff was 5.5%). We achieved our target of increasing the proportion of new staff who identify as Māori, from 2.86% in 2019 to 7.69% in 2020. Coupled with this, however, seven Māori staff members left Otago Polytechnic, which equated to 21.2% of all Māori staff (non-Māori staff turnover was also up in 2020).

Attracting and retaining Māori staff remains a challenge, both for Otago Polytechnic and the wider sector. Continuing to grow the number of Māori staff will remain a priority in 2021, with renewed focus on the implementation of the AMA throughout our Colleges and Service Areas.

1 June 2020 marked a significant milestone for Otago Polytechnic, as Dr Megan Gibbons was appointed as the institution's first Chief Executive who is of Māori descent.

Dr Gibbons (Ngāpuhi) is a member of Te Kāhui Rakahau Māori, Otago Polytechnic's Māori staff research collective, and is a

Ōtāgo, he kaiāpai hoki i kā kaimahi rakahau Māori e whakawhanake i ā rātou kōpaki PBRF kia whakaatuhia ka pēhea rātou e whakarato ana ki te whakapikika i kā whāika Māori huri noa i te motu.

Tino whakahihī hoki ana ia i kā momo rerekē o Te Kura Matatini ki Ōtāgo i hāka ai i tētahi tumu kaha o kā honoka ā-hapori, ko kā honoka ki kā iwi me kā hapū, ko kā wāhaka mātauraka matua, ko kā umaka rerekē i Ōtākou, huri noa i te motu, i te ao hoki.

Whakahihī ana mātou i kā kopouka nā kā kaiwhakahaere Māori i kā tūraka aweawe i kā taumata kaiwhakahaere 1–3, 7 te katoa huri noa i te umaka.

I whakawhiwhi anō i te Whakawhiwhika Hiraka mō kā Kaimahi e pā ana ki te whakatinanataka o Te Aka Rautaki Māori. Ko kā kaiwhiwhi i te tau 2020, ko Helen McDermott, tētahi pūkeka matua ki te College of Health; ko Kelli Te Maihāroa, ko te kaihautū ki Te Kāhui Whetū; ko William Woolnough, tētahi pūkeka i te College of Engineering, Construction and Living Sciences.

Ka whakamihi ēnei whakawhiwhika i kā kaimahi, nāna kā tauira Māori i kaha tautoko kia whakamahi; kia whakaako; ki te hautūtaka 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 Māori. Ka tuku kā whakawhiwhika e toru ia tau, e \$2,000 te utu kia whakapau mō te whakahiatotaka pūkeka.



strong supporter of our Māori research active staff developing their PBRF portfolios to best demonstrate ways in which they contribute to the advancement of Māori aspirations across the motu.

She is proud of the many ways in which Otago Polytechnic has created a strong base of community partnerships, including our connections with local iwi and hapū, tertiary education organisations, businesses and industries within Otago, across the country and internationally.

We are proud to have strong representation from Māori leaders in influential roles among tier 1–3 leaders, with seven in total spread across the organisation.

Once again, we awarded Staff Excellence Awards for Implementation of the Māori Strategic Framework. The recipients for 2020 were Helen McDermott, Senior Lecturer in the College of Health; Kelli Te Maihāroa, Kaihautū, Te Kāhui Whetū in Capable New Zealand; and William Woolnough, Lecturer in the College of Engineering, Construction and Living Sciences.

These awards recognise staff who foster excellence in Māori participation and learning success; 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 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.

RECRUITMENT

	HEADCOUNT		
	2020	2019	2018
Total new permanent staff	52	35	48
Māori	4	1	3
Non-Māori	48	34	21

TURNOVER

	% PROPORTION		
	2020	2019	2018
Total turnover	9.65	7.21	6.49
Māori staff turnover	4	1	7.21
Non-Māori staff turnover	48	34	9.65



Te Mānawa o kā kaimahi Māori

I whakarerekētia te Uiuika mō te Wāhi Mahi i te tau 2020, i puta mai he rāraki pātai haratau me kā āwhata whakaaetaka. Nā tēnei whakarerekētaka, kāore e taea te whakarite i kā tau o mua, heoi, he manea te kite, he ōrite te mānawa o kā kaimahi Māori ki Te Kura Matatini ki Ōtāgo ki kā kaimahi tauwi. Ko te tēpu e whai ake nei e pūroko ana i kā wāhi manea e whā i te uiuika.

WORK ENVIRONMENT SURVEY 2020

	AGREE	
	Māori	Non-Māori
Overall, Otago Polytechnic is a great organisation to work in	82%	89%
I feel inspired to go the extra mile to help Otago Polytechnic succeed	89%	83%
I am proud to tell others that I work for Otago Polytechnic	93%	88%
I feel there is a future for me at Otago Polytechnic	67%	71%

Next steps for 2021

> Increase the proportion of new staff who identify as Māori from 5% to 7%

> Support our tier 1–3 leaders (i.e. our Leadership Council) to complete Otago Polytechnic's Bicultural Competency Training Scheme and embed new learnings into their practice

> Via Otago Polytechnic's newly developed Staff Capability Frameworks and annual performance reviews, ensure staff are working towards achieving a baseline level of cultural competency

> Progress Otago Polytechnic's goal to be a culturally responsive and inclusive workplace where kaimahi Māori are valued and thrive as Māori.

02 PRIORITY TWO
STAFF PROFILE

Dr Megan Gibbons
(Ngāpuhi)

Enabling people to be their best

1 June 2020 marked a significant milestone for Otago Polytechnic, as Dr Megan Gibbons was appointed the institution's first Chief Executive of Māori descent.

Dr Gibbons openly acknowledged her appointment came with no shortage of challenges, most significantly, the implications of COVID-19 and the transition (as of 1 April 2020) from an autonomous institution to operating as a subsidiary of Te Pūkenga.

As Dr Gibbons said in a forum to Otago Polytechnic staff when she and other Chief Executive contenders presented their cases: "We need a strong leader who can continue to guide the waka in the direction we have set . . . while also leading us into the new era."

Dr Gibbons was referring to the ongoing amalgamation of New Zealand's 16 ITPs into Te Pūkenga, which constitutes the biggest shake-up in tertiary education in this country in decades.

"It behoves us as one of the subsidiary organisations of Te Pūkenga to make improvements for the betterment of tauri, both now and into the future.

"Otago Polytechnic already has a number of excellent and innovative practices, and we can continue to lead by example in what we do – as well as learn from others' input and strive for continued improvement.

"Leadership, for me, is about enabling and supporting people to achieve the best that they can and strive towards their potential in a safe but sometimes challenging environment.

Whānau is "very" important to the married mother of two. So, too, is her Ngāpuhi whakapapa.

"I am a member of Te Kāhui Rakahau Māori, the Māori staff research collective. I am proud to support Otago Polytechnic Māori staff members to develop their PBRF portfolios to best demonstrate how they have an added role in Māori development and how this comes through in their research.

"Otago Polytechnic has created a strong base of community partnership. We are interconnected with local iwi and mana whenua, organisations and industries within Otago, nationally and internationally.

"Our strength-based approach has seen Otago Polytechnic develop as an organisation that has relevance and innovation, and this is something we must continue."

"Natural justice is important to me," Dr Gibbons says. "Thus, I particularly welcome initiatives that provide better outcomes for Māori, Pasifika and people with disabilities.



"It's incredibly important to have quality teaching and leadership that provides learning relevant to all New Zealanders — both now and into the future."

For the previous 18 months before her appointment, Dr Gibbons was one of the Deputy Chief Executives at Otago Polytechnic. "I have been at Otago Polytechnic for the past 14 years and held a multitude of roles. I have taught from level 4 to doctorate level," says Dr Gibbons, who was awarded an Ako Aotearoa Tertiary Teaching Award for sustained excellence in 2016.

Dr Gibbons graduated with a Bachelor in Consumer and Applied Science from the University of Otago in 1994, then completed a Postgraduate Diploma in Dietetics (Distinction) at the University of Otago in 1996 and gained her registration as a dietitian the same year.

She went on to complete a Master of Science (First Class Honours) at Massey University in 2002, a Graduate Certificate in Tertiary Learning and Teaching at Otago Polytechnic in 2010 and was awarded a PhD from the University of Auckland in 2013.

With a background in health and education that includes starting as a contractor at Christchurch Polytechnic and Institute of Technology in 1998 and Massey University as an assistant lecturer in 2001, there was logic to her appointment as head of Te Ohu Ora, which included the Otago Polytechnic Institute of Sport, Exercise and Health and the School of Occupational Therapy, from 2015 to 2018.

Dr Gibbons also boasts sporting pedigree: she has participated in and coached athletics at development level, on the local stage, as well as nationally and internationally.

Fostering strong community connections is an ongoing priority, too, both personally and professionally for Dr Gibbons: she is a parent-elected representative of Otago Boys' High School's Board of Trustees; a Trustee of the Wildlife Hospital; and the Chief Executive nominee for the Open Education Resource Universitas.

"All of these roles create connections within the community and allow me to strategically oversee and support those organisations to be the best they can be."



03 KO TE WHAKAAROTAU TUATORU PRIORITY THREE

Te Taumata Angitu Māori

Māori learners
succeeding as Māori

Objectives

1. Provide an attractive learning environment and an outstanding learning experience that is conducive to Māori learner participation and success at all levels of study (especially Foundation level and sub-degree programmes)
2. Deliver research-informed and integrated support services to Māori learners, maximising pastoral, academic and employment success
3. Show-case exemplars of good practice (i.e. that have a positive impact on Māori learner success) through research that enhances Otago Polytechnic's ongoing quality improvement processes and data that informs decision making processes

Tō mātou whakaahu whakamua

Nā te tīmatanga o te rāhui Mate Korona i te Kahuru-kai-paeka, i whakahaere ake a Te Punaka Ōwheo (TPO) i tētahi mahere hei tautuhi i kā matea rerekē o kā tauira. I tutuki pai, mā te uiui i tukuhia e te tima ki kā tauira Māori, ka whai hoki tēnei i ētahi whakapāka arotahi (e 90% te whakatutukitaka).

Hei whakautu i kā matea ake, i tūwhana te tima o TPO ki te āheika ki ētahi rorohiko pōnaho (ka taka te wā, ka tautokohia tēnei e te Technology Access Fund for Learners), ā, ka whakamahi i ētahi honoka ā-hapori kia āwhina ki kā uauataka (ka taka te wā, ka tautokohia e te Hardship Fund for Learners). Ka mutu, i hākaia ētahi wāhi tuihono mā kā tauira kia hono, kia tautoko i a rātou anō. Hei tauira, he hui 'kai me te kōrero' ā-tuihono ia wiki, he whakapakari tinana mō kā rā e rua o te wiki, he whakaaturaka tunu kai, he pāhotaka mataora ki kā pae pāpāho pāpori.

I te tau 2020, e 2374 kā whakariteka ki kā tauira Māori e 874. E ai ki kā tātaritaka, i kaha whakapiki te hiahia mō kā whakarato tautoko, ehara tēnei i te whakaohorere nā kā āhuataka i whakaputa i te Mate Korona.

Ka whakaatu tēnei, e roko ana kā tauira i te tautoko ki te ora, ki te ako, ki te mahi hei Māori, ka whakaatu hoki i te whaihua o te honoka me te tautoko, ko kā whakapāka kanohi ki te kanohi (i te wā e āhei ana). Ka mutu, e miramira ana tēnei whakapikika i te matea ki te whakarato i kā rauemi tika kia whakarato i kā momo tautoko rite, papai, tika anō hoki mō kā tauira Māori – hei aha te hiahia, nō hea hoki rātou e noho ana.

Measuring our Progress

As the COVID-19 lockdown occurred in March, Te Punaka Ōwheo (TPO) – Otago Polytechnic's Māori Student Support Centre – immediately executed a plan to identify the vast and varied needs of our tauira. This was achieved, in part, through a survey that the team conducted with tauira Māori, which was then followed up by one-on-one, personalised contact (a 90% hit rate was achieved).

In responding to immediate needs, the TPO team advocated for access to laptops (later supported through the Technology Access Fund for Learners) and utilised community networks for assistance with hardship (later supported through the Hardship Fund for Learners). Further, online spaces were created for tauira to connect and provide support to each other. For example: virtual weekly 'kai and kōrero' sessions were conducted, twice-weekly fitness sessions were held, along with cooking demonstrations and live feeds on social media.

In 2020, TPO had a total of 2374 contacts with 874 individual Māori learners. Analytics also show that there was a significant increase in the need for support services, which was to be expected given the circumstances faced by tauira as a consequence of COVID-19.

Not only does this show that Māori learners feel supported to live, study and work as Māori, it also demonstrates the value of connection and support, including kanohi ki te kanohi engagements (once these were allowed). Further, this increase in contacts highlights the need to ensure sufficient resourcing is available to enable consistent, high-quality and effective support for tauira Māori – whatever their need and wherever they reside.

CONTACTS

	2020	2019
Total Contacts	2374	1056
Individual Contacts	874	380



Ko te uruka Māori

Ko tētahi aroka matua o te whakaarotau tuatoru, Te Taumata Angitu Māori, kia whakapiki i kā whakatutukitaka a kā tauira Māori, kia whakaū, he ōrite, he pai ake rānei i ērā nama mō kā tauira tauiwi. I whakapiki hoki te uruka o kā tauira Māori, i te taha o kā EFTS katoa, arā, 16.18% i te tau 2019 ki 16.37% i te tau 2020, ko 18% te whāika.

I te tau 2020, 10.7% te whakapikika o te uruka o kā EFTS Māori, 14 te whakapikika i te tau o mua. I te tau 2020, 18.4% te whakapikika i kā nama o kā tauira Māori.

I te tau 2020, 13.6% te whakapikika o te uruka o kā tauira Kāi Tahu, arā, e 4.3% o kā EFTS katoa, neke atu i te hauwhā anō tēnei o kā EFTS Māori. E 302 te nama o kā tauira Kāi Tahu i te tau 2020, e 21% te whakapikika i te tau 2019.

Ina rawa, i kaha whakapiki te tātaitaka o kā tauira Māori i te tau 2020. He tino nui ake te nama o kā tauira Māori i kā tauira tauiwi, arā, 23.8% ki te 16%. Ka ākina tēnei e te whakapikika o kā taumata tātaitaka ki kā Taumata 4, neke atu rānei – ina koa, 10% te whakapikika o kā tauira Kāi Tahu ki ēnei taumata.

Ina rawa, i paku whakaheke te puritaka tauira, ka pēnei hoki mō kā tauira Māori. E 71% te puritaka tauira Māori i te tau 2020, e 79.6% mō kā tauira tauiwi. Ehara pea tēnei i te mea whakaohore nā te whakaputaka i te Mate Korona huri noa i te ao.

EFTS AND HEADCOUNTS

	2020			2019			2018		
	Māori	Kāi Tahu	Non-Māori	Māori	Kāi Tahu	Non-Māori	Māori	Kāi Tahu	Non-Māori
EFTS	754.98	200.93	3,855.83	681.25	176.1594	3,529.93	596.12	156.7	3,521.51
Headcount	1,267	302	6,774	1,070	249	5,460	972	231	5,897

Te whakatutuki tohu me te whakatutuki tohu ā-huka

E mārohirohi ana mātou ki tō mātou takohaka ki te whakapiki i kā hua mō kā tauira Māori, kia whakatutuki hoki i te mana taurite mō kā tauira 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 tauira 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.

I paku whakapiki te whakatutukitaka tohu o kā tauira Māori i te tau 2020 ki 73.6%, e 72.7% i te tau ki mua. I paku whakaheke te whakatutukitaka tohu o kā tauira Kāi Tahu ki 75.8%, e 77.5% i te tau 2019. Ina rawa, 10% te huatako i waekanui i kā tauira Māori me ngā tauira tauiwi, 11.8% te huatako i te tau 2019. (E ai ki te tēpu: ‘Successful course completion’)

Māori Participation

A key focus of priority three, Te Taumata Angitu Māori, is to lift Māori learner success, ensuring that it equals or exceeds the rate for non-Māori. Māori learner participation rates (as a percentage of all domestic enrolments) followed a positive upward trend, with domestic EFTS up from 16.18% in 2019 to 16.37% in 2020 against a target of 18%.

There was an 10.7% increase in Māori EFTS in 2020, building on a 14% increase the previous year. This equated to a 18.4% increase in Māori learners by headcount in 2020.

The 2020 Kāi Tahu participation rate increased to 13.6%, sitting at 4.3% of all domestic EFTS, once again accounting for more than a quarter of all Māori EFTS. There were 302 Kāi Tahu learners by headcount in 2020, up 21% on 2019.

Overall, Māori learner progression improved considerably in 2020. The progression rate for Māori learners exceeded that of non-Māori, at 23.8% and 16% respectively. Driving this growth was learner progression at Levels 4 and above – notably, Kāi Tahu progression was up 10% on the previous year at these levels.

Overall, student retention dropped slightly, as it had for Māori learners. Māori learner retention was 71% in 2020, compared with 79.6% for non-Māori. This was somewhat expected given the COVID-19 pandemic sweeping the globe.

Course and cohort completions

We are resolute in our commitment to improving Māori learner outcomes and attain parity for Māori learners. As part of the Polytechnic’s 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 of staff.

Course completion rates for Māori learners increased slightly in 2020 to 73.6%, compared to 72.7% the previous year. Kāi Tahu completion rates were slightly down to 75.8%, compared to 77.5% in 2019. Overall, this represents a 10% gap between Māori and non-Māori learners, compared with 11.8% in 2019 (based on the table: ‘Successful course completion’).

I whakarato mātou i kā akoraka 160 i te tau 2020, 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 tauira tauiwi mō kā akoraka e 34. Neke atu i te 30 kā EFTS Māori ki te Tohu Tapuhi, te Tohu Occupational Therapy me te Tohu Whakawhānau, ā, neke atu i te whāika o te umaka, arā, neke atu i te 85%, te whakatutukitaka tohu.

We delivered 160 programmes in 2020, with 115 attracting Māori EFTS. Of these, 34 programmes (almost a third) had a course completion rate equal to or greater than that of non-Māori. The Bachelors of Nursing, Occupational Therapy and Midwifery programmes had more than 30 EFTS each, with course completion rates exceeding the organisational target of 85%.

COHORT QUALIFICATION COMPLETIONS BY PROGRAMME CATEGORY (SAC FUNDED FULLTIME ENROLMENTS)

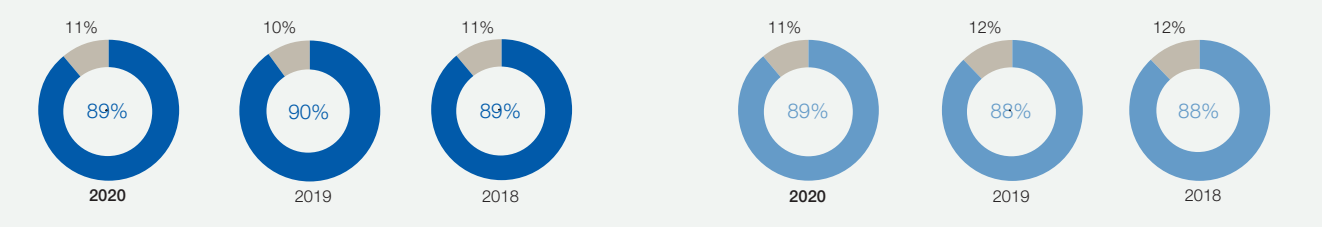
	2020 Cohort Completions Year			2019 Cohort Completions Year			2018 Cohort Completions Year		
	Enrolled	Completed	%	Enrolled	Completed	%	Enrolled	Completed	%
Certificates									
All Students	580	339	58.45	451	328	72.73	509	368	72.30
Māori	100	56	56.00	69	50	72.46	62	45	72.58
Kāi Tahu	36	20	55.56	21	17	80.95	19	12	63.16
non-Māori	480	283	58.96	382	278	72.77	447	323	72.26
Diplomas									
All Students	238	106	44.54	299	172	57.53	287	172	59.93
Māori	30	14	46.67	28	11	39.29	33	20	60.61
Kāi Tahu	8	3	37.50	7	5	71.43	14	8	57.14
Non-Māori	208	92	44.23	271	161	59.41	254	152	59.84
Graduate Certificates and Diplomas									
All Students	17	14	82.35	21	13	61.90	22	11	50.00
Māori	1	1	100.00	4	1	25.00	2	1	50.00
Kāi Tahu	1	1	100.00	–	–	–	–	–	–
Non-Māori	16	13	81.25	17	12	70.59	20	10	50.00
Bachelors									
All Students	847	431	50.89	693	373	53.82	744	427	57.39
Māori	129	69	53.49	101	50	49.50	114	58	50.88
Kāi Tahu	34	22	64.71	23	12	52.17	24	12	50.00
Non-Māori	720	362	50.28	592	323	54.56	632	369	58.39
Postgrad Certs and Diplomas									
All Students	17	16	94.12	17	16	94.12	15	14	93.33
Māori	3	3	100.00	2	2	100.00	1	1	100.00
Kāi Tahu	2	2	100.00	1	1	100.00	–	–	–
Non-Māori	14	13	92.86	15	14	93.33	14	13	92.86
Masters									
All Students	18	–	0.00	31	8	25.81	31	7	22.58
Māori	5	–	0.00	2	–	0.00	3	1	33.33
Kāi Tahu	–	–	–	2	–	0.00	1	1	100.00
Non-Māori	13	–	0.00	29	8	27.59	28	6	21.43

Te Mānawa o kā taura Māori

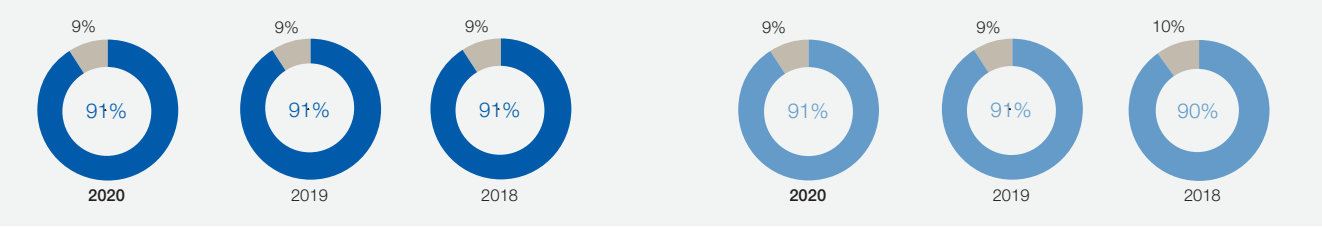
He teitei ake, he ōrite rānei, kā taumata mānawa o kā taura Māori mō kā āhuataka e whā. I whakapiki, he ōrite tonu rānei kā nama mānawa i te tau 2020, e 89% ki 93% i kā āhuataka katoa.



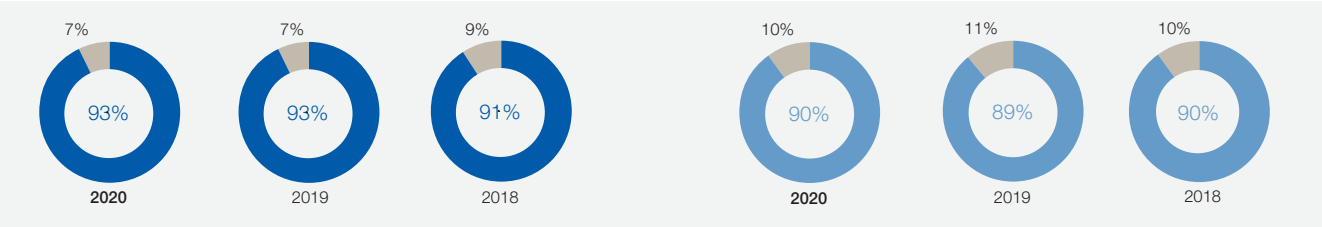
Have you been satisfied with the quality of the programme this year?



Have you been satisfied with Otago Polytechnic this year?



Have you been satisfied with the quality of teaching this year?



Were you satisfied that Otago Polytechnic provides a safe (physically, culturally and healthy) learning environment?



Māori learner satisfaction 2020

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 2020, sitting between 89% and 93% in all categories.



Ko kā hua paetahi

Ko tētahi o kā tino whāika, ka whakaritea kā taura ki kā pūkeka me te mātauraka hei tīmata, hei whakapiki i ō rātou mahi, ki te ako tonu rānei. I aro atu te Uiuika Whakaputaka ā-Kaiwhiwhi Tohu ki te nama o kā kaiwhiwhi tohu e mahi ana, e whakauru atu ana i ētahi atu mahi ako rānei.

E ai ki te uiuika, e 98% o kā kaiwhiwhi tohu Māori e mahi ana, e ako tonu ana, e mahere ana ki te ako. He paku whakapikika i kā taura tauwi. He whakapikika hoki i a rātou e ako ana i kā tohu ki te taumata ake.

He pai ake te whiwhi utu o kā kaiwhiwhi tohu Māori e mahi ana i kā kaiwhiwhi tohu tauwi, e \$46,938 o kāi Māori, e \$44,694 o kāi tauwi.

Māori graduate outcomes 2020

One of 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 reported on the number of graduates who were either working or enrolled in further study.

Results show that 98% of Māori graduates surveyed were in work, studying or planned to study. This is slightly more than their non-Māori counterparts. There has also been a relative increase in those going on to study a higher-level qualification.

Māori graduates who were working earned higher median salaries than their non-Māori counterparts, at \$46,938 and \$44,694 respectively.

GRADUATE OUTCOMES 2020

	Māori	Non-Māori
Earning wages or a salary	68%	68%
Self Employed	2%	7%
Not working or not self-employed	30%	25%

MEDIAN GROSS ANNUAL SALARY

MĀORI

\$46,938

NON-MĀORI

\$44,694



Kā karahipi Māori

Ko tētahi o kā momo whakamihi i te whakatutukitaka taurira Māori, ko kā karahipi. 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. He karahipi hoki mō kā taurira e whai ana i te Tohu Whakawhānau hei whakahōnore 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. There are three main categories of scholarships for Māori learners: Mana Pounamu Young Achievers' Awards (recognising the achievement of Year 12 and 13 taurira throughout Otago), Rūnaka and Mātāwaka. In addition, a number of Māori learners are awarded Otago Polytechnic Principals' Scholarships. There are also specific scholarships for Māori learners studying Midwifery, in honour of the late Dr Irihapeti Ramsden.

MĀORI SCHOLARSHIPS 2020		
Type	Headcount	Amount
Mana Pounamu (full fees)	8	\$36,888.93
Rūnaka (full fees)	4	\$26,256.18
Matawaka	4	\$16,216.75
Irahapeti Ramsden for Midwifery	4	\$21,883.91
Year 1 – 50%		
Year 2 – 75%		
Year 3 – 100%		
Principals' (\$1500pa)	2	\$3,542.00
Total	22	\$104,787.77

03 PRIORITY THREE
STUDENT PROFILE

Aaron Jones

(Kāi Tahu)

Rūnaka Scholarship Recipient
for 2020

Aaron Jones is proud to have received a Rūnaka scholarship in 2020 for his contributions to the community and rangatahi he has been involved with over the last ten years.

“It is an honour,” says Aaron, whose whakapapa connects back to Puketeraki Marae.

“Only in the last three years have I gone on a journey of reconnecting with my whakapapa. It was great to find a photo of one of my great-grandads, William Harper, in Toitū Otago Settlers' Museum. His wife was Mere Harper, who helped found Plunket in Karitāne.

“I grew up in Auckland, as did my dad. When my wife and I relocated to Dunedin it felt like I was coming back home. A special moment was walking around Karitāne with my wife and 1-year-old daughter.”

Aaron studied the New Zealand Certificate in Construction Trade Skills (Level 3) as part of the He Toki Māori and Pasifika Trade Training programme (MPTT).

This course is delivered by both Otago Polytechnic and Ara Institute of Canterbury in Te Waipounamu. He Toki is a collaborative indigenous model of education that brings together iwi and hapū, industry, educational institutions, community organisations and government agencies to support the taurira in their journey.

Aaron says he grew up around tools and often helped his stepfather around the workshop as a kid. “After school I entered the world of youth work, which I have been heavily involved in for the last 10 years, mostly working with vulnerable young people in South Auckland. I've spent the last three years working as a youth worker in South Dunedin.



“I am at the beginning of my course in the carpentry trade, so currently learning the foundations. We have just started to build a house, which is a great way to put the theory into practice. I also have previous experience running a small business, so I look forward to one day combining the skills of my past with the skills I am learning now.”

Aaron says a highlight of his studies so far has been the support shown by his peers and lecturers, particularly during the COVID-19 lockdown.

“I was so impressed with how everyone supported one another, especially our class lecturers, Mark and Will, who provided solid learning and kept us busy over that period.

“There has been incredible support within the Otago Polytechnic crew and the course. There are great systems to support students who may be struggling. It really does feel like a big family.

“Our He Toki class starts and finishes the day with a karakia, which brings us together and gives us that space to slow down and refocus. Also, the Te Punaka Ōwheo team has provided more connection – as well as some kai.”

Next steps for 2021

- > Use accurate and timely Māori learner analytics to continually improve organisational processes and practices, inform decision making and evidence a 2% lift in Māori learner retention, progression, success and completion rates
- > Continue to improve Māori learner outcomes so that they are equal to or better than the rate for non-Māori learners
- > Attract and retain more taurira Māori, lifting participation to 18% of domestic EFTs.



04 KO TE WHAKAAROTAU TUAWHĀ PRIORITY FOUR

Kia Eke Panuku

High quality and culturally
relevant programmes

Objectives

Develop and offer a range of culturally relevant, quality programmes that:

1. Integrate and embed mātauraka Māori (i.e. Māori knowledge)
2. Are Māori-specific, imbued in Te Ao Māori and delivered from a kaupapa Māori perspective
3. Provide Māori learners with tailored pathways into either employment or higher qualifications
4. Teach learners the importance of cultural capability in the bicultural context of Aotearoa/New Zealand
5. Equip Otago Polytechnic graduates with the capability (i.e. skills, knowledge and attributes) to become culturally capable practitioners



Tō mātou whakaahu whakamua

Kā ara mā Capable NZ 2020

Ka whakatupu tonu i te akitu o kā huka o mua o Te Hōkai Nui, he honoka i waekanui i Te Rūnanga o Ngāi Tahu me Te Kura Matatini ki Capable NZ, e 25 kā taura Kāi Tahu i te huka tuawhā i tīmata i te tohu paetahi i Applied Management, Social Services rānei i te Mātahi-ā-te-tau 2020. I raro i kā āhuataka uaua o te Mate Korona, i whakahaere te Kaihautū: Te Kāhui Whetū, a Kelli Te Maihāroa, i tētahi akoraka tuihono, tekau marama te roa, e tautokohia ana e kā kaiārahi Kāi Tahu e toru. He huatau tēnei kia mahi 'ki Kāi Tahu, mō Kāi Tahu, e Kāi Tahu'.

I whakatū hoki i tētahi honoka ki Wakatū Incorporation i te tau 2020, ā, ka tīmata i tētahi huka hou o kā taura nō Te Tau Ihu i waekanui i te tau 2021. Ahakoa ka aro ēnei huka iwi ki kā tohu paetahi, tokomaha hoki kā taura Māori ki roto i kā akoraka mahi kaio, e whitu kā taura e uru ana i te tohu kairaki hou, ko te Doctor of Professional Practice.

Measuring our Progress

Pathways through Capable NZ 2020

Building on the success of the three previous cohorts of Te Hōkai Nui, a partnership between Te Rūnanga o Ngāi Tahu and Otago Polytechnic in Capable NZ, a fourth cohort of 25 Kāi Tahu learners began their Bachelor's degrees in Applied Management or Social Services in May 2020. Under the challenging circumstances of COVID-19, Kaihautū: Te Kāhui Whetū, Kelli Te Maihāroa, coordinated a fully online, ten-month long programme supported by three Kāi Tahu facilitators. This is the realisation of working 'with Kāi Tahu, for Kāi Tahu, by Kāi Tahu'.

A partnership was also established with Wakatū Incorporation in 2020 and a new cohort of Te Tau Ihu iwi learners will start in mid-2021. While these iwi cohorts focus on undergraduate programmes, we also have a good number of Māori learners in our professional practice postgraduate programmes, including seven of whom are enrolled in the newly developed Doctor of Professional Practice.



He Toki: kā akoraka mahi ā-rehe mō kāi Māori me kāi Pasifika

I te tau 2020, ka haere tonu a Te Kura Matatini ki Ōtāgo i kā mahi i a He Toki, kā akoraka mahi ā-rehe mō kā taura Māori me kā taura Pasifika. He nui tonu te aroka ki te akoraka nei, i whakapiki hoki i te nama o kā taura mai i te tīmataki i te tau 2019. I waekanui i te tau, e rua kā huka i tīmata i te akoraka He Toki, i Ōtepoti te tuatahi i te Kahuru-kai-paeka 2020, i te Central Otago Campus i te marama o Ono.

He akoraka mahi ā-rehe tēnei e whakamahi ana i tētahi momo mātauraka taketake, e hono ana i kā iwi me kā rūnaka, i te ahumahi, i kā tōpūtaka hāpori me kā hinoka kāwanataka. I ahu mai i Waitaha nā kā rū whenua o kā tau 2010/11, ina ka whaiwhakaaro Te Rūnanga o Ngāi Tahu i a He Toki hei momo tautoko i te hātepe hāka. He akoraka ā-rehe tino akitu a He Toki ki te Rika mā Ara Institute of Canterbury, nō reira, i whakamanawatia a Te Kura Matatini ki Ōtāgo e te tirohaka o Tahu Pōtiki, ā, i whakauru i te He Toki Consortia i ārahi ā-iwi nei, ka tīmata i te akoraka taumata 3 i te tau 2019.

Ko te rerekētaka matua o tēnei akoraka, kāore i te aro pū ki kā whakaputaka kāmura, heoi, ki kā āhuataka o Te Ao Māori e rarakahia ana i waekanui i te akoraka. I waekanui i te tau akoraka, ka whakaratohia ētahi tautoko ki kā taura e Te Punaka Ōwheo, e te Kaiwhakaterere e Aukaha.

He Toki 2020: Māori and Pasifika Trades Training

In 2020 Otago Polytechnic continued to build on the He Toki trades training programme (Carpentry) for Māori and Pasifika learners. This programme continues to attract significant interest and has seen an increase in numbers since its inception in 2019. During the year, two cohorts started the journey of He Toki, the first commencing in Dunedin in March 2020 and the second at our Central Otago Campus in October.

This programme is an indigenous model of education and works in collaboration with iwi, local rūnaka, industry, community organisations and Government. It has its genesis in Canterbury when, following the 2010/11 earthquakes, Te Rūnanga o Ngāi Tahu conceptualised He Toki ki te Rika as part of the rebuild process. With He Toki proving to be a highly successful Māori and Pasifika trades training initiative delivered through Ara Institute of Canterbury, Otago Polytechnic – inspired by the vision of the late Tahu Pōtiki – joined the iwi-led He Toki Consortia and initiated the Level 3 programme in 2019.

The key point of difference for this programme is that it not only focuses on carpentry outcomes, but also the introduction of Te Ao Māori principles throughout the programme. During the academic year, taura are provided with support from Te Punaka Ōwheo, the Polytechnic’s Māori Student Support Centre, the Kaiwhakaterere and Aukaha.

Ko te Tiwhikete Bicultural Competency

I whakawhanake i te Certificate in Bicultural Competency (CBC) i te tau 2020, ā, i whakarewa tahi mātou ko Te Rūnanga o Ngāi Whātua ki tō mātou Auckland International Campus hei tīmataki, ki ētahi taura, ētahi kaimahi, ētahi huka whaipāka mōwaho.

E 85 kā kaiwhakauru i whakaoti hukihuki i te tiwhikete i te tau 2020. I whakarato mātou i ētahi wāhaka o te tiwhikete ki ētahi huka mōwaho, ko ētahi ko te Otago Chamber of Commerce, ko Downer NZ hoki. I tīmata ētahi kōrero ki te Otago Regional Council me te Central Otago District Council ki te whakarato i tēnei tiwhikete ki kā taura e 60 nō ia umaka, ka tīmata i te tau 2021.

I te tau 2020, i whakapūmau haere i te mātauraka Māori me kā tirohaka Māori i waekanui i kā akoraka katoa. Nā te honoka i waekanui i te tīma nō Learning and Teaching Development me te Tari o te Kaitohutohu tēnei i whakatutuki.

Nō te mutuka o 2020 te hōrapataka i te Aka Rautaki Māori hou i tīmata ai ki tō mātou Leadership Council. Ka aro te haere o te whakatinanataka o te pou tarāwaho nei – ko tēnei tētahi o kā rautaki matua e toru o Te Kura Matatini ki Ōtāgo, ko te momo Health and Safety me te toitū – mā kā hātepe arotake ā-tau.



Certificate in Bicultural Competency

The Certificate in Bicultural Competency (CBC) was developed in 2020 and deployed initially at our Auckland International Campus in partnership with Te Rūnanga o Ngāi Whātua to a cohort of learners, staff and external stakeholder groups.

Eighty-five participants partially completed the certificate in 2020. We delivered components of the certificate to a number of external groups, including the Otago Chamber of Commerce and Downer NZ. Negotiations were started with both the Otago Regional Council and Central Otago District Council to deliver this certificate to up to 60 learners from each organisation, starting in 2021.

In 2020 we continued to embed mātauraka Māori and Māori perspectives throughout all of our programmes of learning. This was achieved through a partnership between the Learning and Teaching Development team and the Office of the Kaitohutohu.

The rollout of the new Māori Strategic Framework began in late 2020 with Leadership Council. Progress in implementing this framework – one of Otago Polytechnic’s three priority strategies, along with Health and Safety, and sustainability – will be monitored through annual review processes.



Ko kā arotake e huritau ana i te ao Māori

Kua whakatupuhia tētahi taputapu whakatinanataka, aroturuki hoki hei aromatawai i te rahika o te whakauruka i te mātauraka Māori ki kā akoraka hou, i te whakawhanaketaka anō i kā akoraka kē.

Ko tō mātou akoraka whakawhiti ā-ao – ko te 'New Zealand Summer Studies Programme' – i tūtatahi nā te Mate Korona. I timata te whakawhitika o kā marautaka ki tētahi pae tuihono i te taha o ō mātou hoa nō Kaua'i Community College (Hawai'i), nō Saskatchewan Polytechnic me Humber College (Kānata). He wāhaka tēnei o te kaupapa hou, ko te Collaborative Online International Learning (COIL).

I whakauru a Te Kura Matatini ki Ōtāgo i tētahi kaupapa i tautoko ā-pūtea nā te Canadian Federal Government i titiro ai ki kā tauira whakawhiti kura, e kaha aro atu ki kā tauira i kore ai e whakauru ki kā hōtaka whakawhiti kura; ina koa ko kā tauira taketake. I whakarato tēnei kaupapa i tētahi kōwhirika ki te whakapiki i tō mātou whakawhitiwhiti ki kā tauira pēnei, ki te whakawhanake hoki i te honoka i waekanui i te kuratini me kā tauira taketake ki Aotearoa, ki Kānata hoki.

Programmes that reflect a Māori world view

An implementation and monitoring tool has been developed to assess the extent to which mātauraka Māori is being integrated in all new programmes developed, as well as during the redevelopment of existing programmes.

Our global exchange programme – the 'New Zealand Summer Studies Programme' – was paused due to COVID-19. Work began on transferring curriculum to an online platform in collaboration with our partners from Kaua'i Community College (Hawai'i), Saskatchewan Polytechnic and Humber College (both in Canada). This was part of a newly formed Collaborative Online International Learning (COIL) initiative.

Otago Polytechnic was also involved in a project funded by the Canadian Federal Government that looked at learner outward mobility, focusing on groups of learners who did not typically take part in global exchange programmes; in particular, indigenous or First Nations learners. This project provided a platform to improve engagement with such learners and to further develop the Polytechnic's relationship between indigenous learners in Aotearoa / New Zealand and Canada.

Next steps for 2021

- > Graduate a fourth cohort of Kāi Tahu learners through Te Hōkai Nui
- > Investigate the rollout of the Certificate of Bicultural competency (CBC) within our Te Pūkenga subsidiaries
- > Grow online New Zealand Summer Studies programme into a COIL (Collaborative Online International Learning) programme focusing on indigenous knowledge transference
- > Create a reporting tool that tracks and reports on development of mātauraka throughout all curriculum areas



05 KO TE WHAKAAROTAU TUARIMA PRIORITY FIVE

Kia Kōtahi Tātou

Culturally inclusive learning
and working environment

Objectives

1. Is culturally inclusive and conducive to an outstanding experience for all of those who learn, teach, lead, create, build and visit
2. Acknowledges and values the tikaka ā-hapū of mana whenua, which is evident in our processes and practices across all campuses
3. Visually reflects the reo (language) and narratives of mana whenua



Tō mātou whakaahu whakamua

Ko te manaakitaka me te Mate Korona

Hei whakautu i te whakaweheka i uruhi nā te rāhui Mate Korona – me te whakamāramataka ki te matea kia kaha mau ki kā honoka – i tīmata mātou ki te karakia ā-tuihono i te tīmataka me te whakamutuka o te rā. He momo whakamaumaharataka mō kā kaimahi, kua pau te wā mahi, whakahoki ai ki kā whānau. I tākia tētahi kōrero ki roto i te whakaputaka Mate Korona, arā, ko te Collective Voices of Covid-19 Otago Polytechnic Experiences.

I urutau mātou i tō mātou hōtaka whakahiatotaka pūkeka i waekānui i te rāhui kia whakauru i kā mahi tikaka mō kā kaimahi. Kāore i taea te tutaki kanohi ki te kanohi, i hopukina ēnei mahi, kātahi ka tohatoha ki kā kaimahi katoa mā Tūhono. I whakamahi hoki mātou i a Tūhono kia miramira i te ariā o manaakitaka, kia whakawhiti kōrero ki kā kaimahi, ki ō rātou hauora hoki.

He hui ā-tau a Te Wiki o te Reo Māori ki Te Kura Matatini ki Ōtāgo. E tīaroaro ana tēnei ki kā whakaarotau e toru o tō mātou Rautaki Reo Māori 2020-2022: (ko Te Mana o te Reo (kia whakapiki i te mana o te reo Māori ki Te Kura Matatini ki Ōtāgo); (2) Te Whakamōhiotanga ki te Whakarauora Reo (kia whakapiki i te whakamōhiotanga me te matatau o te reo Māori ki Te Kura Matatini ki Ōtāgo); and (3) Te Kouka o te Reo (kia tautoko i te kouka me te mahika tika i te reo Māori e kā kaimahi, e kā taurira, e kā manuhiri hoki i kā wāhi katoa o Te Kura Matatini ki Ōtāgo).

He kaupapa akitu Te Wiki o te Reo Māori ki Te Kura Matatini ki Ōtāgo i te tau 2020. Tokomaha kā kaimahi me kā taurira i whakauru i kā kaupapa rerekē, he waiata, he oriori, he kēmu patapātai reo Māori, he kimi taoka, ko Kōrero Café, i pūrei wharewhare, he hāki hoki ki te kohi pūtea kia mutu i te wiki.

I arotahi anō te whakawhanaketaka me te whakarewataka i te Certificate in Bicultural Competency ki tō mātou mahi kia aro ki kā matea ā-whakahiatotaka o kā kaimahi hei whakaū, e tīmata ana kā kaimahi katoa o Te Kura Matatini ki Ōtāgo ki te whakawhanake i ō rātou māramataka mōkito o te reo me ōna tikaka Māori e ai ki tō mātou wāhi ako, i te wāhi ako hoki.

Tō mātou wāhi i hā kai ai

I te tau 2020, i mahia ētahi mahi e te Tari o te Kaitohutohu i te taha o te tima People and Culture kia whakapūmau haere i te kōrero o Te Ara Honohono ki roto i te kōpaki whakakuku mō kā kaimahi hou. E ārahi ana Te Ara Honohono i tō mātou tuakiri mahi tahi nā tā mātou haereka tahi, i mua, i nāianei hoki. Kei roto hoki i tēnei whakakuku ētahi tohu whenua hiraka me kā kōrero a mana whenua.

Measuring our progress

Manaakitaka and COVID-19

As a response to the separation enforced by the COVID-19 lockdown – and an understanding of the need to keep our connections strong – we initiated a practice of doing karakia online for our staff at the beginning and end of each day. This served to remind our staff that the workday was over, and that it was time to return to our whānau. A narrative of this was published in our special COVID-19 publication, *Collective Voices of COVID-19 Otago Polytechnic Experiences*.

We adapted our professional development programme during lockdown to include tikaka sessions for our staff. Due to the inability to meet kanohi ki te kanohi (face to face) we recorded these sessions and shared them with staff via Tūhono, our staff portal. We also used Tūhono to emphasis the concept of manaakitaka and check in regularly with staff on their wellbeing.

Te Wiki o Te Reo Māori is an annual fixture at Otago Polytechnic. This aligns with the three priorities of our Rautaki Reo Māori, Māori Language Strategy 2020–2022: (1) Te Mana o te Reo (increase the status of the Māori language at Otago Polytechnic); (2) Te Whakamōhiotanga ki te Whakarauora Reo (increasing critical awareness and proficiency of the Māori language at Otago Polytechnic); and (3) Te Kounga o te Reo (support the quality and the appropriate use of the Māori language among staff, learners and visitors in all domains within Otago Polytechnic).

Te Wiki o Te Reo Māori was a great success at Otago Polytechnic in 2020. A large number of staff and learners participated in a range of events which consisted of waiata and oriori, a Māori language quiz, a treasure hunt, Kōrero Café, wharewhare (bingo) and a hangi fundraiser to conclude the week.

The development and deployment of our Certificate in Bicultural Competency refocuses the way in which we address the professional needs of our staff to ensure they are in the process of developing a baseline understanding of te reo me ōna tikaka Māori as it applies to our learning and working environment.

Our built environment

In 2020, work was undertaken by the Office of the Kaitohutohu in partnership with the People and Culture team to further embed the narrative Te Ara Honohono in our new staff induction package. Te Ara Honohono is the concept of intersecting pathways, which informs our collaborative identity based on our collective journey together, both historically and contemporarily. Included in this induction are references to our culturally significant landmarks, accompanied by narratives relevant to mana whenua.



Nā, he kōrero anō mō Te Arahonohono, i whakauruhia hokia a mana whenua i te whakaikoataka kā whare matua e whā o Te Kura Matatini ki Ōtāgo i te tau 2020. E hiahia ana mātou ki te mahi pēnei i ētahi atu wāhaka o kā whare, kia hura hoki i ēnei ikoa whare i te taha o mana whenua i te tau 2021.

I whakawhiwhia a Te Kura Matatini ki Ōtāgo i tētahi Shovel Ready Project i te tau 2020 mō tō mātou pokapū mahi ā-rehe hou. Kua kōrero ki a Aukaha, tētahi umaka mātaka hāpai o te rohe nei, kia whakapūmau i tētahi kōrero tuku iho i waekānui i te whakaahua o te whare hou.

I te tau 2020, i whakapiki a Te Kura Matatini ki Ōtāgo i te tirohaka me te whakamahika i te reo Māori. Ka whakauru tēnei i ētahi mahi tahi ki te tima Campus Services kia whakatū i ētahi tohu reorua i waekānui i kā whare ki Ōtepoti.

In keeping with Te Ara Honohono, mana whenua were also involved in the naming of four of Otago Polytechnic's prominent buildings in 2020. We look forward to continuing this exercise with other parts of our built environment and to unveiling these building names in partnership with mana whenua in 2021.

Otago Polytechnic was granted Shovel Ready Project funding in 2020 for our new trades training centre. We have engaged with Aukaha, a local rūnaka-based consultancy, to embed a cultural narrative throughout the design of this new building.

During 2020, Otago Polytechnic evidenced an increase in the visibility and use of te reo Māori. This includes work done with Campus Services team to install bilingual signage throughout the campus in Ōtepoti.

Next steps for 2021

- > Work with mana whenua to name buildings better reflecting local narratives within our built environment
- > Clearly articulate the ethos of Te Ara Honohono and its importance to our learners and community in a more meaningful way
- > Create more authentic and meaningful opportunities for our learners to engage with mana whenua and our hāpori Māori (Māori community)
- > Ensure that our Treaty-based partnership with Kā Papatipu Rūnaka ki Araiteuru – and the mana of mana whenua – is upheld in our transition to Te Pūkenga.

Rue-Jade Morgan

(Kāi Tahu, Kāti Wheke)

Senior Lecturer, College of
Community Development and
Personal Wellbeing

Otago Polytechnic lecturer Rue-Jade (Jade) Morgan's important mahi at the Otago Corrections Facility was recognised in the form of the Arts Access Corrections Māui Tikitiki ā Taranga Award in 2020.

Jade received the Māui Tikitiki ā Taranga Award for "an individual demonstrating the qualities of Māui (innovation, creativity and leadership)" through his work at the prison.

A lecturer with Foundation Studies students within Otago Polytechnic's College of Community Development and Personal Wellbeing, Jade had twice previously earned a highly commended citation at the Arts Access Corrections Māui Tikitiki ā Tāranga Awards – in 2018 and 2019.

The award recognises Jade's work at the Otago Corrections Facility to inspire positive change, and for offering education opportunities to the men on release from prison.

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 (i.e. Kāi 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."

"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."

Jade's tikanga programme, Te Hōkai Manea Tipuna ("the glowing footsteps of our ancestors"), runs once a week for eight weeks and is offered four times a year. The programme has a strong emphasis on developing skills and discipline and ancestral practices, values and protocols through the learning of mau rākau, mau patu and tī rākau, kapa haka, waiata and whaikōrero (oratory).

Jade says the goal of the programme is to inspire the mostly Māori participants to make positives changes in their lives and help them to understand who they are and where they come from.

"If you want to find redemption and to rehabilitate then it's essential to have access to arts and cultures," Jade says.

"It's a right, not a privilege, to have access to your culture."



06 KO TE WHAKAAROTAU TUAONO PRIORITY SIX

Te Rakahau Māori

Māori Research

Objectives

1. Partner with mana whenua and other Māori entities to identify applied research opportunities of mutual interest
2. Collaborate on applied research projects that align with the strategic aspirations of each research partner
3. With the Research and Postgraduate Office, develop a vibrant Māori research agenda that serves as a benchmark for others to aspire to
4. Increase the number of Māori research outputs derived from research collaborations with both national and international research partners



Tō mātou whakaahu whakamua

I te tau 2020, i whakaoti mātou i Te Rautaki Rakahau Māori. Whai muri i te whakamanataka e te Kāhui Manukura, i tukua te rautaki kia tautoko i kā kaimahi rakahau Māori, kia haere tonu kā kaupapa rakahau Māori o te umaka, kia whakarato ki te whakapikika i te mātauraka Māori.

I te marama o Waru i tū ai te Māori Research Symposium taurua tuatoru – ko Kaitiakitaka te kaupapa. I tonoa kā kuratini katoa kia whakauru i te hui kia whakamihi i kā rerekētaka kei te haere, ko aua mea e whakakotahi ana i a mātou ki Te Pūkenga. He kōwhirika te hui mō kā kaiwhakauru kia tīmata i kā hoataka hou, kia whakakaha hoki i kā honoka kē, kia kauhau hoki i kā kaupapa rakahau ki raro i te kaupapa o kaitiakitaka. Ko tētahi mea pai rawa, ko tēnei hui tētahi wāhi tuatahi mō kā kaimahi Māori o te rākau whānui kia hui tahi whai mai i kā rāhui o te Mate Korona.

Tino harikoa mātou ki kā kauhau pai rawa atu. He kaimahi nō rāwaho te tokomaha o kā kaikōrero; tokorua kā kaikōrero reo Māori, tokotoru kā kaikōrero nō Te Kura Matatini ki Ōtāgo. I whakaatu hoki i te Capable Māori o Te Kura Matatini ki Ōtāgo hei kaupapa auaha, ka tuku hoki pea ki Te Pūkenga whānui.

Ka tautoko te Māori Research Symposium i kā kaio kei te haere, e whakarato hoki ana i tētahi kōwhirika mō kā taura ki te whakauru i te akitu o te hui, he ara hoki mā rātou ki te whakaatu i ā rātou rakahau. He wāhi kakahau mō kā kaio Māori me kā taura Māori. Ka whakarato hoki i tētahi kōwhirika mō kā kaikōrero kia whakauru ki Scope (Kaupapa Kāi Tahu 2021, he whakaputaka o Te Kura Matatini ki Ōtāgo ia taurua.

I whakauhi hoki a Te Kura Matatini ki Ōtāgo i te ‘National Rangahau Māori Group’ me kā kairakahau Māori mō tētahi hui i te rā i whai ake. Ko te kaupapa o tēnei hui kia tautuhi i kā kōwhirika me kā uauataka i pā atu i kā kairakahau Māori huri noa i te rākau. Nō mātou hoki te whiwhi, i tae hoki a Ana Morrison, te Deputy Chief Executive Partnerships and Equity o Te Pūkenga. Mā te Research Futures Project, ko te ‘National Rangahau Māori Group’ me te National Directors’ Forum, te umaka e whakarato ki kā kaupapa rakahau ā-motu e whakawhanake tahi nei mō Te Pūkeka.

Measuring our progress

In 2020, we finalised Te Rautaki Rakahau Māori, Otago Polytechnic’s Māori Research Strategy. After ratification by the Executive Leadership Team, the strategy was deployed to support Māori research active staff, progress the institution’s Māori research agenda and contribute to the advancement of mātauraka Māori.

Otago Polytechnic’s third biennial Māori Research Symposium – themed Kaitiakitaka – was held in December. Other polytechnics and institutes of technology were invited to participate in the symposium in recognition of the upcoming changes that will bring us together as Te Pūkenga. The hui provided an opportunity for participants to forge new relationships and strengthen existing connections, as well as present on their research and areas of interest under the kaupapa of kaitiakitaka. Positively, this symposium was one of the first opportunities for Māori staff across the sector to come together following the restrictions of COVID-19.

We were delighted with the high calibre of presentations on the day. Many of the presenters were from outside of Otago Polytechnic; two presenters presented in te reo Māori and three of our own staff gave oral presentations. Otago Polytechnic’s Capable Māori was also presented as an innovative, transformative model that has the potential to scale up across the network.

The Māori Research Symposium supports the next generation of scholars, offering an opportunity for taura to participate in the success of the hui and a pathway for them to showcase their research. It creates a vibrant space in which to bring Māori academics and taura Māori together. It also provides an opportunity for presenters to be included Scope: Kaupapa Kāi Tahu 2021, an Otago Polytechnic journal produced biennially.

Otago Polytechnic also hosted the ‘National Rangahau Māori Group’ for a hui the following day. The hui identified opportunities and challenges faced by Māori researchers across the sector. We were honoured to have Te Pūkenga Deputy Chief Executive Partnerships and Equity, Ana Morrison, in attendance. Through the Research Futures Project, ‘National Rangahau Māori Group’ and National Directors’ Forum, the organisation is contributing to the national Māori research agenda being developed for, and with, Te Pūkenga.

Kā kaimahi rakahau Māori

He maha kā kaupapa i arohia atu ai e kā kairakahau o Te Kura Matatini ki Ōtāgo i te tau 2020, ko tētahi, ko te tautuhika i kā āhua tika mō kā taura Māori e whakauru ana i kā akoraka paerua, tohu kairaki hoki.

I tau atu kā kaimahi Māori ki tētahi hui PBRF i te taha o Tākuta Lynette Carter me Ahoraki Leoni Schmidt, ka whakauru tēnei i te aroka ki kā momo mahi kia hāwai, kia mau hoki i kā ara mō kā kaio Māori me kā kaimahi rakahau Māori. Hei te mutuka, he mahere mahi mō kā tau e toru i whakawhanake kia tautoko i kā kaio Māori mō te rauna PBRF kei te haere, he aroka ki te tupu raukaha, ki te tuhituhi, ki te whanake mātauraka Māori, ki kā whakaputaka, ki kā kauhau, ki ētahi atu hui, ki kā mahi kaiārahi hoki.

E whā kā tuhika nā tō mātou kaimahi ki roto i perehitaka taketake o Junctures: *The Journal of Thematic Dialogue* 21, i whakarewa i te marama o Waru.

He whakapikika hoki i te nama o kā tono Māori ki te Tari o te Kaitohutohu, i whakapā kā kaimahi me kā taura i te hātepe matatiki o Te Kura Matatini ki Ōtāgo, i te hātepe mātaka hāpai Māori. E 248 kā tono katoa, e 212 i te tau 2019.

Māori research staff

Otago Polytechnic researchers covered a range of topics in 2020, including the identification of optimal learning conditions for taura Māori enrolled in our Master’s and Doctoral programmes.

Māori staff attended a PBRF hui with Dr Lynette Carter and Professor Leoni Schmidt, which included a focus on ways to create and sustain pathways for Māori academics and Māori research active staff. As a result, a 3-year workplan was developed to support Māori academics in the next PBRF round with a focus on capacity building, writing, developing mātauraka Māori, publications, conference presentations, relevant events and mentoring.

The indigenisation-themed issue of Junctures: *The Journal for Thematic Dialogue* 21 was launched in December, featuring four contributions from staff.

There was an increase in the number of Māori consultation applications to the Office of the Kaitohutohu, as staff and learners engaged with both the Polytechnic’s ethics and Māori consultation processes. There were 248 applications in total, compared with 212 in 2019.

RESEARCH	2020	2019	2018
No. of research active Māori researchers	11	11	12
No. of research outputs by Māori researchers	28	37	24
Māori focused research by Māori or non-Māori researchers	72*	42	31

* These researchers have self-identified the research as contributing to or involving Vision Mātauranga (Unlocking the potential of Māori Knowledge, Resources and People)

Next steps for 2021

- > Leverage the 'National Rangahau Māori Group' and Research Directors' Forum to inform and influence research strategies as part of our transition to Te Pūkenga
- > Collaborate with other Te Pūkenga subsidiaries to develop more Māori-centric postgraduate programmes across the network
- > Increase the number of Māori research outputs by Māori staff and research outputs that incorporate Vision Mātauranga
- > Build on the success of the Māori Research Symposium to increase the number of contributions to Scope: Kaupapa Kāi Tahu
- > Build the capability of academic staff to give effect to Te Tiriti o Waitangi in their own research, as well as in their research curricula and pedagogy.

Otago Polytechnic hosts Māori Research Symposium

Held in early December 2020, the Māori Research Symposium showcased a wide range of research concerned with human and environmental issues.

The purpose of the Māori Research Symposium was to promote original Māori-led or Māori-partnered research, nurturing emergent and leading Māori students, staff and scholars at Otago Polytechnic and across Aotearoa / New Zealand.

Hosted by Otago Polytechnic at its Forth Street Campus, the Māori Research Symposium followed the successful Tā Moko Symposium in 2014 and the Mauri Ora: Human Flourishing Symposium in 2018.

Following a mihi whakatau, Otago Polytechnic Chief Executive Dr Megan Gibbons (Ngāpuhi) opened the symposium.

“The research presented by our wider whānau around the concept of Kaitiakitika was appropriate – as COVID-19 has taught us the importance of looking after our whānau, our hāpori and our whenua,” Dr Gibbons said.



“As we move towards a true partnership-based model, this research symposium was another step on the journey, and was underpinned by our Māori Strategic Framework and Te Pae Tawhiti, Te Tiriti o Waitangi Excellence Framework for Te Pūkenga.

Keynote speaker Associate Professor Carla Houkamou (Ngāti Porou, Ngāti Kahungunu, Kāi Tahu) delivered her address remotely to a large gathering in the Hub. Her kōrero was followed by a range of presentations delivered across the campus, after which the keynote speaker, Dr Eruera Tarena (Kāi Tahu, Ngāti Porou, Te Whānau-ā-Apanui), completed the official discourse.

Key Educational Performance Measures 2018–2020

EDUCATION PARTICIPATION										
		2020 (Total EFTS: 4,610.80)			2019 (Total EFTS: 4,211.18)			2018 (Total EFTS: 4,117.63)		
Target %		HC	EFTS	Rate %	HC	EFTS	Rate %	HC	EFTS	Rate %
Māori										
All Levels	8	1267	754.98	16.37	1070	754.98	16.18	972	596.12	14.48
Level 0		93	14.45	0.31	90	14.45	0.30	105	8.36	0.20
Levels 1–3	2	393	194.64	4.22	296	194.64	3.69	233	116.99	2.84
L4 and above	6	836	545.88	11.84	745	545.88	12.19	686	470.77	11.43
Kāi Tahu										
All Levels	N/A	302	200.93	4.36	249	200.93	4.18	231	156.70	3.81
Level 0		18	4.07	0.09	17	4.07	0.09	25	3.29	0.08
Levels 1–3		114	61.79	1.34	81	61.79	1.09	52	28.30	0.69
L4 and above		188	135.08	2.93	166	135.08	3.00	168	125.11	3.04
Non-Māori										
All Levels	N/A	6774	3855.83	83.63	5460	3855.83	83.82	5897	3521.51	85.52
Level 0		799	83.68	1.81	611	83.68	1.62	1052	70.77	1.72
Levels 1–3	25	787	751.13	16.29	575	751.13	12.76	635	594.19	14.43
L4 and above	75	4575	3021.01	65.52	4133	3021.01	69.44	4083	2856.55	69.37
Māori Under 25										
All Levels	N/A	581	408.14	8.85	565	408.14	9.37	482	343.78	8.35
Level 0		26	2.90	0.06	27	2.90	0.06	34	1.79	0.04
Levels 1–3	9	232	124.49	2.70	223	124.49	2.83	167	86.41	2.10
L4 and above	54	360	280.75	6.09	360	280.75	6.48	317	255.58	6.21
Kāi Tahu Under 25										
All Levels	N/A	174	127.43	2.76	163	127.43	2.83	128	99.08	2.41
Level 0		7	0.55	0.01	5	0.55	0.01	7	0.41	0.01
Levels 1–3		80	46.66	1.01	64	46.66	0.85	41	21.51	0.52
L4 and above		102	80.22	1.74	106	80.22	1.97	90	77.16	1.87
Non-Māori Under 25										
All Levels	N/A	3146	2268.49	49.20	2863	2268.49	51.92	3017	2224.34	54.02
Level 0		192	16.65	0.36	153	16.65	0.36	284	19.31	0.47
Levels 1–3	9	816	433.26	9.40	672	433.26	8.96	752	444.22	10.79
L4 and above	54	2289	1818.58	39.44	2210	1818.58	42.61	2160	1760.81	42.76

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 this year N				
EFTS delivered for the total number of course enrolments ending in year N				
	Target %	2020 %	2019 %	2018 %
Māori				
Levels 1–9	65	73.59	72.74	77.91
Levels 1–3	52	67.73	64.13	68.52
Level 4 and above	70	75.82	75.52	80.57
Kāi Tahu				
Levels 1–9	65	75.81	77.56	79.83
Levels 1–3	52	67.07	69.41	66.41
Level 4 and above	70	80.24	80.56	82.75
Non-Māori				
Levels 1–9	75	83.60	84.34	84.80
Levels 1–3	65	78.32	75.24	76.99
Level 4 and above	78	85.04	86.13	86.66
Māori Under 25				
Levels 1–9	72	74.29	75.42	79.62
Levels 1–3	65	64.61	64.99	71.44
Level 4 and above	78	78.48	79.96	82.67
Kāi Tahu Under 25				
Levels 1–9	72	75.27	80.48	82.03
Levels 1–3	65	64.23	73.08	67.51
Level 4 and above	78	81.49	83.63	85.80
Non-Māori Under 25				
Levels 1–9	72	85.19	84.81	84.40
Levels 1–3	65	77.23	75.95	76.07
Level 4 and above	78	87.21	86.78	86.85

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			
	2020 %	2019 %	2018 %
Māori Levels 1–9			
Compared to Non-Māori	-10.01	-11.81	-6.89
Kāi Tahu Levels 1–9			
Compared to Non-Māori	-7.79	-6.50	-4.97
Māori Levels 1–3			
Compared to Non-Māori	-10.59	-11.11	-8.47
Kāi Tahu Levels 1–3			
Compared to Non-Māori	-11.25	-5.83	-10.58
Māori Levels 4 and above			
Compared to Non-Māori	-9.22	-10.98	-6.09
Kāi Tahu Levels 4 and above			
Compared to Non-Māori	-4.80	-5.27	-3.91

COURSE RETENTION				
	Target %	2020 %	2019 %	2018 %
Māori	85	80.02	82.78	85.67
Kāi Tahu	85	82.07	86.15	85.66
Non-Māori	85	88.99	90.70	92.32

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 %	2020 %	2019 %	2018 %
Māori				
Levels 1–9		23.78	22.32	18.47
Levels 1–3	28	29.25	36.96	25.68
Level 4 and above		20.18	17.18	15.96
Kāi Tahu				
Levels 1–9		24.51	19.77	21.25
Levels 1–3	28	25.53	40.00	17.39
Level 4 and above		23.64	13.64	22.81
Non-Māori				
Levels 1–9		16.07	16.00	14.79
Levels 1–3	28	42.13	38.80	29.14
Level 4 and above		10.01	10.77	11.68

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				
Student re-enrolled in year n+1 completed in year n or year n+1				
Students with some portion of an enrolment in year N				
	Target %	2020 %	2019 %	2018 %
Māori				
Levels 1–9	48	70.08	73.94	71.35
Levels 1–3		58.44	57.56	50.38
Level 4 and above		73.89	78.09	75.85
Kāi Tahu				
Levels 1–9	48	74.25	77.45	76.92
Levels 1–3		67.16	67.57	54.55
Level 4 and above		77.11	79.64	81.48
Non-Māori				
Levels 1–9	48	79.67	74.44	74.25
Levels 1–3		66.90	63.53	61.50
Level 4 and above		81.90	76.32	76.32

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

SUCCESSFUL COURSE COMPLETIONS BY PROGRAMME CATEGORY

	2020			2019			2018		
	HC	EFTS	Completion %	HC	EFTS	Completion %	HC	EFTS	Completion %
Certificates									
All	1033	626.83	69.81	1204	700.93	73.40	1376	810.37	75.06
Māori	204	122.54	64.02	209	118.48	65.63	155	90.32	68.53
Kāi Tahu	61	36.36	59.39	55	33.69	73.93	37	24.13	68.16
Non-Māori	829	504.29	71.22	995	582.45	74.98	1221	720.04	75.88
All Under 25	690	436.51	68.52	802	479.43	71.85	867	552.12	73.20
Māori Under 25	133	83.81	60.55	151	87.07	64.99	104	65.57	68.53
Kāi Tahu Under 25	41	25.98	57.50	46	27.08	74.03	28	18.91	66.21
Non-Māori Under 25	557	352.70	70.41	651	392.36	73.38	763	486.55	73.83
Diplomas									
All	87	39.33	67.69	118	58.41	73.48	214	122.37	85.73
Māori	44	22.00	65.86	46	22.94	70.94	53	28.78	86.16
Kāi Tahu	2	1.50	30.89	1	0.50	–	4	3.42	97.56
Non-Māori	43	17.33	70.02	72	35.47	75.13	161	93.59	85.59
All Under 25	3	0.33	76.80	16	10.75	88.75	63	51.13	83.44
Māori Under 25	–	–	–	2	1.00	50.00	7	6.50	84.62
Kāi Tahu Under 25	–	–	–	–	–	–	3	3.00	97.22
Non-Māori Under 25	3	0.33	76.80	14	9.75	92.72	56	44.63	83.27
Graduate Certificates and Diplomas									
All	430	226.63	86.60	728	366.19	86.79	1025	592.18	87.61
Māori	10	5.88	66.25	10	7.38	50.85	12	5.83	57.15
Kāi Tahu	5	2.75	92.73	2	2.00	25.00	2	0.33	62.57
Non-Māori	420	220.76	87.14	718	358.81	87.53	1013	586.34	87.91
All Under 25	143	90.78	92.71	314	156.96	88.47	518	298.60	88.62
Māori Under 25	1	1.00	100.00	1	1.00	100.00	–	–	–
Kāi Tahu Under 25	1	1.00	100.00	–	–	–	–	–	–
Non-Māori Under 25	142	89.78	92.63	313	155.96	88.39	518	298.60	88.62
Bachelors									
All	2387	2180.94	81.91	2393	2193.95	83.05	2256	2068.78	83.42
Māori	303	285.52	73.51	321	301.56	73.47	290	275.36	78.41
Kāi Tahu	60	59.08	84.85	79	77.00	83.37	82	80.20	79.06
Non-Māori	2084	1895.42	83.18	2072	1892.39	84.57	1966	1793.42	84.19
All Under 25	1549	1431.84	90.49	1602	1482.41	88.98	1492	1378.65	89.23
Māori Under 25	159	152.03	86.91	175	162.57	85.39	150	146.50	86.66
Kāi Tahu Under 25	42	40.74	88.96	52	50.41	87.35	42	41.75	89.82
Non-Māori Under 25	1390	1279.82	90.91	1427	1319.85	89.42	1342	1232.16	89.53
Postgraduate Certificates and Diplomas									
All	296	141.25	89.56	405	223.42	85.34	387	222.75	88.27
Māori	25	10.63	91.76	20	8.50	92.65	9	3.63	100.00
Kāi Tahu	5	2.63	85.71	4	2.00	87.50	3	1.25	100.00
Non-Māori	271	130.63	89.38	385	214.92	85.05	378	219.13	88.08
All Under 25	68	43.50	90.52	116	70.50	84.22	102	62.00	83.97
Māori Under 25	5	3.75	93.33	6	3.50	100.00	3	1.75	100.00
Kāi Tahu Under 25	2	2.00	100.00	3	1.75	100.00	1	0.50	100.00
Non-Māori Under 25	63	39.75	90.25	110	67.00	83.40	99	60.25	83.51
Masters									
All	310	176.04	56.31	354	204.65	55.62	280	192.52	58.85
Māori	29	14.38	24.15	34	14.63	26.38	14	9.75	30.10
Kāi Tahu	7	4.10	18.29	5	2.25	11.11	7	5.75	32.17
Non-Māori	281	161.67	59.17	320	190.03	57.87	266	182.77	60.38
All Under 25	24	12.08	44.48	33	18.25	47.17	45	33.73	68.44
Māori Under 25	3	1.75	–	3	1.71	9.09	1	1.00	–
Kāi Tahu Under 25	1	0.25	–	1	0.21	–	1	1.00	–
Non-Māori Under 25	21	10.33	52.02	30	16.54	51.10	44	32.73	70.54

COHORT QUALIFICATION COMPLETIONS BY PROGRAMME CATEGORY
(SAC FUNDED FULL-TIME ENROLMENTS)

	2020			2019			2018		
	Enrolled	Completed	%	Enrolled	Completed	%	Enrolled	Completed	%
Certificates									
All Students	580	339	58.45	451	328	72.73	509	368	72.30
Māori	100	56	56.00	69	50	72.46	62	45	72.58
Kāi Tahu	36	20	55.56	21	17	80.95	19	12	63.16
Non-Māori	480	283	58.96	382	278	72.77	447	323	72.26
Diplomas									
All Students	238	106	44.54	299	172	57.53	287	172	59.93
Māori	30	14	46.67	28	11	39.29	33	20	60.61
Kāi Tahu	8	3	37.50	7	5	71.43	14	8	57.14
Non-Māori	208	92	44.23	271	161	59.41	254	152	59.84
Graduate Certificates and Diplomas									
All Students	17	14	82.35	21	13	61.90	22	11	50.00
Māori	1	1	100.00	4	1	25.00	2	1	50.00
Kāi Tahu	1	1	100.00	1	–	0.00	–	–	–
Non-Māori	16	13	81.25	17	12	70.59	20	10	50.00
Bachelors									
All Students	847	431	50.89	693	373	53.82	744	427	57.39
Māori	129	69	53.49	101	50	49.50	114	58	50.88
Kāi Tahu	34	22	64.71	23	12	52.17	24	12	50.00
Non-Māori	720	362	50.28	592	323	54.56	632	369	58.39
Postgraduate Certificates and Diplomas									
All Students	17	16	94.12	17	16	94.12	15	14	93.33
Māori	3	3	100.00	2	2	100.00	1	1	100.00
Kāi Tahu	2	2	100.00	1	1	100.00	–	–	–
Non-Māori	14	13	92.86	15	14	93.33	14	13	92.86
Masters									
All Students	18	–	0.00	31	8	25.81	31	7	22.58
Māori	5	–	0.00	2	–	0.00	3	1	33.33
Kāi Tahu	–	–	–	2	–	0.00	1	1	100.00
Non-Māori	13	–	0.00	29	8	27.59	28	6	21.43

COHORT QUALIFICATION COMPLETIONS BY PROGRAMME CATEGORY
(SAC FUNDED ALL ENROLMENTS)

	2020			2019			2018		
	Enrolled	Completed	%	Enrolled	Completed	%	Enrolled	Completed	%
Certificates									
All Students	2830	1288	45.51	1871	1177	62.91	1861	1109	59.59
Māori	463	220	47.52	353	207	58.64	312	161	51.60
Kāi Tahu	130	71	54.62	97	61	62.89	72	34	47.22
Non-Māori	2368	1068	45.10	1519	970	63.86	1550	948	61.16
Diplomas									
All Students	480	137	28.54	624	282	45.19	529	253	47.83
Māori	82	17	20.73	82	20	24.39	78	32	41.03
Kāi Tahu	18	4	22.22	15	5	33.33	20	14	70.00
Non-Māori	398	120	30.15	542	261	48.15	451	220	48.78
Graduate Certificates and Diplomas									
All Students	72	16	22.22	84	18	21.43	87	15	17.24
Māori	4	1	25.00	8	1	12.50	8	2	25.00
Kāi Tahu	3	1	33.33	2	–	0.00	1	–	0.00
Non-Māori	68	15	22.06	76	17	22.37	79	13	16.46
Bachelors									
All Students	1033	543	52.57	918	522	56.86	900	536	59.56
Māori	164	87	53.05	152	91	59.87	142	81	57.04
Kāi Tahu	40	24	60.00	45	28	62.22	26	14	53.85
Non-Māori	871	455	52.24	766	429	56.01	761	455	59.79
Postgraduate Certificates and Diplomas									
All Students	126	30	23.81	117	51	43.59	101	42	41.58
Māori	18	5	27.78	14	6	42.86	7	4	57.14
Kāi Tahu	4	2	50.00	2	2	100.00	3	2	66.67
Non-Māori	108	25	23.15	103	45	43.69	94	36	38.30
Masters									
All Students	86	3	3.49	106	19	17.92	91	12	13.19
Māori	22	–	0.00	16	1	6.25	9	1	11.11
Kāi Tahu	3	–	0.00	5	–	0.00	2	1	50.00
Non-Māori	64	3	4.69	90	18	20.00	82	11	13.41



Keeping it green

This document is printed on an environmentally responsible paper, produced using Elemental Chlorine Free (ECF), FSC® certified, Mixed Source pulp from Responsible Sources, and manufactured under the strict ISO14001 Environmental Management System.

Kā mihi | Thanks

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'.

We'd like to say a big thanks to Gianna Leoni for the translation and Southern Colour Print for the printing. We give a special thanks to our Māori learners and staff who featured in this year's edition and Otago Polytechnic staff who contributed to the development of this report.



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