



Whakakaha te Hoataka

Strengthening the Partnership

Māori Annual Report 2017

Rāraki Kai Contents

1	Manatu Mōhiotaka	Memorandum of Understanding
2	Mai i te Kaiwhakahaere Matua rātou ko te Komiti Kāwanataka	From the Chief Executive and Council Chair
4	Nā te Komiti Kāwanataka	From Komiti Kāwanataka
5	Te Aka Whāika Māori o Te Kura Matatini ki Ōtāgo	Otago Polytechnic's Māori Strategic Framework
6	KO TE MEA TUATAHI: Ko te Tiriti o Waitangi	PRIORITY ONE: Treaty of Waitangi
10	KO TE MEA TUARUA: Te Tautoko i kā Kaimahi Kāi Tahu/Māori	PRIORITY TWO: Kāi Tahu/Māori Leadership/Staffing
17	KO TE MEA TUATORU: Kā Ākoka Kāi Tahu/Māori	PRIORITY THREE: Kāi Tahu/Māori Students
24	KO TE MEA TUAWHA: Kā Whai Ara, kā Āhuataka Ako Kāi Tahu/Māori	PRIORITY FOUR: Kāi Tahu/Māori Programmes
31	KO TE MEA TUARIMA: He Wāhi Tika	PRIORITY FIVE: Inclusive Learning Environment
33	KO TE MEA TUAONO: Ko te Rakahau	PRIORITY SIX: Research & Māori-Centred Knowledge Creation
36	Tāpiritaka	Appendix



COVER PHOTO:
Danielle Gibbs graduates
with Bachelor of Midwifery
at the Otago Polytechnic
Graduation Ceremony,
March 2018

Photographer: Jodie Gibson

Mihi

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

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

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

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



Manatu Mōhiotaka

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

I te tau 2013, i whakahoutia, i whakapaitia tēnei MoU, ā, i hainatia anōtia e te katoa o kā rōpū, kia whakahou i tō mātou takohaka ki te kaupapa.

Memorandum of Understanding

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

In 2013, this MoU was revised, updated and re-signed by all parties, renewing our commitment to its principles and purpose.

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

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

Mai i te Manatu Mōhiotaka i te tau 2013, i waekanui i Te Kura Matatini ki Ōtāgo me Te Rūnanga o Ōtākou, Kāti Huirapa Rūnaka ki Puketeraki, Te Rūnanga o Moeraki, Hokonui Rūnanga Inc hoki.

From the Memorandum of Understanding between Otago Polytechnic and Te Rūnanga o Ōtākou, Kāti Huirapa Rūnaka ki Puketeraki, Te Rūnanga o Moeraki and Hokonui Rūnanga Inc, 2013.



From the Chief Executive and Council Chair

Introduction by Phil Ker and Kathy Grant

We are pleased to report on Otago Polytechnic's performance in 2017 in relation to the Māori Strategic Framework. The year began with our newly appointed Kaitohutohu, Janine Kapa, commencing in her role. Janine has provided excellent leadership for the Māori development portfolio and achieved significant outcomes in 2017. The first of these was a Māori Workforce Plan developed both to grow Māori leadership and to ensure that by 2021 the proportion of Māori staff at Otago Polytechnic reflects the Māori learner population. To this end, two new senior Māori positions were established in 2017; the Tumuaki: Whakaako and Tumuaki: Rakahau Māori. The former role was filled by Ron Bull in 2017, and the latter was filled by Kelli Te Maihāroa in early 2018.

Our Māori staff turnover remained low in 2017 at three per cent and we maintained very high Māori staff satisfaction rates with the work environment. Indeed, our Māori staff expressed higher satisfaction rates on most dimensions compared with non-Māori, with 94 per cent of Māori staff regarding Otago Polytechnic as a great place to work and 100 per cent proud to be working for Otago Polytechnic and caring about our success. These are pleasing results given our commitment to developing Otago Polytechnic as an inclusive organisation where our Māori staff can live and work as Māori. We are also pleased with the ongoing advancement of Māori research at the Polytechnic, with both active researchers and research outputs increasing significantly.

A highlight of the year was national recognition of one of our outstanding Māori teachers – Mereana Rapata-Hanning – who received a national tertiary teaching excellence award, joining a long list of Otago Polytechnic teachers who have been recognised in this way.

The overall number of our Māori students has been maintained and successful course completion rates overall have improved, although the gap between Māori and non-Māori learners has not been reduced. This remains a significant challenge for the Polytechnic. However, Otago Polytechnic has a very strong focus on the employability of our graduates and on producing work ready graduates so we are particularly pleased that 99 per cent of Māori graduates are in work or continuing studying.

Otago Polytechnic launched an important new micro-credential service in 2017 under our EduBits brand. Very satisfying is the inclusion of Te Reo Māori, Tikaka Māori and Te Tiriti o Waitangi EduBits, which are important micro-credentials in this portfolio. The first cohort of learners have already been assessed for the Te Reo Māori EduBit. These micro-credentials offer an important pathway for upskilling our own staff, as well as being available to the public at large.

The Council acknowledged the significant contribution of David Higgins, a representative of the combined Rūnaka at the expiration of his term, and welcomed the appointment of Megan Potiki in his place.

Finally, we would like to thank the support we have enjoyed from Papatipu Rūnaka over the past 12 months, particularly through the governance provided by Komiti Kāwanataka. This committee is an invaluable source of advice and guidance to both the Executive Leadership Team and Council.



Phil Ker
Chief Executive



Kathy Grant
Council Chair

From Komiti Kāwanataka

Introduction by Megan Potiki



Kai aku rahi, aku iti, nā koutou kā tairo o Tūtekoropaka i tutuki, nā koutou kā manu pī i taupua, kia tētēkura, kia eke. Tēnā koutou!

Ki kā mate o te iwi, haere, haere, haere atu rā. Haere atu rā ki te whare Poutereraki, ki a Tahukūmea, Tahuwhakairo, moe mai, oki oki mai.

Ka huri ki kā aitaka a Tiki. Tēnā koutou katoa.

I am pleased to introduce you to our 2017 Māori Annual Report. We have had a full and busy year. Firstly, Janine Kapa was appointed Kaitohutohu/Deputy Chief Executive: Māori Development. Janine comes with extensive experience in Māori education and the tertiary sector. I am thrilled to be able to work with Janine and her team.

The Kaitohutohu Office has also gone through some exciting changes in 2017 with the inclusion of three Tumuaki at director level, collectively responsible for overseeing Te Punaka Ōwheo (our Māori Centre), Whakaako (Learning and Teaching), and more latterly, Rakahau Māori (Māori Research).

We were sad to bid farewell to Richard Kerr-Bell who worked across the Kaitohutohu Office, Te Punaka Ōwheo and Capable New Zealand. I would also like to acknowledge David Higgins' commitment to the Council and as the previous Chair of Komiti Kāwanataka. We are now fortunate to have David as a member of Komiti Kāwanataka as one of three representatives from our four patatipu rūnaka on this Committee.

Otago Polytechnic has acknowledged the tremendous efforts of their Māori staff, as well as recognising staff who have demonstrated excellence in the implementation of the institution's Māori Strategic Framework. He mihi nunui ki a rātou, ko Mereana Rapata-Hanning, ko Rebecca Swindells rātou ko Catherine Lindsay hoki.

We were delighted to be involved in the naming of the Polytechnic's new student accommodation in 2017. Te Pā Tauira, and the names for each of the five floors in the building, were gifted by Ōtākou Rūnaka, with a direct connection to the written work of our important ancestor, the Hon. Hori Kerei (H.K.) Taiaroa.

Te Punaka Ōwheo continues to provide ongoing support for our Māori learners, including weekly lunches in Poho. Since its opening in 2016, there have been over 3,700 visits from tauira Māori. In 2017, there were 281 qualifications awarded to 267 individual Māori learners. It is also exciting to note that 99% of our Māori graduates surveyed were either in work or in further study, all of whom had the opportunity to apply for a range of scholarships and access ongoing support while studying at Otago Polytechnic.

Finally, and on behalf of Komiti Kāwanataka, I would like to thank the Office of the Kaitohutohu, key Māori staff and other champions across Otago Polytechnic for their ongoing support, guidance and education of our Māori learners. This commitment and care is what makes a real and sustained difference for our whānau.

Our endeavours should ideally be the endeavours of those we serve – our community, iwi, hapū and Ngāi Māori. As one of our strategic goals, Otago Polytechnic aims to be a responsive Treaty partner in meeting the educational aspirations of our people. Our aspiration is for Ngāi Māori to achieve success in their chosen field of study, as well as their chosen career; that they make a better world, as our vision implies. Kia eke panuku!

He mihi nunui ki a koutou, kā kaimahi Māori, ōtirā, kā kaimahi katoa, mō ō koutou mahi e pari ihu ana.

Nāhaku noa, nā Megan.

Otago Polytechnic's Māori Strategic Framework

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

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



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

KO TE MEA TUATAHI:

Ko te Tiriti o Waitangi

PRIORITY ONE:

Treaty of Waitangi

Tō Mātou Whāika ā-Rautaki

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

Our Strategic Objective

To have an effective partnership with Kāi Tahu/Māori.

Ō Mātou Wawata

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

Our Aspirations

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



Te Pae Haere

He ruarua kā kopouka hirahira i te tau 2017, arā ko te mea nui, ko Janine Kapa tō mātou Kaitohutohu hōu. Neke atu i te 25 tau a Janine i uru atu ki te kaupapa mātauraka Māori, ā, i tae mai i Te Kura Pakihi o te Whare Wānanga o Otago me tana mahi hei Manupiki. Ka whai ia i a Ahoraki 'Emeritus' Khyla Russell, ā, ka tau ki te Kāhui Manukura o Te Kura Matatini.

Ka uru a Megan Pōtiki i te Komiti hei māngai mō te mana whenua, ka haria mai āna wheako me te māramataka o te mātauraka Māori me te reo Māori.

I kopouhia a Ron Bull hei Tumuaiki: Whakaako, he tūraka i te taumata Kaiwhakahaere e aro atu ana ki te āheitaka, ki te ahurea hoki o kā kaimahi kia whakatūturuhia ai kā wawata Māori ki te umaka. Mēnā ka mau mātauraka Māori ki kā tohu katoa, ka mau hoki i kā tikaka Māori ki Te Kura Matatini ki Otago, ka wehe kā kaiwhiwhi tohu i Te Kura Matatini, ā, e whakaritea ana rātou ki te mahi i kā wāhi kākano rua i ā rātou mahi wāheke.

E rua anō kā tūraka Tumuaiki, kei te taumata Kaiwhakahaere, ki roto i Te Tari o te Kaitohutohu. Ko Rebecca Williams te Tumuaiki: Te Punaka Ōwheo, ka whakahaere ia i Te Punaka Ōwheo me kā mahi tautoko i kā tauira. Ka kopouhia te Tumuaiki: Rakahau Māori i te tau 2018, māna kā rakahau Māori e whakahaere.

Ka poroaki mātou ki te Kaiārahi i Te Punaka Ōwheo, ki te Kaiārahi Rakahau i Te Tari o te Kaitohutohu, ko Richard Kerr-Bell tērā, ā, ki a Heramaahine Eketone nā Te Ohu Tūhauora. Wehe atu he tetekura, ara mai he tetekura. E rere ana kā mihi ki a rāua i kā mahi e tua atu ana.

Te Aka Rautaki Māori

Ko tētahi whakaarotau matua, ka ū Te Aka Rautaki Māori i kā Kāreti, i kā Kura, i kā Wāhi Whakaratoka o Te Kura Matatini ki Otago whānui. Ka arahi mātou i kā kaimahi akoraka ki te whakahou i kā hōtaka mā Designing for Learner Success, ā, ka akiaki i a rātou ki te whakauru i kā mātauraka Māori e whakapā atu ana ki ō rātou wāhi mahi ki roto i kā whakaakoraka.

Kia whakatutukihia tēnei whāika, i te tau 2017, i whakawhiwhi i te Whakawhiwhika Hiraka mō kā Kaimahi e pā ana ki te whakatinanataka o Te Aka Rautaki Māori. Ko kā kaiwhiwhi, ko Rebecca Swindells tētahi o kā Kaitautoko; ko Mereana Rapata-Hanning tētahi pūkeka matua i te Kura Tapuhi; ā, ko Catherine Lindsay tētahi kaituhituhi i People and Culture. Ka whakamihi ēnei whakawhiwhika i kā kaimahi, nā rātou kā tauira Māori i kaha tautoko kia whakamahi; kia whakaako; ki te hautūtaka Kāi Tahu/Māori; ki te whakatipuraka me te whakaputaka o kā akoraka e aro atu ana i kā āhuataka Māori, ki a rātou rānei e rakahau ana, ā, ka whaihua, ka whakatutuki te rakahau i kā wawata whakawhanake o Kāi Tahu/Māori. Ka tuku kā whakawhiwhika e toru ia tau, e \$2,000 te utu kia whakapau mō te whakahiatotaka pūkeka.

Measuring our Progress

There were several notable appointments in 2017, not least that of our new Kaitohutohu/Deputy Chief Executive Māori Development, Janine Kapa. Janine has been involved in Māori education for more than 25 years, and joins us from the University of Otago Business School where she was the Associate Dean Māori. She succeeds Emeritus Professor Khyla Russell in the role, joining our Executive Leadership Team.

Megan Potiki joined our Council as Mana Whenua Representative, bringing with her a wealth of experience and knowledge in Māori education and te reo Māori.

We appointed Ron Bull as Tumuaiki: Whakaako, a Director-level position that focuses on staff capability and culture, to ensure iwi Māori aspirations are woven into the culture of the organisation. Embedding Māori knowledge into all qualification areas and tikaka Māori within Otago Polytechnic's environment will ensure all of our graduates leave us better prepared to work within bicultural contexts in their future careers.

There are two other Tumuaiki positions, also at Director-level, within the Kaitohutohu Office. Rebecca Williams is the Tumuaiki: Te Punaka Ōwheo, and has oversight of our Māori Centre and Māori learner support. The Tumuaiki: Rakahau Māori, with the remit of Māori research, will be appointed in 2018.

We bid farewell to our Kaiārahi in Te Punaka Ōwheo and Research Advisor in the Kaitohutohu Office, Richard Kerr-Bell, as well as Heramaahine Eketone from the School of Social Services. Their expertise will be greatly missed and we wish them all the best in their future endeavours.

Māori Strategic Framework (MSF)

One of our core priorities is to see our Māori Strategic Framework embedded in all Colleges, Schools and Service Areas throughout the Polytechnic. We are guiding academic staff through the process of redesigning their programmes through Designing for Learner Success (D4LS), assisting them to build more industry-specific Māori knowledge into their teaching.

With this goal in mind, in 2017 we awarded our inaugural Staff Awards for Excellence in the implementation of the MSF. The recipients were Kaitautoko, Rebecca Swindells; Nursing Principal Lecturer, Mereana Rapata-Hanning; and People and Culture Administrator, Catherine Lindsay. These Awards recognise staff who foster excellence in Māori participation and learning success; Kāi Tahu/Māori leadership; the development or delivery of programmes where Māori values are understood and recognised; or who undertake research with outcomes that benefit or meet the development aspirations of Kāi Tahu/Māori. Up to three of these Awards can be given in any year, each to the value of \$2,000 to be spent on professional development.

Te Pā Taurira

Ka āta wānaka tahi mātou ko Kā Papatipu Rūnaka ki Araiteuru kia whakatūturu te whakauruka o te mātauraka Kāi Tahu ki roto i kā whakariteka whakawhanaketaka o Te Pā Taurira, ko tēnei te ikoa o te wharenoho hou o Te Kura Matatini ki Otago.

He whakahirahira te kaupapa o 'ara honohono' ki te aroka hoahoa, ā, i ahu mai i kā kōrero ki a Tahu Pōtiki rāua ko Ahoraki 'Emeritus' Khyla Russel. Ka whakauru a Ara Honohono i kā āhuataka rerekē o te hītori o te wāhi e nōhia ana e Te Kura Matatini ki Otago ki Ōtepoti. Ehara tērā i tētahi wāhi nohoaka, he pūtahi kē, mā raro, mā ruka waka, he ara mā kā manu hoki. Ka whakatinana hoki te kaupapa nei i te haereka o kā taurira i te ao mātauraka ki Te Kura Matatini ki Otago me ā rātou mahi kei waho i te kura.

E whakaikoatia ana ia papa me te mea nei he ahu otaota, i whakaawetia ēnei e tētahi rātaka, nā Hōri Kerei (H.K.) Taiaroa i tuhi. I roto i tētahi rātaka whaiaro reo Māori, ka whakamārama a Hōri Kerei i tana tirohaka ki tētahi ahu otaota i a ia e hikoi tātahi ana ki Taumutu.

Ko Hawea te ikoa o te papatū, ka hono tēnei ki te iwi tawhito rawa atu o te rohe o Kāi Tahu. Ka piki ake i kā papa, ka whai i kā iwi rerekē i nōhia tēnei whenua: ko Rapuwai, ko Waitaha, ko Māmoe, ko Tahu.

Te Pā Taurira

We consulted closely with Kā Papatipu Rūnaka ki Araiteuru to ensure Kāi Tahu knowledge was integrated in the process of developing Te Pā Taurira, our new Otago Polytechnic Student Village.

The concept of ara honohono – multiple interconnecting pathways – is central to the design focus and originated from discussions with Tahu Potiki and Emeritus Professor Khyla Russell. Ara honohono captures elements of the history of the area in and around Otago Polytechnic's Dunedin campus. It was not previously a place of permanent dwelling, but an intersection point for journeys on foot and in waka, and even bird migration pathways. The concept also embodies the nature of our students' journeys in education at Otago Polytechnic and in their lives beyond our walls.

Each of the floors is named as if the building were a midden, inspired by a diary extract written by Hori Kerei (H.K.) Taiaroa. In one of his more personal diary extracts, written in Māori, H.K. detailed looking at a midden as he was walking along the beach at Taumutu.

Hawea, the name of the ground floor, refers to the oldest tribe in the southern Kāi Tahu takiwā. Moving up through each level offers a chronological reference to the subsequent iwi to inhabit this place: Rapuwai, Waitaha, Māmoe and Tahu.



Next steps for 2018

- > Re-sign our strategic partnership documents with Kā Papatipu Rūnaka ki Araiteuru and Te Rūnanga o Ngāti Whātua
- > Reset partnership priorities through the review of our Māori Strategic Framework and escalate the implementation of this framework across all Colleges, Schools and Service Areas of the institution.

STAFF PROFILE

Leading from
the front

Janine Kapa –
Kāi Tahu, Kāti Māmoe, Waitaha

Education is in Janine Kapa's blood. Her mother, Alva Kapa, was a renowned Kāi Tahu educator, as was Janine's pōua before her.

"It feels as if I've been led down a certain pathway," she smiles. "My mother used to speak about the liberation that education provides. It gives us choices, and for Māori especially, the ability to walk confidently in two worlds."

After an inspiring time at Queen's High School under the mantle of Dame Pat Harrison – "being Māori was celebrated there" – she received a prestigious Ngārimu VC and 28th (Māori) Battalion Memorial Scholarship to undertake a Bachelor of Education and Diploma of Teaching. On graduation, she returned to Queen's High School as the kaiako Māori, teaching both te reo Māori and social studies. After two years teaching, she continued her association with the University of Otago, managing Te Huka Mātauraka (the Māori Centre) and working in a Māori liaison role. She later spent six years contracting to central government agencies in Wellington and in 1999 co-established a bicultural communications business, which is still going strong.

On her return to Dunedin, Janine was appointed Education Manager at Ngāi Tahu Development Corporation, now Te Rūnanga o Ngāi Tahu, which she describes as an absolute privilege. She then returned to the University when she was commissioned to write the organisation's first Māori Strategic Framework, after which she was appointed as a project manager to lead its implementation in 2007. After seven years in the University's Office of Māori Development, Janine was appointed as the Otago Business School's Associate Dean Māori.

In 2017, she took up her appointment as Deputy Chief Executive: Māori Development/Kaitohutohu at Otago Polytechnic.



"I love it here – I love the vibe of the Polytechnic and I totally believe in our brand of tertiary education and experiential, career-focused learning," she says. "It's great to work among such amazing people who are talented, passionate and deeply committed."

She appreciates the strategic level of influence her executive leadership role provides, and relishes the Polytechnic's partnership with the four local Papatipu Rūnaka, as well as the Auckland International Campus' relationship with Te Rūnanga o Ngāti Whātua.

"In any small way I can, I want to contribute to making a difference for our people; that is, our whānau, hapū, iwi and wider Māori community," she says. "That sense of collective impact is really powerful to me."

Further afield, Janine is working with colleagues in the Kaitohutohu Office to establish meaningful and mutually-beneficial relationships with indigenous counterparts in a number of colleges and institutes across Canada, which have already resulted in the sharing of strategies and cultural exchanges for both staff and learners.

GOVERNANCE PROFILE

Forging our future

Megan Potiki – Te Ātiawa, Kāi Tahu

Te reo Māori expert and lecturer, Megan Potiki, feels she's joined Otago Polytechnic at an exciting stage in the organisation's story.

"It's a hugely positive time in terms of embedding kaupapa Māori into the organisational culture, and the development of strategies to advance opportunities for Māori academics and learners," she says. "It feels good to be part of that journey."

Since her appointment to the Otago Polytechnic Council and as Chair of our Komiti Kāwanataka, she's been inspired by the provision of education here.

"I certainly wasn't aware of everything going on here and the comprehensive educational programmes on offer, including degrees and postgraduate qualifications," she acknowledges.

Her long history working at Te Tumu at the University of Otago has invited inevitable comparisons.

"Many of the Māori students here at the Polytechnic come from backgrounds of significant hardship, more so than we might see at the University," she says. "There is strong support here for these students, which results in some excellent outcomes. And the focus on experiential learning and employment outcomes here is stronger, which is positive for learners."

Megan was drawn to working at Otago Polytechnic in large part because it was an opportunity to work with our Kaitohutohu, Janine Kapa.

"I admire and respect Janine – our careers have crossed paths over the years and I've always wanted to work with her, so when this opportunity presented itself, it was serendipitous!"



In addition to her roles at the Polytechnic and the University, Megan – a mother of three – is also undertaking her PhD.

"I'm considering the factors that contributed to the death of Māori language at Ōtākou after colonial settlement," she says. "One of those factors was Dunedin's new status as the country's financial capital. That had a profound impact on the small community at Ōtākou."

KO TE MEA TUARUA:

Te Tautoko i kā Kaimahi Kāi Tahu/ Māori

PRIORITY TWO:

Kāi Tahu/ Māori Leadership/ Staffing

Tō Mātou Whāika ā-Rautaki

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

Our Strategic Objective

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

Ō Mātou Wawata

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

Our Aspirations

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

Te Pae Haere

Ka hanga Te Tari o te Kaitohutohu me te tima People and Culture i tētahi rautaki me tētahi mahere mahi, ko te Advancement of Māori (AMA), ka hiahia tēnei ki te whakamanea, ki te toitū hoki tētahi huka kaimahi Māori ki Te Kura Matatini ki Otago; ka here tēnei ki te whāika o te Aka Rautaki Māori kia whakatūturu, he ōrite te ōrau o kā kaimahi Māori ki kā akoka Māori.

I tua atu i tērā, kua whakarōpūhia kā kaimahi akoraka me kā kaimahi rakahau, ko Te Kāhui Rakahau Māori tērā. Ka hiahia te kāhui nei ki te whakapiki i te kohika rakahau Māori ki roto i Te Kura Matatini, ka whakariite hoki i tētahi Hui Taumata Rakahau Māori i te tau 2018.

Kā kaimahi Kāi Tahu/Māori

I ōrite te nama o kā kaimahi i te tau 2017. Heoi, he manea kia kitea, i whakaheke te nama o kā kaimahi e wehe atu ana, he haurua te whakahekeka, arā, e toru paihēneti, kei raro rawa tēnei i te nama o kā kaimahi whānui e wehe ana, arā, e waru paihēneti.

He maha kā mahi pai i te tau 2017, ko te whakatūraka o te tokorua Māori hei kaimahi kei te taumata Kaiwhakahaere Matua, ā, nō Kāi Tahu rāua. Tokorua anō kā whakatūraka Māori kei te taumata Tumuaki, ā, ko te whakawhanaketaka me te tukuka o te Māori Workforce Strategy me te Mahere Mahi, arā, ko te AMA, ki Te Kura Matatini whānui.

Ka aro tonu te tima People and Culture rātou ko kā kaiwhakahaere ki te taritari, ki te whakapiki i kā kaimahi Kāi Tahu/Māori kia ū ai ki te AMA me kā whāika rautaki o Te Kura Matatini.

Recruitment

Year	Total new permanent staff	Non-Māori	Māori
2014	29	28	1
2015	41	38	3
2016	43	40	3
2017	37	35	2

Measuring our Progress

Our Kaitohutohu Office and our People and Culture team developed a strategy and action plan, the Advancement of Māori (AMA), aimed at attracting and sustaining a Māori workforce at Otago Polytechnic in line with our MSF goal to ensure the proportion of Māori staff is reflective of that of our Māori learner population.

In addition, we formed a collective of Māori academics and research-active staff, called Te Kāhui Rakahau Māori. The group is working to increase the profile of Māori research being undertaken across the organisation and will host a Māori Research Symposium in 2018.

Māori/Kāi Tahu staff

The number of permanent Māori staff was maintained in 2017. It was pleasing to see that Māori staff turnover dropped by more than half again in 2017, to sit at three per cent, well below the total staff turnover rate of eight per cent.

There were a number of highlights in 2017, one of which saw the appointment of two new Māori staff members at Executive Leadership level, both of whom are Kāi Tahu. Another two Māori appointments were made at Tumuaki (Director) level and a Māori Workforce Strategy and Action Plan – the AMA (Advancement of Māori) – was developed and deployed across the Polytechnic.

The People and Culture team, in conjunction with formal leaders, will remain focused over the coming period on recruiting, retaining and promoting Kāi Tahu/Māori staff, in line with the AMA and the Polytechnic's strategic goals.

Turnover

Year	Māori turnover	Non-Māori turnover	Total staff turnover
2013	12%	7%	8%
2014	12%	7%	8%
2015	15%	7%	8%
2016	7%	7%	8%
2017	3%	8%	8%

Te Mānawa o kā kaimahi Māori

I tūtohi kā hua o te Uiuika mō te Wāhi Mahi, he kaha mānawa ake kā kaimahi Māori i kā kaimahi tauwi i te tau 2017, he arotau ake kā whakautu mō kā āhuataka e ono.

Ko tētahi whakapikika manea, e waru paihēneti te whakapikika mō te rereka “he wāhi rekareka Te Kura Matatini ki Otago ki te mahi”, e 94 paihēneti ināianei, e 86 paihēneti i te tau 2016. I whakaae katoa kā kaimahi Māori kia whāki atu, whakahihī ana rātou he kaimahi ki Te Kura Matatini ki Otago rātou, 10 paihēneti te whakapikika mai i te tau 2016. Anō hoki, e whāki atu ana kā kaimahi katoa, he mea whakahirahira ki a rātou te whakatutukika o Te Kura Matatini.

Heoi, ka puta hoki ētahi whakahekeka pōuri; e ono paihēneti te whakahekeka o kā whakautu arotau mō te rereka “he wāhi pārekareka Te Kura Matatini ki Otago”, ā, “he wāhi māku i kā wā e whai mai ki Te Kura Matatini ki Otago”.

Satisfaction of Māori staff

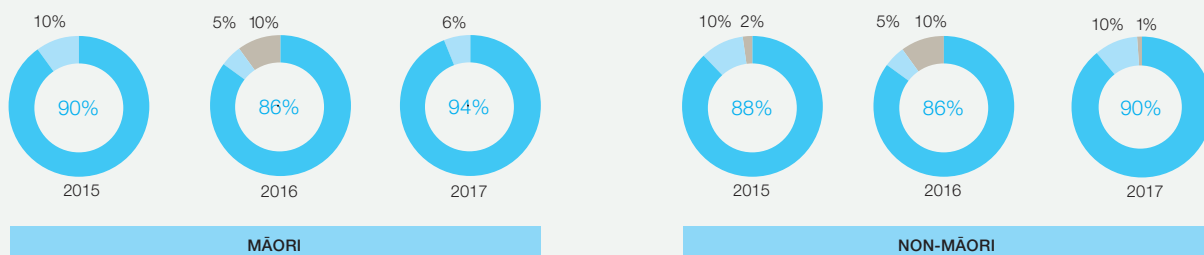
The results of our latest Work Environment Survey indicate that Māori staff were considerably more satisfied in 2017 than their non-Māori counterparts, reporting more favourable responses in all six main measures.

There was a pleasing increase of eight per cent for the statement “Overall, Otago Polytechnic is a great organisation to work in”, up to 94 per cent, compared with 86 per cent in 2016. All Māori respondents said they felt proud to tell people they worked for Otago Polytechnic, up 10 per cent on the previous year. In addition, 100 per cent of our Māori staff said they really cared about the success of Otago Polytechnic.

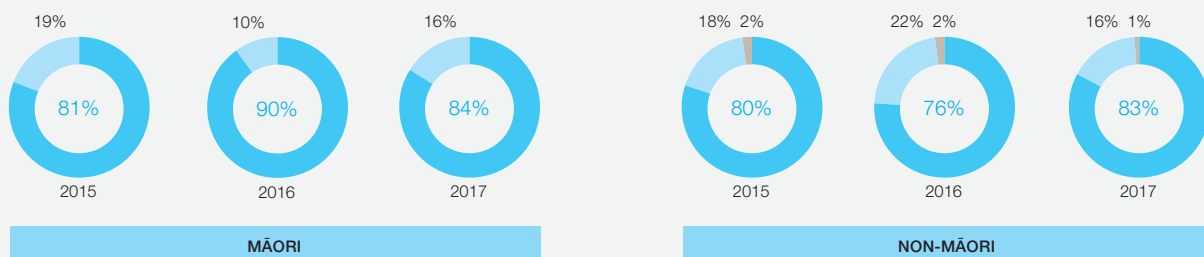
There were, however, some disappointing declines, too; a six per cent drop in favourable responses for both “Otago Polytechnic is a fun and enjoyable place to work” and “I feel there is a future for me at Otago Polytechnic”.

AGREE NEUTRAL DISAGREE

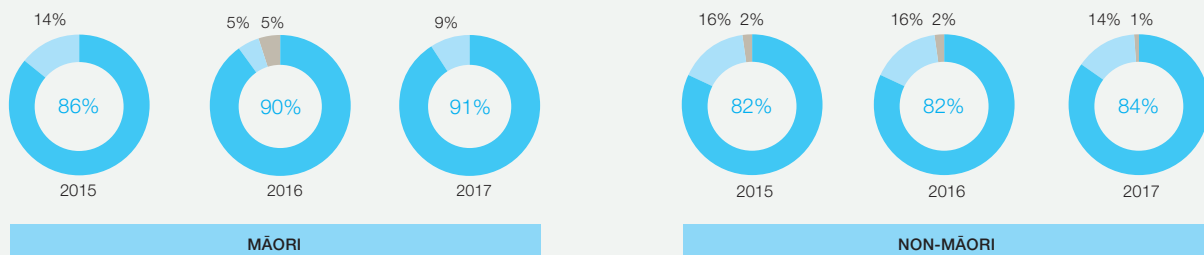
Overall, Otago Polytechnic is a great organisation to work in



Overall, Otago Polytechnic is a fun and enjoyable place to work

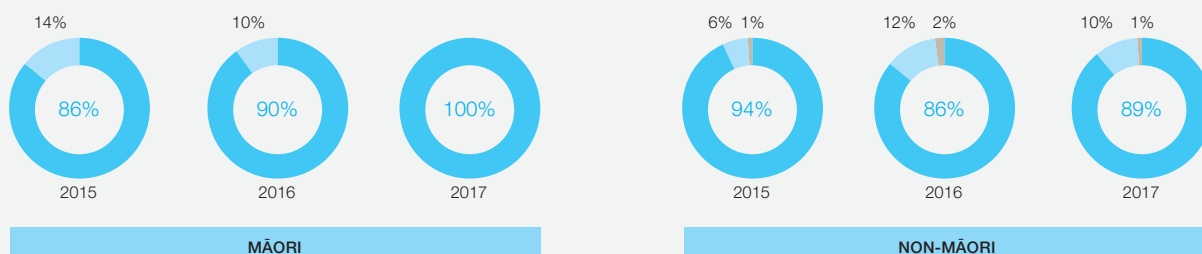


I feel inspired to go the extra mile to help Otago Polytechnic succeed

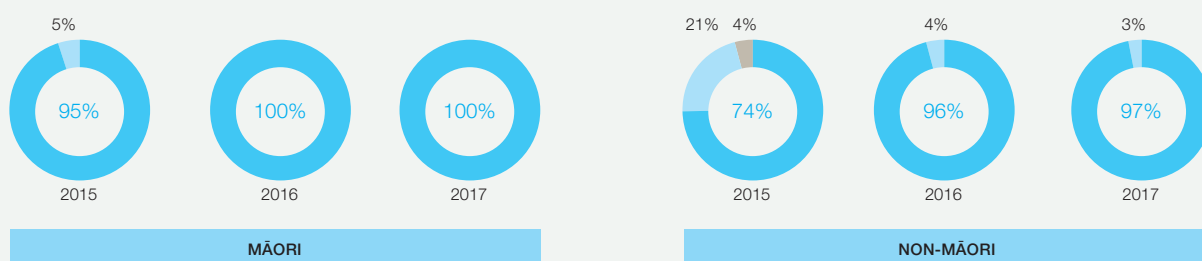


Please note: Values may not add up to 100% due to rounding.

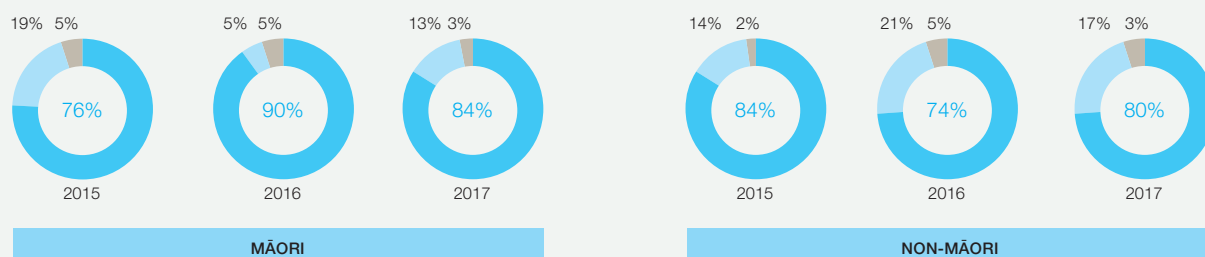
I am proud to tell others that I work for Otago Polytechnic



I really care about the success of Otago Polytechnic



I feel there is a future for me at Otago Polytechnic



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

Next steps for 2018

- > Implement Otago Polytechnic's Māori Workforce Strategy and Action Plan (AMA, the Advancement of Māori), monitoring its integration across relevant policies, procedures and practices
- > Recruit more Māori staff, with a target of two new Māori leadership roles by the end of 2018 and four additional Māori academic staff by the beginning of 2019
- > As measured through the annual Work Environment Survey, continue to foster an organisational culture and work environment that is inclusive of Māori cultural values and in which Māori staff continue to feel satisfied.

STAFF PROFILE

Making an impact

Mereana Rapata-Hanning –
Ngāti Kuri, Te Aupouri me Ngāpuhi

The learners are always central to the practice of Mereana Rapata-Hanning, an award-winning Principal Lecturer in our School of Nursing.

"Teaching is similar to Nursing in that way," she notes. "It's about the person first and then building a solid partnership based on effective communication – that's what makes a real difference."

Mereana's specialty teaching areas are kawa whakaruru (cultural safety), Te Tiriti o Waitangi and Māori health. Her expertise was acknowledged nationally in 2017 when she was presented with a prestigious Ako Aotearoa Tertiary Teaching Excellence Award at Parliament.

"It was rewarding to be recognised, but mostly I felt proud for my parents," she says. "They always valued education and gave me opportunities and support over the years, so it was special for them to see me at Parliament receiving a national award."

The application process for the Awards involved considerable self-reflection, as Mereana looked back on her 20 years at Otago Polytechnic. "It was timely to stop and reflect, because academic years are so full that often you don't have the time to take stock," she says. "I was able to consider my development as a teacher, recalling those who have influenced me throughout my career and also the valuable feedback I've received from learners over the years."

It is the students' comments that really resonate for Mereana.

"That desire to make a difference is what has held me here at Otago Polytechnic," she says. "I get to teach thousands of practitioners to deliver safe and appropriate care for Māori communities, which is especially important in fields like nursing where the Māori workforce is comparatively small."



Mereana's teaching excellence honour came with a considerable financial award which she has put aside for her future PhD studies.

"I'd like to acknowledge Otago Polytechnic leadership, particularly within the School of Nursing, for their support and commitment to Māori health education," she says. "It's a huge part of the reason I've been proud to work here for 20 years."

STUDENT PROFILE

An unexpected journey

Kinder Kara – Ngāti Kahungunu, Rongomaiwahine, Te Arawa
Certificate in Creative Studies; Bachelor of Visual Arts

Kinder Kara never imagined that he would complete a Certificate in Creative Studies and go on to study a Bachelor of Visual Arts.

"I had no confidence in myself or my skill, and it turns out I am quite good at a lot of things," he says.

Kinder has a background in Māori carving and art, but wanted to learn how to paint.

"I was really shy before I started at Otago Polytechnic, but the lecturers helped show me that I can do whatever I set my mind to," he says.

That trust in his lecturers is quite something, "especially for someone who hated teachers!" he laughs. Kinder left high school after only two weeks, so to embark on study at a tertiary level was a significant feat.

He has found a lot of support through Te Punaka Ōwheo, the Māori student support centre at the Polytechnic.

"I spend time there every day. It's just like home, they make it like home."

And he's enjoying the process of studying for his degree.

"It's scary, though – I have had to learn a whole new language around art," he observes. "But one thing I have learnt here at Otago Polytechnic is to ask questions. That was drummed into us at the first pōwhiri."

So now, Kinder asks questions, and he's succeeding in tertiary education.



KO TE MEA TUATORU:

Kā Ākoka Kāi Tahu/ Māori

PRIORITY THREE:

Kāi Tahu/ Māori Students

Tō Mātou Whāika ā-Rautaki

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

Our Strategic Objective

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

Ō Mātou Wawata

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

Our Aspirations

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

Te Pae Haere

Ko te uraka Māori

He ōrite te uruka o kā tauria Māori i te tau 2017. Ahakoa, 1.8 paihēneti te whakahekeka o kā EFTS Māori ki te tau 2016, e rima paihēneti te whakapikika o kā tauria Māori.

E haere ōrite hoki ana kā EFTS Kāi Tahu, e 3.8 paihēneti kā EFTS Kāi Tahu o kā EFTS katoa, ā, neke atu i te hauwhā o kā EFTS Māori. E 226 kā tauria Kāi Tahu, 13 paihēneti te whakapikika.

Ahakoa i whakaheke kā nama tātaikata o kā tauria katoa i te tau 2017, he tino nui ake tonu te nama o kā tauria Māori i kā tauwi. I kaha whakaheke te nama o kā tauria Māori, e 38 paihēneti te whakahekeka ki kā nama i te tau 2016. He āhuataka pea tēnei o te whakawaika kia haere atu ki te mahi i muri i te whakaoti tohu mō kā tauria Māori. Tekau mā whitu paihēneti te whakahekeka o kā nama tātaikata tauwi Māori.

He teitei tonu, i hipa atu hoki i kā whāika, te puritaka akoraka. Mō kā tauria Māori, he āhua ōrite ki te tau 2016, e 6.4 paihēneti te whakapikika o kā tauria Kāi Tahu.

Measuring our Progress

Māori participation

The participation rate for Māori learners remained consistent in 2017. While we noted a 1.8 per cent reduction in Māori EFTS compared with 2016, the number of Māori learners by headcount increased by five per cent. This indicates that more Māori are engaging in programmes with lesser average EFTS values.

The 2017 Kāi Tahu participation rate also remained steady at 3.8 per cent of all domestic EFTS, and accounted for more than a quarter of our Māori EFTS. The number of Kāi Tahu students by headcount increased to 226 learners, an increase of 13 per cent.

While student progression rates declined across the board in 2017, the rate for Māori learners continued to exceed those of non-Māori. The rate dropped significantly for Māori learners – down 38 per cent compared with 2016. This could indicate that employment is an increasingly enticing option for Māori learners once they complete a qualification. Non-Māori progression rates also decreased by 17 per cent.

Student retention remains high and continues to exceed targets by a significant margin. For Māori learners, the rate remained consistent with 2016 figures, while the rate increased for Kāi Tahu learners by 6.4 per cent.

EFTS and Headcounts

	2015			2016			2017		
	Māori	Kāi Tahu	Non-Māori	Māori	Kāi Tahu	Non-Māori	Māori	Kāi Tahu	Non-Māori
EFTS	529.5	162	3,199.7	563.1	148.7	3,442.8	552.14	146.2194	3,320.21
Headcount	807	226	5,341	820	200	5,594	864	226	5,612

Includes all programme levels and all funding sources.

Te whakatutuki tohu

E 2.6 paihēneti te whakapikika o kā tauria Māori i whakaoti ai i tētahi tohu i te tau 2017, 1.1 paihēneti te paku whakahekeka o kā tauria Kāi Tahu. Heoi, he mea manea, 100 paihēneti kā tauria Kāi Tahu i whakaoti ai i tētahi tohu ki kā Taumata 1-3.

He āhua ōrite kā ia o kā tau e toru mō kā Māori me kā tauwi i whakaoti ai i tētahi tohu. Nō reira, ka noho tonu te rerekētaka i waekanui i kā tauria Māori me kā tauria tauwi i te ineka whānui o 8-9 paihēneti.

Te whakatutuki tohu ā-huka

He mea manea te whakapikika o kā tauria Māori me kā tauria tauwi i whakatutuki tohu ai mō kā akoraka tohu paetahi, paerua hoki. He iti iho i te rua paihēneti te rerekētaka i waekanui i kā Māori me kā tauwi, ā, ko te 14 paihēneti i te tau 2016.

Course completions

Course completion rates for Māori learners increased 2.6 per cent in 2017, while the Kāi Tahu rate declined slightly by 1.1 per cent. However, it was pleasing to note a 100 per cent completion rate for Kāi Tahu learners at Levels 1-3.

The three-year trend for course completion shows no major change for Māori or non-Māori. Therefore, the gap between Māori and non-Māori remains in the range of 8-9 per cent.

Cohort completions

It is pleasing to report that qualification completion rates for programmes at degree-level and above have increased for both Māori and non-Māori. The gap between Māori and non-Māori is now less than two per cent, compared with 14 per cent in 2016.

I uru atu kā EFTS Māori ki roto i kā akoraka 101 i te tau 2017, ā, e 40 o ēnei mea (e 37.5 paihēneti o kā EFTS Māori) i tau atu, i hipa atu kē ki te whāika mō kā whakatutukika tohu, e 85 paihēneti tēra whāika. He ōrite, he nui ake rānei te whakatutukika tohu o kā Māori mō kā akoraka e 37 (o kā akoraka e 40) i kā tauīwi.

Neke atu i te 30 kā EFTS Māori ki te Tohu Paetahi Midwifery, ki te Tohu Paetahi Occupational Therapy hoki, ā, e 80 paihēneti te whakatutukika tohu. Neke atu i te 20 kā EFTS Māori ki te Tohu Tapuhi, ki te Tohu Applied Science (Physical Activity, Health and Wellbeing), ki te Tohu Applied Management, ki te Tiwhikete Hauora hoki. E 38.4 paihēneti ēnei akoraka e ono o kā EFTS Māori.

Nā te Annual Programme Review, ki te kore tētahi akoraka i tutuki i kā whāika - ko kā mea e hāngai ana ki kā tauria Māori hoki, me tūtohi rātou i kā mahere mahi hei whakapiki. Ka hohu ēnei mahi ki te Mahere Paearu Mahi ā-tima me kā Mahere Paearu Mahi ā-takata.

There were 101 programmes with Māori EFTS in 2017, and 40 of these – accounting for 37.5 per cent of Māori EFTS – had a course completion rate that met or exceeded the target of 85 per cent. The Māori course completion rate for 37 of these 40 programmes was equal to or greater than that for non-Māori.

Two degrees, the Bachelors of Midwifery and Occupational Therapy, have more than 30 Māori EFTS each and a course completion rate of more than 80 per cent. Another four programmes – the Bachelors of Nursing, Applied Science (Physical Activity, Health and Wellbeing) and Applied Management, and the Certificate in Health – have over 20 Māori EFTS each. Together, these six programmes account for 38.4 per cent of Māori EFTS.

As part of the Annual Programme Review process, all programmes not achieving educational targets – including those relating to Māori learner success – are required to detail their action plans for improvement. These actions flow through to the Team Performance Plan and Individual Performance Plans.

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

	2015			2016			2017		
	Enrolled	Completed	%	Enrolled	Completed	%	Enrolled	Completed	%
Certificates									
All Students	579	417	72	709	501	70.7	678	424	62.5
Māori	92	62	67.4	103	57	55.3	108	56	51.9
Kāi Tahu	33	21	63.6	26	13	50	43	28	65.1
Non-Māori	487	355	72.9	606	444	73.3	570	368	64.6
Diplomas									
All Students	304	158	52	299	164	43.5	268	101	37.7
Māori	40	16	40	39	14	28.1	30	8	26.7
Kāi Tahu	9	4	44.4	13	7	53.9	8	1	12.5
Non-Māori	264	142	53.79	260	150	57.7	238	93	39.1
Graduate Certificates/Diplomas									
All Students	35	25	71.4	42	25	59.5	21	17	81
Māori	4	2	50	5	3	60	3	3	100
Kāi Tahu	1	1	100	2	2	100	1	1	100
Non-Māori	31	23	74.2	37	22	59.5	18	14	77.8
Bachelors									
All Students	646	411	63.6	736	415	56.4	728	429	58.9
Māori	103	62	60.2	114	48	42.1	107	61	57
Kāi Tahu	40	21	52.5	33	13	39.4	32	20	62.5
Non-Māori	544	349	64.2	624	367	58.8	622	368	59.2
Postgraduate Certificates/Diplomas									
All Students	1	1	100	1	2	200	1	1	100
Māori				1	1	100			
Kāi Tahu									
Non-Māori	1	1	100		1		1	1	100
Masters									
All Students	23	6	26.1	23	13	56.5	34	1	2.9
Māori	2	1	50	3	2	66.7	4		0
Kāi Tahu	1	1	100	1	1	100	2		0
Non-Māori	21	5	23.8	20	11	55	30	1	3.4

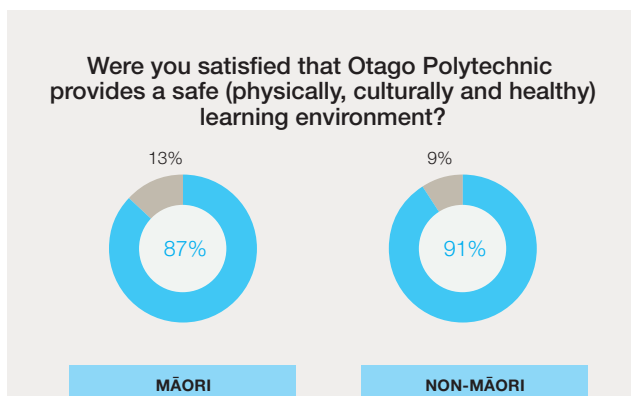
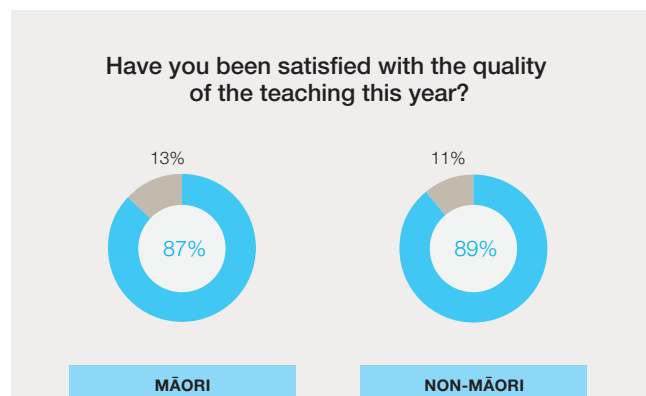
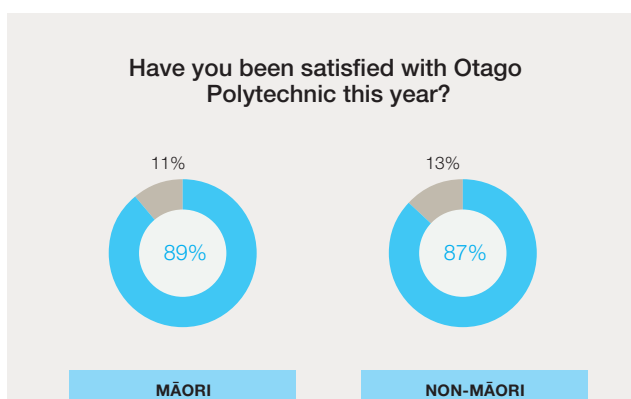
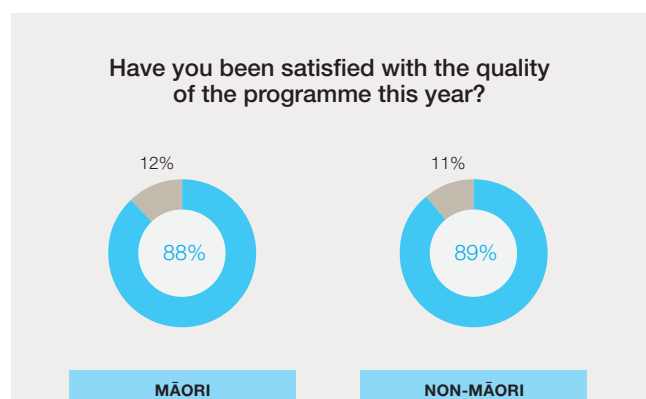
Te Mānawa o kā tauira Māori

He āhua iti iho kā taumata mānawa o kā tauira Māori mō kā āhuataka e whā i te tau 2017, he mea pōuri tēnei. Heoi, he teitei tonu kā nama mānawa, ka noho kā nama i waekanui i 86-89 paihēneti i kā āhuataka katoa.

Māori student satisfaction

Māori students reported slightly lower levels of satisfaction across our four main measures in 2017, which is disappointing to note. However, satisfaction rates remain high, with ratings between 86 and 89 per cent in all categories.

AGREE DISAGREE



Ko kā hua paetahi

Ko tētahi o kā tino whāika ki Te Kura Matatini ki Otago, ka whakaritea kā taura ki kā pukeka me te mātauraka hei uru ki tētahi wāhi mahi, ka ako tonu rānei.

I tūtohi te Uiuika Whakaputaka ā-Kaiwhiwhi Tohu 2017, he paku whakapikika ake kā kaiwhiwhi tohu Māori e mahi ana, kotahi paihēneti te whakapikika ki kā nama o te tau 2016, e 77 paihēneti te kaute. He tino nui ake te whiwhi pūtea o kā kaiwhiwhi tohu Māori i kā kaiwhiwhi tohu tauwiwi, e \$60,000 te utu toharite mō kā Māori, e \$45,292 mō kā tauwiwi.

E 99 paihēneti o kā kaiwhiwhi tohu i uiuitia e mahi ana, e ako tonu ana rānei, he mea tino manea tēnei.

Māori graduate outcomes

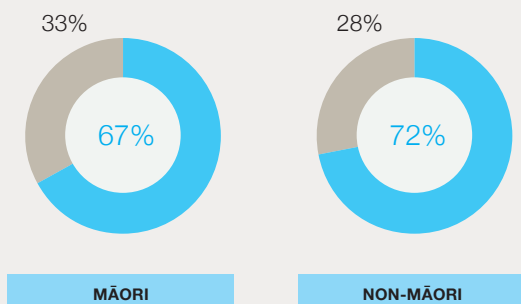
One of our primary goals at Otago Polytechnic is to equip our students with the skills and knowledge to prepare them for work or further study.

The 2017 Graduate Outcomes Survey indicates a slight increase in the number of Māori graduates who are working, up one per cent on 2016 figures to sit at 77 per cent. The Māori graduates who are working are earning significantly more than their non-Māori counterparts, with median salaries of \$60,000 and \$45,292 respectively.

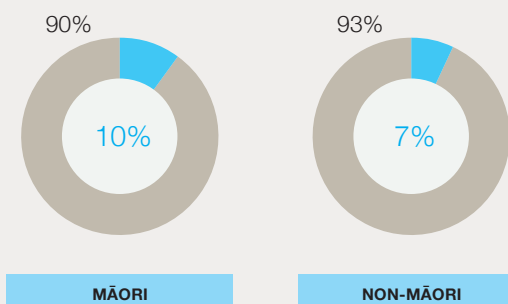
Overall, a remarkable 99 per cent of the Māori graduates surveyed were either in work or further study, which is extremely pleasing.

Work situation as at 1 July 2017

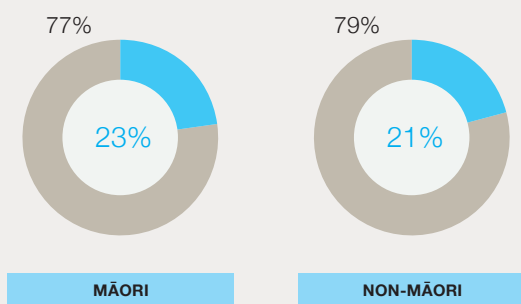
Earning wages or a salary



Self employed



Not working or self employed



Median gross annual salary

\$60,000

MĀORI

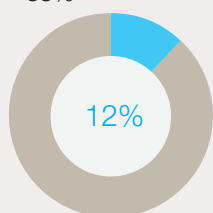
\$45,000

NON-MĀORI

Study situation as at 1 July 2017

Do not intend to do more study

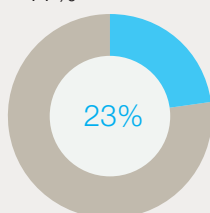
88%



12%

MĀORI

77%

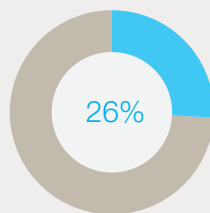


23%

NON-MĀORI

Currently studying full-time or part-time

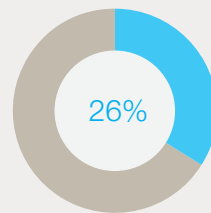
74%



26%

MĀORI

74%

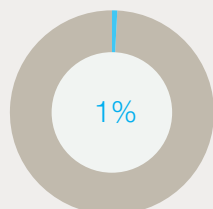


26%

NON-MĀORI

Currently enrolled to commence study

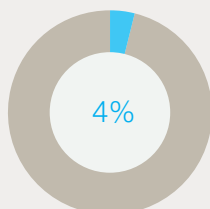
99%



1%

MĀORI

96%

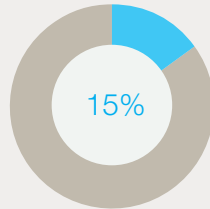


4%

NON-MĀORI

Intend to enrol for 2017 or 2018

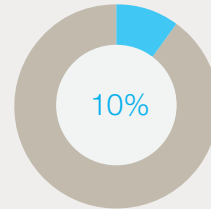
85%



15%

MĀORI

90%

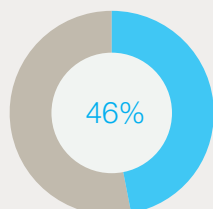


10%

NON-MĀORI

Undecided at this stage

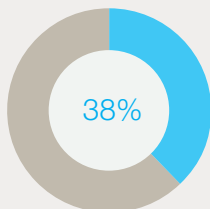
54%



46%

MĀORI

62%



38%

NON-MĀORI

Kā karahipi Māori

E harikoa ana a Te Kura Matatini ki Otago ki te tautoko i kā karahipi mō kā taura Māori, ā, e whakahihī ana i te whakatutukitaka. Ka whakamihia hokia ki a Kia Ora Hauora, nā rātou i whakamōhioia ā-whānuitia ēnei karahipi.

E toru kā wāhaka matua o kā karahipi mō kā taura Māori: ko te Mana Pounamu, ko te Rūnaka, ko te Mātāwaka. Āpiti atu hoki, tokomaha kā taura Māori i whiwhi i kā Otago Polytechnic Principals' Scholarship, i kā Private Training Establishment Scholarship rānei. He karahipi hoki mō kā taura e whai ana i te Tohu Whakawhānau hei whakahōnore i a Tākuta Irihapeti Ramsden.

Scholarships for Māori

Otago Polytechnic is pleased to support scholarships for Māori and is proud of their success. We also acknowledge Kia Ora Hauora for raising awareness about these scholarships.

There are three main categories of scholarships for Māori learners: Mana Pounamu, Rūnaka and Mātāwaka. In addition, a number of Māori learners are awarded Otago Polytechnic Principals' Scholarships or Private Training Establishment scholarships. There are also specific scholarships for Māori learners studying Midwifery, in honour of the late Dr Irihapeti Ramsden.

Māori Scholarships 2017

Type	Number	Course completion %	Qualification completion	Amount (excl)
Mana Pounamu (full fees)	12	87.8%	4	74,856.65
Rūnaka (full fees)	3	80%	1	21,806.64
Mataawaka	4	100%	1	24,613.91
Principals' (\$1500pa)	7	95.1%	1	9,130.45
Irihapeti Ramsden for Midwifery				
Year 1 – 50%				
Year 2 – 75%				
Year 3 – 100%	3	72.1%	0	11,700.01
Private Training Establishment	0	0	0	0
Otago Cricket Association	1	100%	1	3,502.61
Foundation Studies	2	85.3%	n	1,956.52
Total	32	88.9%	8	147,566.79

Next steps for 2018

- > Finalise the design for a purpose-built Te Punaka Ōwheo as part of the Campus Development Plan

- > Establish a Māori Learner Success Group, with representatives from each College, School and Learner Success; to report on the progress of Māori learner success
- > Continue to use accurate and timely analytics to improve institutional processes and practices that lift the course retention, success and completion rates of Māori learners by at least two per cent.

KO TE MEA TUAWHA:

Kā Whāi Ara, kā Āhuataka Ako Kāi Tahu/ Māori

PRIORITY FOUR:

Kāi Tahu/ Māori Programmes

Tō Mātou Whāika ā-Rautaki

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

Our Strategic Objective

To develop quality courses and programmes in te ao Māori, te reo Māori and other robust kaupapa Māori options, and to incorporate Māori knowledge into all qualification areas.

Ō Mātou Wawata

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

Our Aspirations

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

STAFF PROFILE

Shaping our future, sharing our histories

Ron Bull – Kāi Tahu, Kāti Māmoe, Waitaha

The role of our newly-appointed Tumuaiki: Whakaako, Ron Bull, involves a strong focus on developing staff capability and the culture of the organisation.

"It's about reflecting iwi Māori aspirations in the culture of Otago Polytechnic," he says, "and normalising tikaka Māori within the organisation so that all of our graduates are better prepared to work with our people and communities."

Ron plays a key role in the Polytechnic's Designing for Learner Success (D4LS) initiative, guiding staff to ensure that all programmes of study are incorporating these principles.

"I am encouraging our staff to build more industry-specific Māori knowledge into their teaching and the learning environment," he explains. "I look forward to continuing this work with staff well into the future, because this consultation is not a one-off event."

Ron is also passionate about the ongoing Campus Redevelopment Plan, which includes conceiving and constructing a purpose-built home for Te Punaka Ōwheo.

"It's been a beautiful process as we've considered the ways our people created structures south of the Waitaki River, and how they reflected the economic and cultural realities of this place," he says. "Our ancestors used resources that were immediately available and part of the landscape."

The overarching theme of the development is ara honohono (multiple connecting pathways) in recognition of the history of the land on which Otago Polytechnic now sits.

"We have woven this thread through The Hub, and Te Pā Tauira, our new Student Village," he notes. "For example, in the names of the floors of Te Pā Tauira. The ground floor is Hawea, the oldest tribe in the rohe, and the other storeys are named chronologically – Rapuwai, Waitaha, Māmoe and Tahu."



The embedding of these histories symbolically and tangibly within the Polytechnic environment invites everyone to participate and to better understand this place and its people, Ron believes.

"In every development we are acknowledging all iwi and hapū who have travelled these paths, and all newcomers as well," he says. "When people come through here, we want everyone to feel a connection to these stories."

Te Pae Haere

Kā ara mā Capable NZ

Nā kā whakatutukika o kā tau e toru kua pahure, ka tuku a Capable NZ i tētahi ratoka ki kā kaiwhakahaere ā-umaka, ā-hāpori o kā iwi me kā hapu kia whiwhi tohu ā-whare wānaka e hāka ana ki kā pūkeka me te mātauraka, kua riro mā te mahi me te wheako whaiaro.

E 25 kā taurira i tīmata ki te ako i te tau 2017, ā, 18 o rātou ki roto i Te Hōkai Nui, te huka Kāi Tahu tuatoru. E 24 kā taurira i whakamahi i te Tohu Applied Management, kotahi i tīmata i te Tohu Social Services. Kāore ēnei taurira i whakaoti i ā rātou akoraka i te tau 2017, heoi, ka uru anō mō te tau 2018.

I whakamana a Capable NZ i kā tākata kua mahi kē kia whakatutuki tohu mā ētahi ara akoraka motuhake, ā, ka aromatawai mā te wheako whaiaro o kā taurira, ka whakauru tēnei ki te tohu kua whiriwhiria. Ka kaha whakaitia te roa me te utu o kā tohu e te akoraka ā-oraka. E ono ki te tekau kā marama te roa kia whakaoti i tēnei tohu mā Capable NZ, ka taea hokia te whakarahi i kā marama e toru mehemea ka matea.

E ai ki kā taurira me kā kaiwhiwhi tohu, he miharo rawa atu tēnei ara. Ka whakapiki kā taurira i te māiataka kia whakauru i ētahi āhuataka hou nā te whiwhi tohu ōkawa mā ā rātou mātauraka me ō rātou pūkeka, anō ki a rātou ka whakatakoto rātou i tētahi whakareretaka mō kā tamariki me kā mokopuna mō te whaihua o te mātauraka.

Akoraka Mahi Tini

He akoraka tumu a Akoraka Mahi Tini e whakaū ai i te reo me ōna tikaka Māori. Kua hangaia hei whakamau i kā taurira i kā pūkeka mō te whakatutukika i kā tohu teitei ake, mō te mahi rānei, mā rātou katoa tēnei akoraka e whakaaro ai ka āwhinatia rātou e tētahi wāhi mātauraka kaupapa Māori.

Kāore he pai, he wheako rerekē rānei te mātauraka auraki mō te tokomaha o kā taurira ki roto i tēnei akoraka, nō reira he ango ki roto i ō rātou mātauraka.

I tere hanga te mahi a te taurira i tētahi whakapirika ki Te Kura Matatini ki Otago, e hui ana ki tētahi wāhi mātauraka ia ata hei karakia, hei kai parakuihi hoki. He wā pai tēnei hei whakarōpūhia, hei whakarite mō te rā, hei whakawhanake hoataka ki ētahi atu taurira.

Tekau mā whitu kā taurira i uru atu i te tau 2017; tekau mā toru kā Māori, tokowhā kā tauwi. E 58 paihēneti o kā Māori i whakatutuki, ā, he rerekē kā take mō te tokowhiti i kore ai e whakatutuki i te akoraka, arā, ko te whiwhi mahi, ko te hauora, ko kā take whaiaro, ko te whānau hoki.

Measuring our Progress

Pathways through Capable NZ

Building on three previous years of success, Capable NZ again offered a specialist service to iwi and hapū business and community leaders wishing to gain formal qualifications based on skills and knowledge acquired through work and life experience.

Of the 25 students who began their learning in 2017, 18 were part of Te Hōkai Nui, our third Kāi Tahu cohort. In total, 24 students undertook the Bachelor of Applied Management and one began a Bachelor of Social Services. None of these students completed their study in 2017, but all have re-enrolled for 2018.

Capable NZ enables people with significant career experience to undertake qualifications through independent learning pathways incorporating the assessment of prior learning from experience, which then counts towards the chosen qualification. A lifetime of relevant learning can significantly shorten the timeframe and cost for qualifications. It takes between six and ten months to complete this degree through Capable NZ, with the opportunity of a three-month extension available for those who require it.

The feedback we have from students and graduates is that this pathway is a life-changing experience. The learners gain confidence to explore new opportunities and challenges due to the formal recognition of their knowledge and abilities, and feel they are leaving a legacy for tamariki and mokopuna about the value of education.

Akoraka Mahi Tini

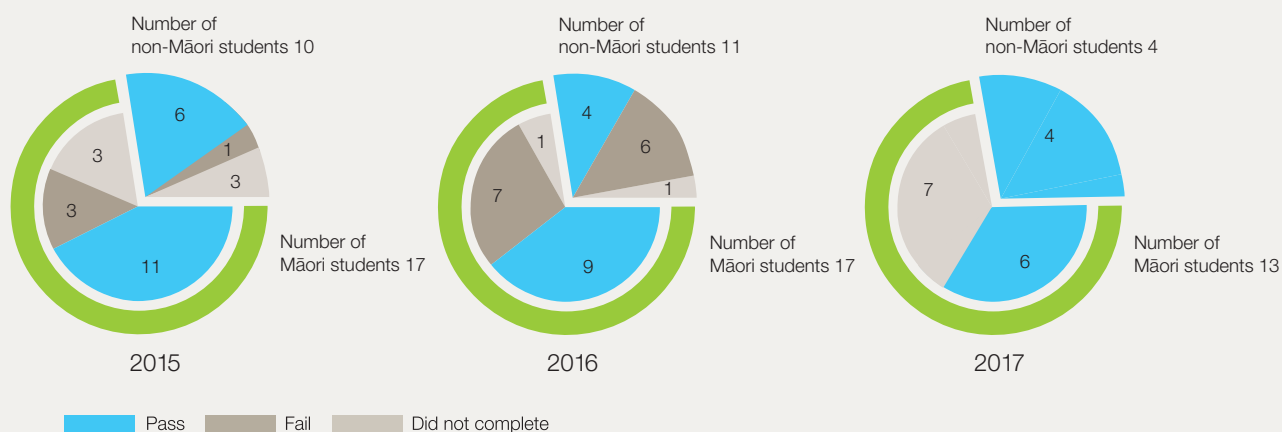
Akoraka Mahi Tini is a foundation programme in which te reo me ōna tikaka Māori are embedded. Designed to equip learners with the tools necessary for completing higher level study or attaining employment, it is open to anyone who feels they would benefit from a kaupapa Māori learning environment.

The majority of learners undertaking this programme have had mixed experiences and limited success in the compulsory education sector, resulting in some gaps in their learning.

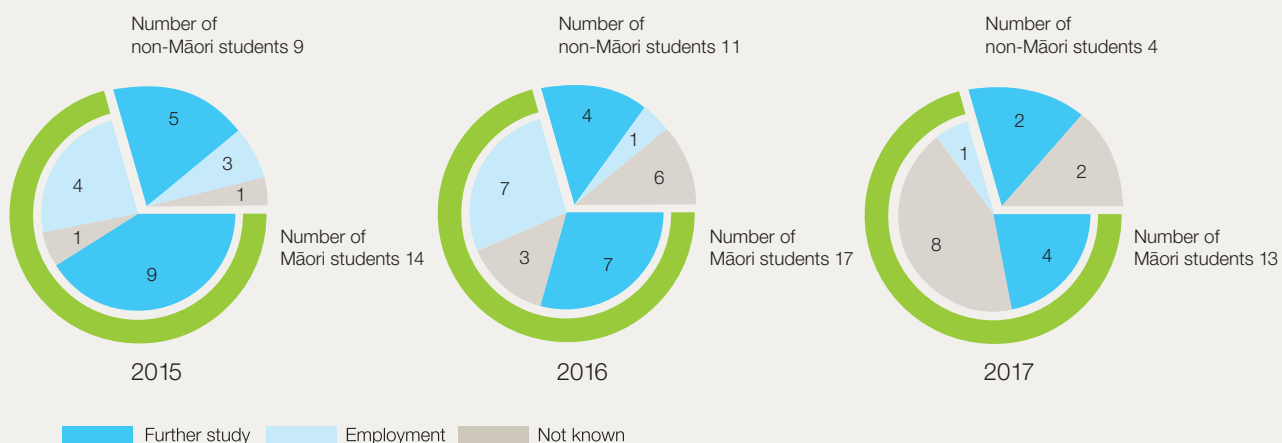
Many of the learners were quick to establish a sense of belonging at Otago Polytechnic, meeting at a designated learning environment each morning for karakia and parakuihi. This was an ideal time to gather as a group, prepare for the day ahead and cultivate friendships with other foundation learners.

A total of 17 students enrolled in 2017; 13 Māori and four non-Māori. The pass rate was 58 per cent overall, and the seven students who did not pass were unable to complete the programme for a range of reasons, including employment opportunities, health challenges, personal issues and family commitments.

Results of Akoraka Mahi Tini



Outcomes after completing Akoraka Mahi Tini



Ko te Tiwhikete i te Mata ā Ao Māori

Ko kā akoraka ki roto i tēnei Tiwhikete e whakarato tonu ana i tētahi wāhi mā kā kaimahi hei whakawhanake i ō rātou mātauraka o kā tikaka me kā kawa Māori kia whakahāngai, kia whakapūmau ai i ā rātou akoraka ki roto i te whakaakoka, i te mahi rānei.

Ko Ron Bull te Pūkeka Matua me te kaiwhakahaere o kā akoraka, heoi, ka mahi tahi te mana whenua, kā kaiwhakahaere tauwi hoki mō kā wānaka o Te Tiriti o Waitangi. Kāore anō ētahi kaiwhakauru kia whakaoti i kā akoraka, hei te tau 2018 kē.

I te tau 2017, i whakawhanake i tētahi pou tarāwaho mō kā tohu iti i Te Ao Māori, ka tuku ēnei mā te kaupapa EduBits i te tau 2018. Ā tōna wā, ka rīwhi ēnei i te Tiwhikete i te Mata ā Ao Māori hei te mutuka o te tau 2019.

Certificate in Mata ā Ao Māori

The courses within this Certificate continue to provide staff with the opportunity to advance their knowledge and awareness of tikaka Māori and kawa in order to apply or embed their learning in their teaching or professional practice.

Ron Bull is the Senior Lecturer and facilitator of the courses, although the Treaty of Waitangi workshops continue to be co-facilitated by both mana whenua and tauwi facilitators. Some participants have yet to complete their courses, and they will have the opportunity to do so in 2018.

Throughout 2017, we developed a framework for a set of micro-credentials in Te Ao Māori, which will be delivered under our EduBits brand in 2018. These will eventually replace our Certificate in Mata ā Ao Māori when the programme comes to an end in 2019.

Certificate in Mata ā Ao Māori Courses

Courses Delivered	2015		2016		2017	
	Enrolments	Completed	Enrolments	Completed	Enrolments	Completed
Introduction to the Treaty of Waitangi x 4	54	54	61	61	60	59
Introduction to Te Reo and Tikaka Māori	26	20	11	6	19	13
After the Treaty, What Then?	36	36		Cancelled		Cancelled
Wānaka	36	36		Cancelled		Cancelled
Te Reo and Tikaka Māori for Ceremonial Use	35	33	5	0	2	1
Te Reo and Tikaka Māori for the Workplace	25	21	19	19	4	1
Natural World	15	14	5	5	6	1

Next steps for 2018

- > In collaboration with experts and influencers, progress the inclusion of Māori knowledge and perspectives in all Otago Polytechnic programmes of learning, prioritising programmes with proportionately high numbers of Māori learners (i.e. at least 20 per cent).
- > Pilot He Toki ki te Rika (Māori Trades Training programme) at Otago Polytechnic
- > Develop EduBits (micro-credentials) that further grow the knowledge and competency of learners in: the Treaty of Waitangi; Te Reo Māori; Tikaka Māori, Te Ao Māori; and other kaupapa Māori-related topics
- > Develop a new Graduate Certificate (Level 7) that builds on the Certificate in Mata ā Ao Māori (Level 4)
- > Appoint a Tumuaki: Te Kāhui Whetū (Director, Capable Māori) to lead the revival of a new strategy for Capable Māori (previously Capable Iwi).

STAFF/STUDENT PROFILE

Reaching new heights

Mawera Karetai – Kāi Tahu, Waitaha, Kāti Māmoe

By any standard, Mawera Karetai is a highly-capable achiever, and as both an employee and a student of Otago Polytechnic, she has considerable insight into the organisation.

Mawera is one of the inaugural cohort of students undertaking our Doctorate of Professional Practice, after previously completing her Master of Professional Practice and Bachelor of Applied Management through Capable NZ.

The businesswoman found the Capable NZ learning process “extremely empowering” – so much so that she also gained her Graduate Diploma in Tertiary Education and became a Capable NZ facilitator and assessor herself.

“The empowerment comes from reflecting on and accounting for all the experiences in your life to date,” she says. “All of it matters and adds up to something wonderful, which can then be used as a springboard to jump from. I love going through the process myself and helping others to achieve their goals as well.”

Mawera recalls that at the age of 16, she set a goal to achieve a PhD – an objective she is now well on track to fulfilling.

“I’m driven by the lack of social justice in legislation and a need for social change,” she says. “There’s a long history of people being dehumanised when they engage with government agencies, and this is a failure of the processes that are designed to protect these people. I want to play a role in fixing this.”

As well as her extensive academic credentials, Mawera owns and operates two businesses in addition to working as a community advocate and consultant. She also has four children and credits her whānau for inspiring her educational and professional journey.

“My kids are my focus and my motivation,” she says. “I want to be a good role model for them.”



PROGRAMME PROFILE

Becoming more bicultural

The teaching team for the New Zealand Certificate in Health and Wellbeing are leading the way in bicultural delivery within Otago Polytechnic – and the positive outcomes are speaking volumes.

The programme sits within the School of Social Services, which has been proactively implementing strategies to improve retention and achievement rates for Māori students over recent years, with much success.

Principal Lecturer, Jenny Rudd, says a government-imposed review of all tertiary academic programmes presented the perfect opportunity to reimagine and redesign the Certificate.

“If our Māori students are not achieving, that says to me that we are failing to provide the right learning environment for those students,” she says. “That’s the key driver. And we believe a bicultural delivery works for everyone.”

The School contracted educator and social worker Heramaahina Eketone to play a major role in the process.

“Heramaahina brought significant content, depth and detail to the programme,” says Jenny. “Together, we were guided by Mason Durie’s principles of Te Whare Tapa Whā as we crafted the structure.”

The Certificate is made up of seven courses, and two of these are “explicitly kaupapa Māori,” says Jenny. “But all of the courses integrate tikaka and te reo. For example, our days start and end with karakia, we have daily waiata and dedicated time each week for te reo practice.”

Senior Lecturer, Katrina Le Cong, who was also instrumental in the redesign, says there’s been a shift in the way they are assessing students.



“We use te reo Māori throughout our assessments and within our programme aims, theories and models,” she explains. “Students are expected to actively demonstrate te reo and tikaka day-to-day.”

“We are seeing that bicultural programme content and delivery is of benefit to all students,” she says.

KO TE MEA TUARIMA:

He Wāhi Tika

Tō Mātou Whāika ā-Rautaki

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

PRIORITY FIVE:

Inclusive Learning Environment

Our Strategic Objective

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

Ō Mātou Wawata

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

Our Aspirations

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

Te Pae Haere

Ka kaha haere Te Punaka Ōwheo o Te Kura Matatini ki Otago i te tau 2017. Ko Poho hoki, te ruma ngātahi mō kā tauira Māori, e whakamahi tonu ana mō kā parakuihi me te tina. E tōtoru ana kā toroka atu ki te wāhi rā, e 3700 kā toroka. He kanohi kitea te Kaiwhakahaere Matua o Te Kura Matatini ki Poho, i haere ki ētahi tina kia whakawhiti kōrero ki kā tauira Māori.

Measuring our progress

Otago Polytechnic's Māori Centre, Te Punaka Ōwheo, continued to go from strength to strength in 2017. Alongside Te Punaka Ōwheo, Poho, our Māori student common room, continued to be well-utilised for breakfasts and lunches. Use of this space more than tripled to over 3700 visits. The Chief Executive has been a regular face on site, attending several lunches during the year to engage with and receive feedback from our Māori learners.

He wāhi noho tahi, he wāhi tika hoki hei ako, hei whakawhitiwhiti whakaaro, hei kohi mātauraka, hei whakapā atu ki kā whakarātoka tautoko. Waihoki, kua rāhiritia Te Punaka Ōwheo me Poho e kā rōpū o te hapori.

I whātoro whānuitia a Te Punaka Ōwheo ki Te Kura Matatini kia whakamōhiotia ai kā tauria Māori, kā kaimahi Māori ki roto i kā Kāreti me kā Kura e pā ana ki te Punaka me kā whakarātoka. Ka haere tonu tēnei aroka i te tau 2019.

Kā tautoko mō kā tauria Māori

Ka mātua whai a Te Kura Matatini ki Otago i te whakatutukika o kā tauria Māori, ā, ka whirinaki tēnei mō te whakariteka o kā tautoko pai, ko te whakauruka pai, ko te āheika kia 'ora hei Māori' ki ruka i te kura. Ka mātua whai hoki mātou i te whakatipuraka me te whakahanga o te hapori tauria Māori.

I te tau 2017, e 281 kā tohu i whakawhiwhi ki kā tauria Māori e 267. Neke atu i te 400 kā whakariteka ki kā tauria Māori i te tau 2017, i muri i te whakapāka atu i a rātou i waekanui i te mahi rūnaka kia pātai atu mēnā ka hiahia tautoko kā tauria. Ka whakauru rātou, ka tuku mihi rāhiri Te Punaka Ōwheo ki kā tauria, ka whakamāramatia kā ratoka. He ruarua kā papamahi i te tau i pahure mō kā kaupapa rerekē, arā, ko kā karahipi, ko te whakariteka mō kā tuhituhika me kā whakamātautau, ko te taha hoki.

He whakamāramataka ā-ahurea

Tekau mā whā kā tauria i haere mai ki Te Kura Matatini ki Otago mai i Kānata me Kā Whenua Tōpū o Amerika kia whakaoti i tētahi akoraka, kotahi marama te roa, ko *Constructing Culture: Understanding a Bicultural Perspective* te ikoa.

Ka haere kā tauria ki kā wāhi hirahira, ka tunu hāki mō tētahi kura, ā, ka haere rātou ki tētahi wānaka mō kā rā e rua ki Puketeraki Marae.

As well as providing a base to gather, it also provides an appropriate space for students to learn, network, gather information and access support services. Further, both Te Punaka Ōwheo and Poho have been warmly received by community groups.

Te Punaka Ōwheo staff were involved in reaching out across the Polytechnic to ensure Māori learners and staff in Colleges and Schools were aware of its presence, as well as the range of support services provided. This focus will continue in 2018.

Māori learner support

Māori learner success is a very high priority at Otago Polytechnic, and often this success can depend on the provision of appropriate pastoral care and support, a sense of belonging and feeling able to 'live as Māori' on campus. Particular emphasis is placed on building and strengthening the Māori learner community.

In 2017, there were 281 qualifications awarded to 267 individual Māori learners. There were more than 400 individual appointments with Māori learners in 2017, after all were contacted during the application process to ask if any additional support was required. Once enrolled, they also received a welcome message from Te Punaka Ōwheo, outlining our services. A number of workshops were held over the course of the year on topics such as scholarships, essay and exam preparation and living to a budget.

Constructing cultural understanding

A group of 14 learners travelled to Otago Polytechnic from Canada and the United States to undertake a month-long short-course, *Constructing Culture: Understanding a Bicultural Perspective*.

The learners undertook field trips, participated in putting down a hāngī for a local primary school and attended a two-day wānaka at Puketeraki Marae.

Next steps for 2018

- > Staff continue to increase their confidence and capability in the provision of a learning and working environment that is engaging and culturally safe for Māori learners, and educative for all
- > Develop and implement a Māori Language Strategy – Te Rautaki Reo Māori – for Otago Polytechnic
- > As measured through the annual performance measures, continue to foster an organisational culture and work environment that is inclusive of Māori cultural values and in which Māori staff and learners continue to feel satisfied
- > Supported by data and feedback, Te Punaka Ōwheo is a place where Māori students and staff feel supported and encouraged to live, study and work as Māori on campus.



Māori
Centred
Knowledge
Creation

KO TE MEA TUAONO:

Ko te Rakahau

PRIORITY SIX:

Research & Māori-Centred Knowledge Creation

Tō Mātou Whāika ā-Rautaki

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

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

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

Our Strategic Objectives

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

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

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

Ō Mātou Wawata

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

Our Aspirations

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

Te Pae Haere

Ka whakawhanake whakawhanaukataka

E whakawhanake whanaukataka ana te Kaitohutohu me te Tumuaki: Whakaako ki kā hāpori taketake i Kānata, i muri i kā tono kia haere atu ki kā kura rerekē, kia haere hoki ki kā kaupapa hirahira e rua mō kā iwi taketake i Saskatoon me Vancouver Island.

Ka hangaia ēnei honoka e te Post-Secondary International Network, ka tūhono kā kura rerekē ki tēnei huka. Whai muri i kā kauhau i te hui World Indigenous People's Conference on Education ki Toronto i te tau 2017, ka haere a Janine Kapa rāua ko Ron Bull ki Colleges and Institutes of Canada (CICan), ko Saskatchewan Polytechnic me Medicine Hat College, ka hui tahi rātou ko kā tākata o te huka kaiwhakahaere kia rapu tauriteka me kā akitu hei mahi tahi. Ka haere hoki ki Humber College me Algonquin College, ā, he hui i te taha o tētahi kaimahi ki Royal Roads University.

Ka mahi rakahau Māori o kā kaimahi

Nā te orokohaka me te whakatinanataka o te Mahere Rakahau Māori te nama o kā kairakahau Māori i whakapiki ai, e 57 paihēneti te whakapikika, i te tau 2017, he whakapikika tōwhā o kā whakaputaka rakahau e ēnei kairakahau. Ko tētahi atu āhuatanga o tēnei whakapikika, ko te tautoko akoraka pū tonu mō kā kaimahi e whakarite ana mō te rauna PBRF 2018.

He whānui kā kaupapa e rakahautia ana e kā kairakahau, ko te tāpoi taketake, ko te mātauraka, ko kā wawata taketake, ko te taha tinana, ko te akoraka hoki.

Ko tētahi mahi tino pai o te tau 2017, ko te whakaputanga o te pukapuka pitopito kōrero rakahau tuawhā, *Scope: Kaupapa Kāi Tahu*, nā Te Kāhui Rakahau Māori me ētahi atu kaimahi akoraka Māori o Ōtepoti i tuku tuhika.

I whakaohohotia te whakaputanga e tētahi whakaaturanga ki te whare whakairi toi o COCA ki Ōtautahi, i whakaritea e Paemanu, te huka Kāi Tahu Contemporary Visual Arts. Ko te whakaaturanga, ko *Nohoaka Toi*, i aratakia kā manuhiri ki tētahi haereka mahi toi Kāi Tahu, mai te mahi toi tawhito ki ināianei.

Ka tuhi a *Scope: Kaupapa Kāi Tahu* i taua whakaaturanga me kā whaiwhakaaro, he pou kia rakahautia te kaupapa o ara honohono, ko kā atikara akoraka, ko kā kōrero tairiteka me ētahi tuhika whakaaro.

Measuring our progress

Cultivating relationships

Our Kaitohutohu and Tumuaki: Whakaako have been developing relationships with Indigenous communities in Canada, after accepting invitations to visit partner institutions and attend two significant First Nations cultural events in Saskatoon and Vancouver Island.

The connections were forged via the Post-Secondary International Network (PIN), to which each of the respective institutions affiliate. Following presentations at the World Indigenous People's Conference on Education in Toronto in 2017, Janine Kapa and Ron Bull visited Colleges and Institutes of Canada (CICan), Saskatchewan Polytechnic and Medicine Hat College, meeting with and presenting to members of the leadership teams to explore synergies and opportunities to collaborate. Visits were also made to Humber College and Algonquin College, and a meeting held with staff from Royal Roads University.

Māori research (staff)

The establishment and implementation of our Māori Research Plan has led to a very pleasing 57 per cent increase in the number of active Māori researchers in 2017, and a more than four-fold increase in research outputs by these researchers. Another factor in this increase was a dedicated support programme for staff preparing for the 2018 PBRF round.

Researchers covered a wide range of subjects, including Indigenous tourism, education and Indigenous aspirations, physical activity in pregnancy, and immersive learning.

A major highlight for 2017 was the publication of the fourth iteration of our research journal, *Scope: Kaupapa Kāi Tahu*, with contributions from members of Te Kāhui Rakahau Māori and other Māori academics locally.

The publication was inspired by an exhibition held at COCA gallery in Christchurch, curated by Paemanu, the Kāi Tahu Contemporary Visual Arts collective. The exhibition, *Nohoaka Toi*, took visitors on a journey of Kāi Tahu art from rock art to the present day.

Scope: Kaupapa Kāi Tahu provided a record of that exhibition and reflections on its contents, providing reference points for further exploring the concept of ara honohono, as well as academic articles, poems and thought pieces.

RESEARCH PROFILE

Forming authentic connections

Rachel Dibble –
Ngāti Ruanui, Ngā Ruahine

The practice of identifying and forming connections can open conversations, and reframe commonly held viewpoints. This is the kind of communication that is integral to the teaching of Rachel Dibble, a Lecturer within the Bachelor of Social Services.

Rachel delivered a presentation, *Stories Unwritten: But Not Untold*, at He Manawa Whenua Indigenous Research Conference in Hamilton in 2017, which she describes as an “amazing experience”.

“There were all the rock stars of Māori academia and then some – people who inform my work,” she says. “It was wonderful to be in such a Māori-positive environment. I can’t even describe the feeling in the room.”

Rachel shared with attendees – including many of her idols – her approach to teaching.

“It’s about reflection, connection and making the stories real,” she says. “As mātāwaka, from Taranaki, my story lies with the people of Parihaka who came here as prisoners of war.”

When telling her story in class, Rachel uses music: *Parihaka* by Herbs and Tim Finn; *Aotearoa* by Stan Walker; *Settling* by The Pogues; *Famine* by Sinead O’Connor.

“I find this helps my learners to better understand the perspectives of Māori,” she explains. “They respond really well. For example, Sinead O’Connor sings of the ‘potato famine’ in Ireland and its ongoing impacts, and because many Pākehā learners have connections to Ireland, this makes sense to them.”



Music carries emotion, Rachel says, which “relates to the concept of wairua. Also, te reo Māori is evocative in that a word or phrase can have many layers of meaning, and this is true of music, too”.

Rachel recalls one of her more powerful educational experiences, when she took a workshop on Te Tiriti o Waitangi facilitated by Dr Irihapeti Ramsden. “For me, that was the first time Māori were presented outside of the context of the negative effects of colonisation,” she says. “She spoke of the voyage from Hawaiki and of Māori as experts – experts of engineering and navigation and astronomy. That reframing was powerful to me and has been a major influence on my teaching practice.”

Dibble, R. *Stories Unwritten: But Not Untold*. He Manawa Whenua Indigenous Research Conference: Claudelands Event Centre, Hamilton, March 6-8, 2017.

Next steps for 2018

- > Appoint a Tumuaki: Rakahau Māori (Director, Māori Research) as part of the Kaitohutohu team
- > Review Otago Polytechnic’s Māori Research Plan that aims to support Māori researchers, progress the institution’s Māori research agenda and contribute to the advancement of mātauraka Māori
- > Hold a Māori Research Symposium to showcase the breadth and depth of Māori research being undertaken across the Otago Polytechnic.

Key Educational Performance Measures 2015–2017

Education Participation										
	Target %	2015 (Total EFTS: 3,729.22)			2016 (Total EFTS: 4,005.90)			2017 (Total EFTS: 3,872.62)		
		Rate %	HC	EFTS	Rate %	HC	EFTS	Rate %	HC	EFTS
Māori										
All Levels	8	14.20	807	529.53	14.06	820	563.12	14.26%	864	552.41
Level 0		0.22	115	8.36	0.12	78	4.91	0.14%	93	5.33
Levels 1-3	2	2.10	141	78.29	2.04	152	81.72	2.32%	165	89.89
Level 4 and above	6	11.88	572	442.87	11.89	606	476.11	11.81%	632	457.19
Kāi Tahu										
All Levels	NA	4.34	226	161.98	3.71	200	148.74	3.78%	226	146.22
Level 0		0.08	30	2.93	0.03	22	1.09	0.04%	29	1.40
Levels 1-3		0.54	30	20.09	0.33	23	13.26	0.73%	39	28.32
L4 and above		3.73	173	138.95	3.35	158	134.39	3.01%	163	116.50
Non-Māori										
All Levels	NA	85.80	5341	3199.69	85.94	5594	3442.78	85.74%	5612	3320.21
Level 0		1.76	1098	65.63	1.74	1150	69.65	1.67%	1221	64.69
Levels 1-3	25	9.52	430	355.20	10.21	491	409.03	11.42%	521	442.35
L4 and above	75	74.52	3705	2778.86	73.93	3794	2961.66	72.64%	3768	2813.17
Māori Under 25										
All Levels	NA	8.60	406	320.82	8.32	437	333.31	8.40%	443	325.39
Level 0		0.05	24	1.84	0.04	24	1.76	0.05%	36	2.02
Levels 1-3	9	1.63	107	60.89	1.60	119	64.25	1.82%	123	70.46
L4 and above	54	6.92	287	258.09	6.67	302	267.31	6.53%	300	252.91
Kāi Tahu Under 25										
All Levels	NA	2.78	126	103.69	2.41	115	96.59	2.60%	132	100.65
Level 0		0.03	8	1.11	0.01	6	0.47	0.02%	12	0.74
Levels 1-3		0.51	28	19.05	0.32	21	12.63	0.58%	31	22.53
L4 and above		2.24	93	83.54	2.08	90	83.49	2.00%	93	77.38
Non-Māori Under 25										
All Levels	NA	56.10	2737	2092.15	55.43	2899	2220.60	54.52%	2897	2111.34
Level 0		0.55	290	20.35	0.50	330	20.00	0.56%	389	21.53
Levels 1-3	9	7.34	476	273.83	7.98	561	319.73	8.57%	579	331.74
L4 and above	54	48.21	2057	1797.97	46.95	2092	1880.79	45.40%	2047	1758.08

Participation figures: includes all programme levels and all funding sources

Participation

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

Formula =

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

Successful Course Completion

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

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

Successful Course Completion				
EFTS delivered for the total number of successfully completed course enrolments ending in year N				
EFTS delivered for the total number of course enrolments ending in year N				
	Target %	2015 %	2016 %	2017 %
Māori				
Levels 1-9	65	76.79	73.84	76.39
Levels 1-3	52	70.82	62.41	63.79
Level 4 and above	70	78.18	76.04	79.00
Kāi Tahu				
Levels 1-9	65	80.75	79.68	77.23
Levels 1-3	52	100.00	100.00	100.00
Level 4 and above	70	81.87	79.94	78.89
Non-Māori				
Levels 1-9	75	84.74	83.55	84.96
Levels 1-3	65	76.86	77.88	80.29
Levels 4 and above	78	86.01	84.76	86.23
Māori Under 25				
Levels 1-9	72	77.83	73.83	75.87
Levels 1-3	65	72.46	62.74	62.85
Levels 4 and above	78	79.34	76.61	79.42
Kāi Tahu Under 25				
Levels 1-9	72	79.53	76.72	75.93
Levels 1-3	65	100.00	100.00	100.00
Levels 4 and above	78	81.25	76.82	77.59
Non-Māori Under 25				
Levels 1-9	72	84.01	84.15	85.49
Levels 1-3	65	76.77	80.22	77.76
Levels 4 and above	78	85.28	85.30	87.31
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			
	2015 %	2016 %	2017 %
Māori Levels 1-9 compared to Non-Māori	7.95	9.71	8.57
Kāi Tahu Levels 1-9 compared to Non-Māori	+3.96	3.87	7.73
Māori Levels 4 and above compared to Non-Māori	7.83	8.72	7.23
Kāi Tahu Levels 4 and above compared to Non-Māori	4.14	4.82	7.34
Māori Levels 1-3 compared to Non-Māori	6.04	15.47	16.5
Kāi Tahu Levels 1-3 compared to Non-Māori	+23.14	+37.59	+19.71

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 %	2015 %	2016 %	2017 %
Māori				
Levels 1-9	28	21.55	26.79	16.44
Levels 1-3		33.82	26.03	19.12
Levels 4 and above		17.67	27.08	15.65
Kāi Tahu				
Levels 1-9	28	23.17	24.36	12.64
Levels 1-3		33.33	15.79	7.14
Levels 4 and above		20.31	27.12	13.70
Non-Māori				
Levels 1-9	28	15.71	17.64	14.60
Levels 1-3		28.76	31.76	19.27
Levels 4 and above		12.77	14.59	13.58
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-enroll in any course at the same TEO in the following year, or successfully complete their qualification.

Student Retention				
Students re-enrolled in year n+1 or completed in year n or year n+1				
Students with some portion of an enrolment in year N				
	Target %	2015 %	2016 %	2017 %
Māori				
Levels 1-9	48	69.96	73.86	72.88
Levels 1-3		51.22	63.81	56.45
Levels 4 and above		74.10	75.70	76.24
Kāi Tahu				
Levels 1-9	48	72.86	74.24	78.98
Levels 1-3		53.13	72.00	77.78
Levels 4 and above		76.65	74.57	79.11
Non-Māori				
Levels 1-9	48	74.22	80.25	79.99
Levels 1-3		61.28	62.95	70.80
Levels 4 and above		76.35	82.30	81.42
Student Retention: includes all funding sources and excludes results from level 0 programmes				

Qualification Completion

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

TEC Qualification Completion Rate 2015 – 2017

Qualification Completions – EFTS Weighted				
Sum of qualification completions in year N x the EFTS value of the qualification				
EFTS delivered for the total number of course enrolments ending in year N				
	Target %	2015 %	2016 %	2017 %
Māori				
Levels 1-9	40	95.00	87.07	74.93
Levels 1-3	30	69.12	57.49	37.82
Levels 4 and above	55	97.83	90.13	80.01
Non-Māori				
Levels 1-9	66	91.92	94.19	72.55
Levels 1-3	35	91.13	72.25	61.30
Levels 4 and above	73	91.98	96.19	73.75
Kāi Tahu				
Levels 1-9		97.68	112.55	78.02
Levels 1-3		62.22	65.95	44.59
Levels 4 and above		100.37	114.98	83.21
Qualification Completion: includes all funding sources and excludes results from level 0 programmes				

Qualification Completions – Graduate Certificates and Diplomas				
	Target %	2015 %	2016 %	2017 %
Māori	40	42.79	60.19	88.98
Non-Māori	66	72.86	69.93	77.25
Kāi Tahu		35.97	73.55	53.33

Qualification Completions – Bachelors				
	Target %	2015 %	2016 %	2017 %
Māori	40	119.17	102.53	104.60
Non-Māori	66	104.03	99.46	90.89
Kāi Tahu		112.91	144.43	107.19

Qualification Completions – Certificates				
	Target %	2015 %	2016 %	2017 %
Māori	40	66.67	62.65	50.61
Non-Māori	66	77.68	76.77	64.57
Kāi Tahu		66.86	55.90	58.63

Qualification Completions – Postgraduate Certificates and Diplomas				
	Target %	2015 %	2016 %	2017 %
Māori	40	50.00	90.32	0.00
Non-Māori	66	113.56	107.07	38.10
Kāi Tahu		50.00	100.00	0.00

Qualification Completions – Diplomas				
	Target %	2015 %	2016 %	2017 %
Māori	40	72.50	92.42	39.47
Non-Māori	66	83.39	117.07	42.85
Kāi Tahu		96.32	93.29	45.23

Qualification Completions – Masters				
	Target %	2015 %	2016 %	2017 %
Māori	40	43.81	122.21	25.77
Non-Māori	66	68.08	105.20	58.36
Kāi Tahu		93.53	138.45	0.00

Successful Course Completions by Programme Category

	2015			2016			2017		
	HC	EFTS	Completion %	HC	EFTS	Completion %	HC	EFTS	Completion %
Certificates									
All	1934	1211.11	76.79	1807	1176.60	73.88	1716	1158.00	75.86
Māori	262	175.57	69.83	279	182.82	65.63	239	163.90	67.16
Kāi Tahu	65	47.99	68.79	47	33.47	69.40	65	46.93	75.28
Non-Māori	1672	1035.54	77.97	1528	993.78	75.40	1477	994.11	77.29
All Under 25	1286	885.02	75.49	1188	850.94	73.28	1162	830.39	74.14
Māori Under 25	185	130.04	70.34	200	134.86	64.64	170	116.36	65.46
Kāi Tahu Under 25	55	40.98	67.01	40	28.71	68.39	49	34.49	73.21
Non-Māori Under 25	1101	754.98	76.38	988	716.08	74.90	992	714.03	75.55
Diplomas									
All	343	259.41	78.91	359	298.43	76.16	305	187.78	81.88
Māori	38	31.03	57.19	44	35.68	64.77	58	31.62	83.63
Kāi Tahu	9	6.50	67.92	14	11.05	66.39	5	2.83	57.35
Non-Māori	305	228.38	81.86	315	262.75	77.70	247	156.16	81.53
All Under 25	227	201.38	77.39	225	205.12	74.59	117	89.76	81.96
Māori Under 25	31	26.73	58.78	33	27.37	62.45	10	8.37	78.11
Kāi Tahu Under 25	7	5.46	61.81	11	8.17	60.69	3	2.25	51.85
Non-Māori Under 25	196	174.65	80.24	192	177.76	76.46	107	81.39	82.36
Graduate Certificates and Diplomas									
All	579	316.17	78.57	597	370.24	83.09	870	516.96	89.77
Māori	21	7.13	51.64	19	10.75	48.26	14	7.27	83.57
Kāi Tahu	5	1.88	53.33	5	3.50	62.70	4	1.88	86.68
Non-Māori	558	309.04	79.19	578	359.49	84.14	856	509.69	89.86
All Under 25	242	144.75	84.08	297	175.87	89.70	462	275.00	94.14
Māori Under 25	2	1.13	100.00	5	3.25	88.46	3	1.88	100.00
Kāi Tahu Under 25				2	1.88	100.00			
Non-Māori Under 25	240	143.63	83.96	292	172.62	89.72	459	273.13	94.10
Bachelors									
All	2198	2000.01	88.67	2300	2076.80	85.02	2216	1943.54	85.32
Māori	274	266.28	82.99	289	272.12	75.92	271	249.00	80.81
Kāi Tahu	90	89.99	87.42	85	82.02	80.92	64	59.32	83.64
Non-Māori	1924	1733.73	89.55	2011	1804.67	86.39	1946	1694.54	85.98
All Under 25	1404	1321.67	90.30	1430	1336.67	89.94	1411	1273.87	90.01
Māori Under 25	134	133.91	89.92	131	127.81	86.60	150	142.98	86.29
Kāi Tahu Under 25	49	48.87	91.73	41	40.66	89.24	44	42.41	84.97
Non-Māori Under 25	1270	1187.77	90.35	1299	1208.86	90.30	1261	1130.89	90.48
Postgraduate Certificates and Diplomas									
All	115	33.00	92.80	112	38.33	94.13	239	114.75	95.97
Māori	8	2.00	68.75	9	3.88	93.55	10	2.38	68.42
Kāi Tahu	2	1.00	87.50	1	0.50	100.00	4	0.75	50.00
Non-Māori	107	31.00	94.35	103	34.46	94.20	229	112.38	96.55
All Under 25	12	4.08	87.75	17	6.25	100.00	49	25.88	96.62
Māori Under 25				2	1.25	100.00	2	0.50	100.00
Kāi Tahu Under 25							1	0.25	100.00
Non-Māori Under 25	12	4.08	87.75	15	5.00	100.00	47	25.38	96.55
Masters									
All	74	46.06	44.53	124	70.41	23.42	180	106.74	44.11
Māori	3	1.75	61.94	14	8.25	48.90	11	6.75	14.22
Kāi Tahu	1	1.00	100.00	3	2.50	45.01	2	1.00	81.28
Non-Māori	71	44.31	43.84	110	62.16	20.04	169	99.99	46.12
All Under 25	4	1.33	37.50	4	3.00		21	10.88	88.89
Māori Under 25				1	1.00				
Kāi Tahu Under 25				1	1.00				
Non-Māori Under 25	4	1.33	37.50	3	2.00		21	10.88	88.89

Cohort Qualification Completions by Programme Category (SAC Funded Fulltime Enrolments)									
	2015			2016			2017		
	Enrolled	Completed	%	Enrolled	Completed	%	Enrolled	Completed	%
Certificates									
All Students	579	417	72.02	709	501	70.66	678	424	62.54
Māori	92	62	67.39	103	57	55.34	108	56	51.85
Kāi Tahu	33	21	63.64	26	13	50.00	43	28	65.12
Non-Māori	487	355	72.90	606	444	73.27	570	368	64.56
Diplomas									
All Students	304	158	51.97	299	164	54.85	268	101	37.69
Māori	40	16	40.00	39	14	35.90	30	8	26.67
Kāi Tahu	9	4	44	13	7	53.85	8	1	12.50
Non-Māori	264	142	53.79	260	150	57.69	238	93	39.08
Graduate Certificates and Diplomas									
All Students	35	25	71.43	42	25	59.52	21	17	80.95
Māori	4	2	50.00	5	3	60.00	3	3	100.00
Kāi Tahu	1	1	100.00	2	2	100.00	1	1	100.00
Non-Māori	31	23	74.19	37	22	59.46	18	14	77.78
Bachelors									
All Students	646	411	63.62	736	415	56.39	728	429	58.93
Māori	103	62	60.19	114	48	42.11	107	61	57.01
Kāi Tahu	40	21	52.50	33	13	39.39	32	20	62.50
Non-Māori	544	349	64.15	624	367	58.81	622	368	59.16
Postgraduate Certificates and Diplomas									
All Students	1	1	100.00	1	2	200.00	1	1	100.00
Māori				1	1	100.00			
Kāi Tahu									
Non-Māori	1	1	100.00		1		1	1	100.00
Masters									
All Students	23	6	26.09	23	13	56.52	34	1	2.94
Māori	2	1	50.00	3	2	66.67	4		0.00
Kāi Tahu	1	1	100.00	1	1	100.00	2		0.00
Non-Māori	21	5	23.81	20	11	55.00	30	1	3.33



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

We'd like to say a big thanks to Gianna Leoni for the translation, Hayden Parsons and Jodie Gibson for the majority of our photography, and Southern Colour Print. We give a special thanks to our Māori learners and staff who featured in this year's stories and all Otago Polytechnic staff who contributed to this report.



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