



OTAGO

POLYTECHNIC

Te Kura Matatini ki Otago

Whakakaha te Hoataka

Strengthening the Partnership

Māori Annual Report 2018

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COVER PHOTO:
Ngā Kete
See story on page 33
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 raketira mā, tēnā koutou katoa.



Manatu Mōhiotaka

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

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

Memorandum of Understanding

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

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

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

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

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

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



From the Chief Executive and Council Chair

Introduction by Phil Ker and Kathy Grant

Overall, 2018 was a very good year in terms of our performance in relation to the Māori Strategic Framework (MSF), underpinned by the updating and re-signing of our Memorandum of Understanding with our Rūnaka.

We have been making steady and significant progress in implementing our MSF in all of our Colleges, Schools and Service Areas, and are now seeing some very good results indeed. So much so that in 2017 we introduced new staff awards for excellence in the implementation of the MSF. It is certainly an important milestone when there is excellence to be recognised.

In 2018 we began developing our first Māori Language Strategy, which will guide how we precisely incorporate te reo Māori throughout the Polytechnic, including within our programmes of learning. We also launched a suite of kaupapa Māori micro-credentials that have been well-received, not only by our staff, but also within the wider community.

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

Māori learner participation and success was also very pleasing in 2018, at 14.5% of our EFTS, which significantly exceeds the proportion of Māori residents in Otago. Course completion rates for both Māori and Kāi Tahu learners increased slightly in 2018 overall, and we are managing, albeit slowly, to reduce the gap between Māori and non-Māori learner achievement – 6.9% in 2018 against 8.6% in 2017. Māori learner satisfaction rates remain very high and slightly ahead of the satisfaction rate expressed by non-Māori learners. Particularly pleasing is that 100% of Māori graduates who responded to our post-graduation surveys are in work or further study, and the median annual salary of Māori graduates is the same as for non-Māori graduates.

Undoubtedly contributing to Māori retention and success is the support we are providing for Māori learners through Te Punaka Ōwheo, which continued to go from strength to strength in 2018. Te Punaka Ōwheo and Poho are providing a supportive environment and strong levels of pastoral care and learning support, which our students are acknowledging as important to their success.

Further, there has been significant international interest in the work that we are undertaking with our Māori learners. Our Kaitohutohu, Janine Kapa, and Tumuaki: Whakaako, Ron Bull, contributed to a major Canadian conference, and were invited guests in several Canadian institutions to share our experiences in relation to their own efforts to better serve their First Nations people. We have also hosted study abroad students from both Canada and the United States, as well as staff visits from both countries. This interest is testimony to the excellent work of our Māori staff and of the initiatives we are undertaking at our Dunedin campus.

We appointed a new Tumuaki: Rakahau Māori to coordinate our Māori research efforts and, as a consequence, there has been a significant increase in the number of Māori consultation applications to the Kaitohutohu Office. Unfortunately, our Māori research outputs dropped, but this mirrored an overall decline because our researchers were generally focused on preparing their portfolios in order to participate in the Performance Based Research Funding round.

We continue to make good progress in embedding Māori knowledge and perspectives into all of our programmes and are pleased that once again the Capable NZ pathway for Māori was well supported with high success rates. We also developed the He Toki Māori Trades Training programme for launch in 2019.

We very much appreciate the participation of and advice from Papatipu Rūnaka, particularly through Komiti Kāwanataka. Whilst there is still much to do, momentum is consistently taking us forward, enabling us to lift the bar as we experience the increasing success of our Māori learners.



Phil Ker
Chief Executive



Kathy Grant
Council Chair

From Komiti Kāwanataka

Introduction by Megan Pōtiki



Tēnei te rūū e kōkōu mai nei
Kīhai māhitihihi, kīhai mārakaraka

Te upoko nui o te rūū

Terekou!

Ko Pukekura mauka tēnei e mihi atu nei.

He tika kia huri ki a rātou ko wehe atu ki te pō, haere, haere, moe mai rā.

Me huri ki ā tātou te huka ora. Tēnā koutou e hoea touhia te ihu o te waka nei ki tua i te ara whenewhene o te wā. Otirā, ki kā kaihoe o te Kuratini nei, he mihi nui ki a koutou e pari ihu ana kia tutuki te mahi, kia ikeike rawa hoki ki ōna taumata.

Tēnā koutou katoa.

I am pleased to introduce our 2018 Māori Annual Report. We have had an incredibly positive year at Otago Polytechnic, despite the impending proposals that have been placed before us from the Minister of Education. Firstly, I would like to congratulate our Deputy Chief Executive: Māori Development/Kaitohutōhu, Janine Kapa, for keeping the waka afloat in testing times, but also for driving forward with a vision of excellence and success for both learners and staff alike. Secondly, I would also like to acknowledge her team for all the hard work they have expended over the past year – heoi anō, he mihi nunui ki a koutou.

Shaun Tahau has been working on an exciting kaupapa, and is in the process of developing Otago Polytechnic's first Māori Language Strategy, Te Rautaki Reo Māori. This strategy will be implemented across all areas of learning and teaching, with a firm focus on raising the visibility and quality of te reo Māori at the Polytechnic. While Māori Language Policies exist in other tertiary institutions, we believe Te Rautaki Reo Māori is a first in the ITP sector.

While Deputy Chief Executive: Learner Experience, Chris Morland was preparing for leave at the latter part of 2018, we were fortunate to benefit from the leadership and experience of Associate Professor Megan Gibbons on Komiti Kāwanataka while she acted in Chris's role. He mihi tēnei ki a Megan mō tōna mahi me ōna mōhiotaka.

The Māori Annual Report continues to go from strength to strength, and without a doubt, reveals the amazing work of Māori staff, Māori learners and many others at Otago Polytechnic. We are extremely proud of their achievements, both individually and collectively.

Finally, I would like to acknowledge the mandated rūnaka members from Ōtākou, Puketeraki, Moeraki and Hokonui for their time and commitment on Komiti Kāwanataka throughout 2018. Ehara taku toa i te toa takitahi, ekari ia, he toa takitini. It is a huge commitment serving the needs of the community in respect to mana whenua representation and we try to do our best to serve the needs of the very communities we serve; haere tou kā mihi.

Nāhaku noa, nā Megan Pōtiki

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



Tō mātou whakaahu whakamua

I te tau 2018, i tohu anō a Te Kura Matatini ki Ōtāgo i te Manatu Mōhiotaka ki Kā Papatipu Rūnaka ki Araiteuru – ko Te Rūnanga o Ōtākou; ko Kāti Huirapa Rūnaka ki Puketeraki; ko Te Rūnanga o Moeraki; ā, ko Hokonui Rūnanga – e whakahou ana i tō mātou takohaka ki kā kaupapa me te take o tēnei hoataka.

Te Aka Rautaki Māori

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

Kia whakatutukihia tēnei whāika, i te tau 2018, i whakawhiwhi i te Whakawhiwhika Hiraka mō kā Kaimahi e pā ana ki te whakatinanataka o Te Aka Rautaki Māori. Ko kā kaiwhiwhi, ko te tīma Campus Services; ko Jenny Rudd tētahi Pūkeka Aporei ki Te Ohu Tūhauora; ko Katrina Le Cong tētahi Pūkeka Matua ki Te Ohu Tūhauora. Ka whakamihi ēnei whakawhiwhika i kā kaimahi, nāna 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.

I tīmata mātou ki te whakawhanake i Te Rautaki Reo Māori tuatahi, ka puta mai i te tau 2019. He tukaka rautaki tēnei kia whakauru i te reo Māori i te wāhi ā-umaka, i te marautaka hoki. I hakaia te kohikohika o kā Māori EduBits i te tau 2018, e āpiti ana ki kā whāika o te rautaki kia whakapiki i te maeataka, i te whakamahika, i te whakahua tika hoki o te reo.

Measuring our Progress

In 2018, Otago Polytechnic was delighted to re-sign our Memorandum of Understanding with Kā Papatipu Rūnaka ki Araiteuru – Te Rūnanga o Ōtākou; Kāti Huirapa Rūnaka ki Puketeraki; Te Rūnanga o Moeraki; and Hokonui Rūnanga – renewing our commitment to the principles and purpose of this partnership.

Māori Strategic Framework (MSF)

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

With this goal in mind, in 2018 we awarded Staff Awards for Excellence in the Implementation of the MSF. The recipients were our Campus Services team; Social Services Principal Lecturer, Jenny Rudd; and Social Services Senior Lecturer, Katrina Le Cong. These awards recognise staff who foster excellence in Māori participation and learning success; Kāi Tahu/Māori leadership; the development or delivery of programmes where Māori values are understood and recognised; and/or who undertake research with outcomes that benefit or meet the development aspirations of Kāi Tahu/Māori. Up to three of these Awards can be given in any year, each to the value of \$2,000, to be spent on professional development.

We began developing our first Te Rautaki Reo Māori (Māori Language Strategy), which will be ready for roll-out in 2019. This provides a strategic approach to the ways in which we incorporate te reo Māori within our organisational environment, as well as within the curriculum. Our suite of kaupapa Māori EduBits (micro-credentials) was created in 2018, feeding into this Strategy's aims to increase the visibility, use and correct pronunciation of the language.

Te Pā Taurira

E rāka ana kā tāhuhu kōrero o te mana whenua i kā āhuataka o Te Pā Taurira, ko tō mātou wharenoho taurira hou tērā, i huakina kā kuaha ki kā kainoho taurira i te tau 2018. I tīmatahia te wānaka tahi me te noho rakapū ki kā Papatipu Rūnaka i kā mahere moata, kia whakatūturu i te whakauruka o te mātauraka Kāi Tahu ki roto i te whakamaheretaka me te whakaikoataka o te whare rā.

Ka whakauru te kaupapa ara honohono i kā āhuataka rerekē o te tāhuhu kōrero o te wāhi e nōhia ana e Te Kura Matatini ki Ōtāgo ki Ōtepoti. Ehara tērā i tētahi wāhi nohoaka, he pūtahi kē, mā raro, mā ruka waka, he ara mā ka manu hoki. Ka whakatinana hoki te kaupapa i te haereka mātauraka o kā taurira ki Te Kura Matatini ki Ōtāgo, kei tua atu hoki.

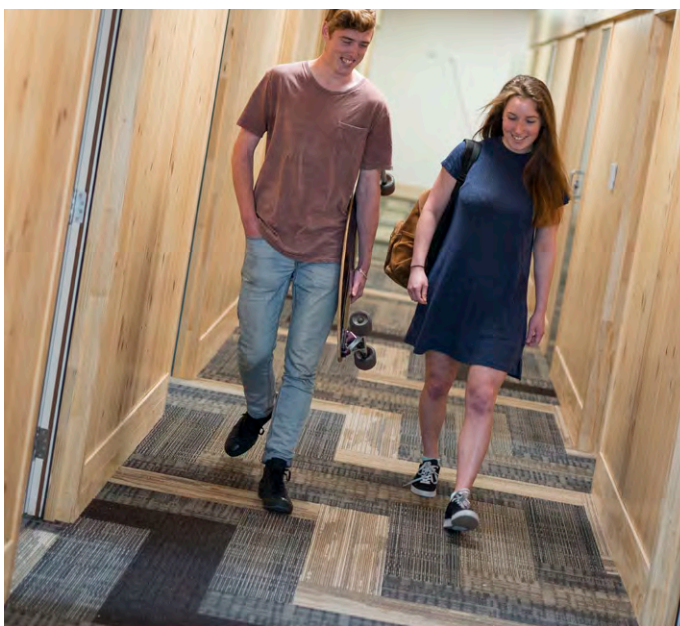
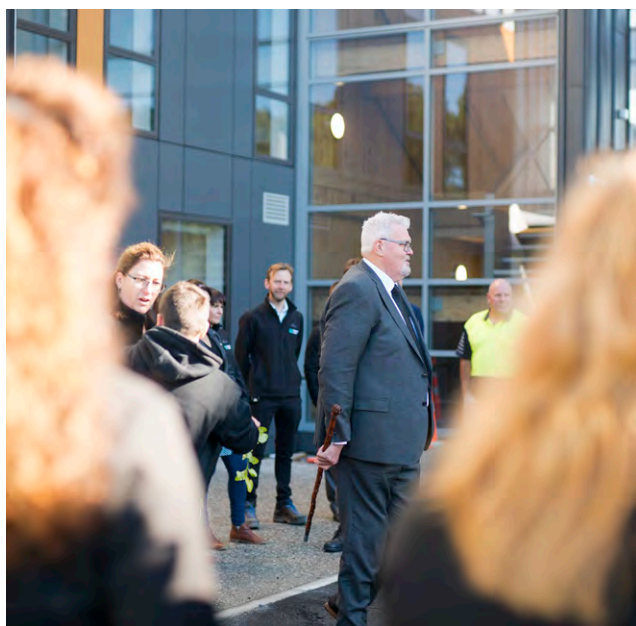
I whakawāteakia a Te Pā Taurira e Tahu Pōtiki o Te Rūnanga o Ōtākou, i Huitakuru.

Te Pā Taurira

The histories of mana whenua are woven into the fabric of Te Pā Taurira, our new student village, which opened its doors to its first student residents in 2018. Consultation and partnership with Papatipu Rūnaka began in the early design stages, ensuring Kāi Tahu knowledge was integrated in the building's planning and naming.

The concept of *ara honohono* – multiple interconnecting pathways – 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 reflects the learner journey, both at Otago Polytechnic and beyond.

Te Pā Taurira was officially blessed by Tahu Potiki, Te Rūnanga o Ōtākou, in February.



Looking ahead to 2019

- > Develop, implement and socialise a revised Māori Strategic Framework, continuing to drive its implementation throughout the institution.
- > Implement Te Rautaki Reo Māori, our Māori Language Strategy, to increase the visibility, use and correct pronunciation of te reo Māori at Otago Polytechnic.
- > Maintain effective partnerships with Kā Papatipu Rūnaka ki Araiteuru and Te Rūnanga o Ngāi Tahu in Te Waipounamu, and Te Rūnanga o Ngāti Whātua in Auckland.

STAFF PROFILE

A leading light

Associate Professor
Megan Gibbons – Ngāpuhi
**Acting Deputy Chief Executive:
Learner Experience**

In her 12 years working at Otago Polytechnic, Associate Professor Megan Gibbons is sure she hasn't had two years the same.

In October 2018 – then the Head of College for Te Ohu Ora – Megan became Acting Deputy Chief Executive: Learner Experience.

"I don't have 50-odd staff asking me questions daily anymore, but the queries I receive now tend to be a little more complex," she smiles.

She meets regularly with Heads of Schools and Colleges, both one-on-one and in a group. As a former Head of College herself, she is well-placed to identify and understand the challenges and opportunities they face.

Megan is also working closely with Kaitohutohu, Janine Kapa, on continuing to improve Māori learner success – a priority at Otago Polytechnic.

"We are identifying those programmes in which we can see ongoing challenges for Māori learner achievement," she says. "To help combat the gaps between Māori and non-Māori learner success, we will institute a tuakana/teina peer mentoring initiative within our sub-degree-level programmes in 2019."

Other opportunities to improve learner success can emerge from those programmes in which Māori learners perform strongly.

"We are working to identify the approaches and strategies that work well in these areas, so we can build on them across the Polytechnic," she says. "We find that our staff are always looking to do the best for their learners. Many of them have great ideas for improvement, and we are keen to support these."

Megan is well-known for her expertise and research. She has a particular interest in nutrition and health, especially as they relate to pregnancy and lactation. In 2019, she will present at both the Women in Education Leadership Summit on Equity in Education and the Educate Plus Conference on best practice in admission processes.



Outside of Otago Polytechnic, she is the nutrition expert for participants in the annual Dunedin Marathon. She also coaches athletics: "This has now become something of a feeder programme for the Institute of Sport, Exercise and Health," she laughs.

Megan speaks highly of the culture at Otago Polytechnic.

"It's a really amazing place to work," she says. "We have fantastic conditions of work and a great work environment. Senior management is so accessible, and there is a great sense of community here. I think a strength of ours at Otago Polytechnic is the way we build and nurture relationships and connections."



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.

Tō mātou whakaahu whakamua

I tīmata Te Tari o te Kaitohutohu me te tīma People and Culture i te whakatinanataka o te AMA (Advancement of Māori), ko te Rautaki Whanake Mahi me te Mahere Mahi Māori o Te Kura Matatini, ka hiahia tēnei ki te whakamanea, ki te toitū hoki tētahi huka kaimahi nui ake ki Te Kura Matatini ki Ōtāgo. Ka here tēnei ki te whāika o Te Aka Rautaki Māori kia whakatūturu, he ōrite te ōrau o kā kaimahi Māori ki kā tauira Māori mō te tau 2021.

I te tau 2018, i whakawhanaketia, i whakaurua ētahi paeka āheika e pā ana ki Te Ao Māori ki roto i te hōtaka Leadership 360 mō kā kaiwhakahaere i kā Taumata 1-3, ki roto hoki i te katoa o te Pou Tarāwaho Āheika Kaimahi.

Kā kaimahi Kāi Tahu/Māori

I ōrite te nama o kā kaimahi i te tau 2018. I whakapiki te nama o kā kaimahi e wehe atu ana ki te 7%, he whakahokinga tēnei ki ngā taumata i te tau 2016, whai muri i tētahi whakahekenga nui i te tau 2017.

Ko tētahi whanaketaka manea i te tau 2018, tokotoru kā wāhine Māori o te Kāhui Manukura o Te Kura Matatini tokoono - ko Janine Kapa (Kāi Tahu, Kāti Māmoe, Waitaha), rātou ko Jo Brady (Kāi Tahu) ko Megan Gibbons (Ngāpuhi). I tua atu i tērā, he Māori te 11% o kā kaimahi i te Taumata 3. Tino whakahihī mātou i te whakaataka pai o kā kaiwhakahaere Māori i kā tūraka aweawe ki ēnei taumata o ruka.

Kotahi te whakatūraka kei te taumata Tumuaki, kotahi te whakatūraka tūturu, tokowaru kā kaimahi akoraka Māori mō tētahi wā poto i te tau 2018. Ahakoa kāore i tutuki te whāika i a mātou, arā, tokorua kā tūraka kaiwhakahaere Māori i mua i te mutuka o te tau 2018, i kaha tutuki te whāika e pā ana ki kā kaimahi akoraka Māori tokowhā i mua i te tīmatanga o te tau 2019.

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

Measuring our Progress

Our Kaitohutohu Office and People and Culture team began the implementation of our AMA (Advancement of Māori), the Polytechnic's Māori Workforce Development Strategy and Action Plan, aimed at attracting and sustaining a larger Māori workforce at Otago Polytechnic. This is in line with our MSF goal to ensure the proportion of Māori staff reflects the Māori learner population by 2021.

In 2018, Te Ao Māori competencies were developed and integrated into our Leaderscope 360 programme for all Tier 1-3 leaders, as well as into our All Staff Capability Framework.

Māori/Kāi Tahu staff

Our permanent Māori staff numbers were maintained in 2018. Māori staff turnover increased to 7%, returning to 2016 levels after a significant decrease in 2017.

A pleasing development in 2018 was that three of our six Executive Leadership Team members were Māori women – Janine Kapa (Kāi Tahu, Kāti Māmoe, Waitaha), Jo Brady (Kāi Tahu) and Megan Gibbons (Ngāpuhi). In addition, 11% of our Tier 3 staff identified as Māori. We are proud that we have good representation of Māori leaders in influential roles at these senior levels.

One Māori appointment was made at Tumuaki (Director) level, and one permanent and eight fixed-term Māori academic staff members were appointed in 2018. These appointments meant that while we didn't quite meet our target of two new Māori leadership roles by the end of 2018, we did exceed our goal of recruiting four new Māori academic staff members by the beginning of 2019.

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

Recruitment

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

Turnover

Year	Māori turnover	Non-Māori turnover	Total staff turnover
2014	12%	7%	8%
2015	15%	7%	8%
2016	7%	7%	8%
2017	3%	8%	8%
2018	7%	6%	6%

Te Mānawa o kā kaimahi Māori

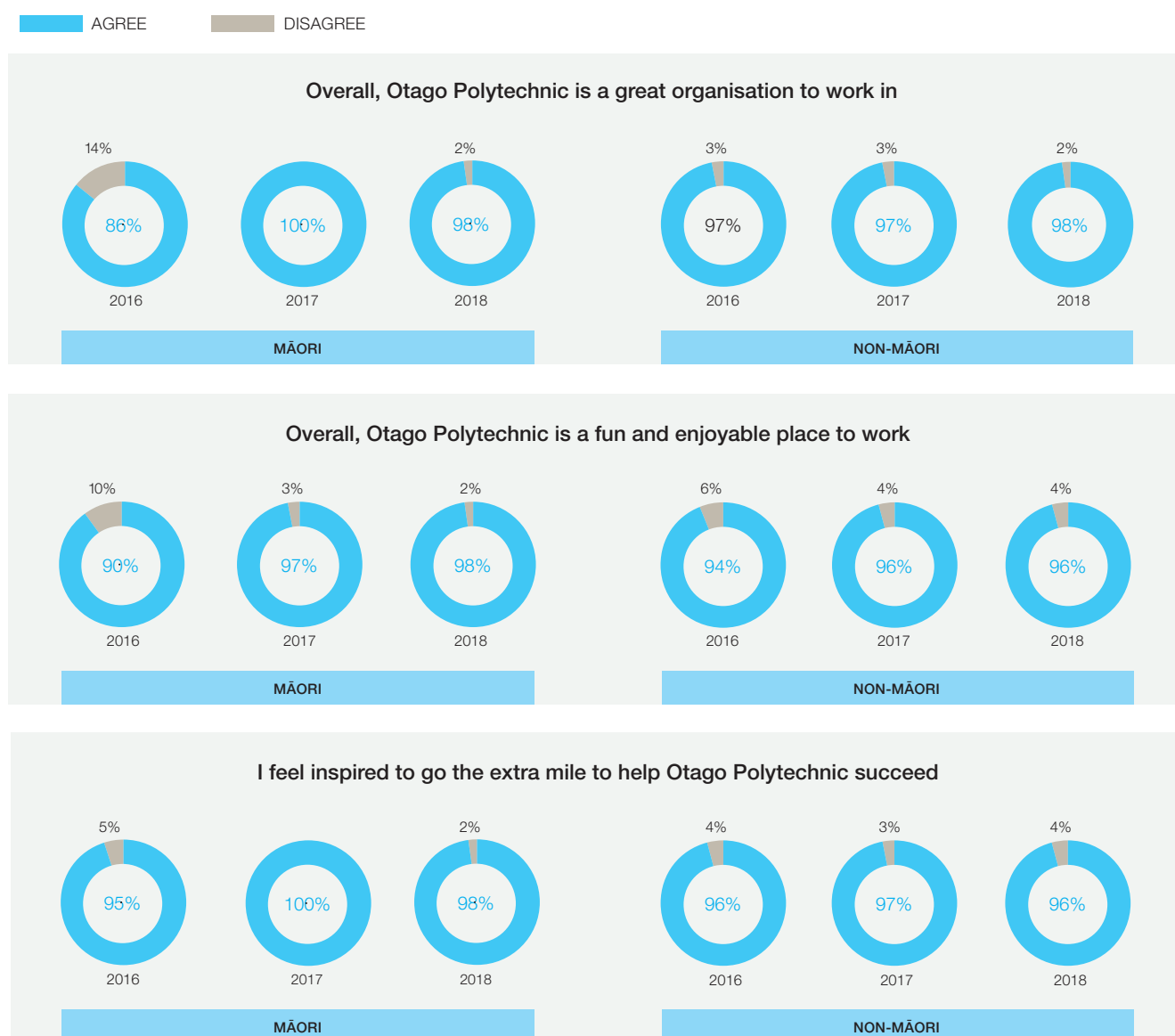
I tūtohi kā hua o te Uuiuka mō te Wāhi Mahi, he kaha mānawa ake kā kaimahi Māori i kā kaimahi tauwi i te tau 2018, he arotau ake kā whakautu mō kā āhuataka e rima o kā āhuataka e ono, ā, he ōrite te whakautu mō te āhuataka whakamutuka.

Tapeke rawa ake, 100% kā kaimahi Māori i whāki atu, e whakahihī ana rātou he kaimahi ki Te Kura Matatini ki Ōtāgo; he mea whakahirahira ki a rātou te whakatutukika o Te Kura Matatini; he wāhi māku i kā wā e whai mai ki Te Kura Matatini ki Ōtāgo. Nā, ko kā whakautu a kā tauwi mō ēnei rereka, e 97%, e 93%, e 93% hoki.

Satisfaction of Māori staff

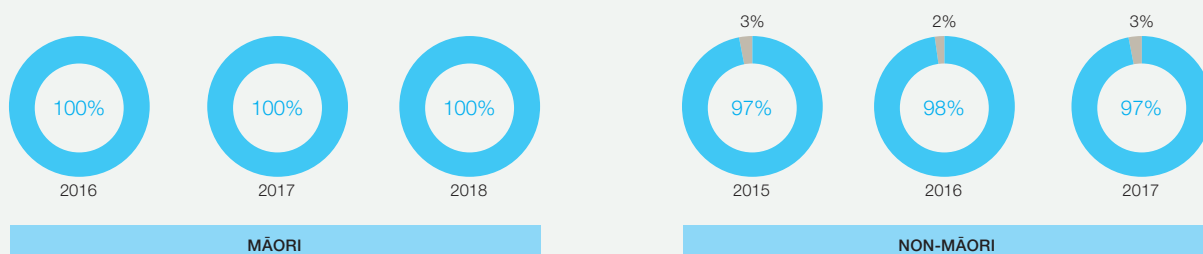
The results of our latest Work Environment Survey indicate that Māori staff were considerably more satisfied in 2018 than their non-Māori counterparts, reporting more favourable responses in five of the six main measures, and an equal response in the remaining measure.

In total, 100% of Māori staff reported that they are proud to tell people they work at Otago Polytechnic; that they really care about the success of Otago Polytechnic; and that they feel there is a future for them at Otago Polytechnic. In comparison, non-Māori responses for these statements were 97%, 93% and 93% respectively.

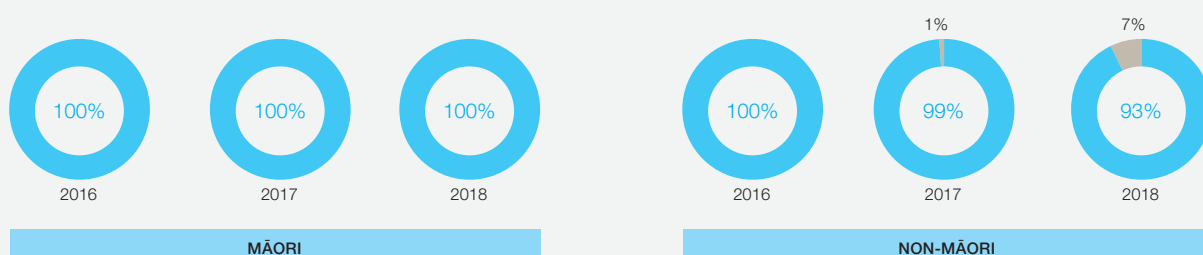


Please note: Values may not add up to 100% due to rounding.

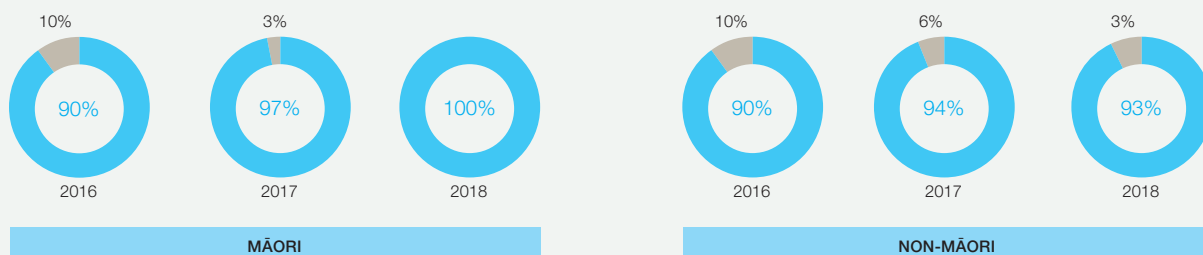
I am proud to tell others that I work for Otago Polytechnic



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.

Looking ahead to 2019

- > Increase the proportion of new staff who identify as Māori from 5% to 7%.
- > Support staff to develop at least a baseline cultural competence (i.e. in tikaka Māori, introductory te reo Māori, the Treaty of Waitangi, bicultural competence and culturally inclusive pedagogies).
- > Further enhance Otago Polytechnic as a place where Māori aspire to work and learn as Māori.
- > Continue to implement our AMA, Māori Workforce Strategy and Action Plan, monitoring its integration across relevant policies, procedures and practices.

STAFF PROFILE

Upholding the Māori Strategic Framework

The Campus Services team was honoured with a Staff Award for Excellence in the Implementation of the Māori Strategic Framework (MSF) in 2018.

“Our whole team was delighted to be recognised in this way,” says Tracey Howell, Capital Works and Facilities Manager. “However, we are simply doing what we should be doing – supporting the goals of the MSF.”

Campus Services and the Kaitohutohu Office have forged a strong relationship, in part because the two work closely together on delivering special events and occasions such as mihi whakatau and blessings, and major works such as new builds, in which tikaka Māori and Māori narratives must be considered and reflected.



Campus Services staff also spend time at Poho, the Māori student common room, helping out with the delivery of shared lunches for learners.

“In addition, there is often ongoing day-to-day work where we will approach the Kaitohutohu Office to seek Māori perspectives and considerations,” Tracey says. “It’s something we’re conscious of as a team.”

Some members of the team have already completed the Certificate in Mata a Ao Māori, and others are about to embark on the Polytechnic’s Kaupapa Māori EduBits.

The Staff Award comes with a prize of \$2,000 to be spent on professional development. Campus Services is looking forward to deciding how to spend the prize.

“We’ll decide together, and enjoy it together,” Tracey says. “And we’ll work hard to ensure we continue to uphold and promote the goals of the MSF.”

KO TE MEA TUATORU:

Kā Ākoka Kāi Tahu/ Māori

PRIORITY THREE:

Kāi Tahu/ Māori Students

Tō Mātou Whāika ā-Rautaki

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

Our Strategic Objective

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

Ō Mātou Wawata

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

Our Aspirations

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

Tō mātou whakaahu whakamua

Ko te uruka Māori

He ōrite te uruka o kā tauira Māori i te tau 2018, arā 14.5%, kua āhua pēnei te whakapikika mō kā tau e toru. E 8% te whakapikika o kā EFTS Māori, ā, 12.5% te whakapikika o kā tauira Māori mai i te tau 2017.

E haere ōrite hoki ana kā EFTS Kāi Tahu i te tau 2018, e 3.8% kā EFTS Kāi Tahu o kā EFTS katoa, ā, neke atu i te hauwhā o kā EFTS Māori. E 2% te whakapikika paku o kā tauira Kāi Tahu i te tau 2018, he rerekē tēnei ki te tau 2017, 13% te whakapikika.

I kaha whakapikika te tātaitaka o kā tauira katoa i te tau 2018, ā, he tino nui ake tonu te nama o kā tauira Māori i kā tauiri. Ko tētahi āhuataka tino pai, 10.3% te whakapikika o kā taumata tātaitaka o kā tauira Kāi Tahu, 10.3% te whakapikika ki kā Taumata 1-3, ā, e 9.1% ki kā Taumata 4 neke atu.

He teitei tonu, i hipa atu hoki i kā whāika, te puritaka akoraka ki kā taumata katoa.

Measuring our Progress

Māori participation

The participation rate for Māori learners remained consistent at 14.5% in 2018, continuing a three-year trend of similar increases. There was an 8% increase in Māori EFTS, and a 12.5% increase in Māori learners by headcount from the previous year.

The 2018 Kāi Tahu participation rate also remained steady at 3.8% of all domestic EFTS, as in 2017, and accounted for more than a quarter of our Māori EFTS. There was a modest 2% increase in the number of Kāi Tahu students by headcount in 2018, after a significant 13% increase in 2017.

Student progression improved considerably in 2018, and the rate for Māori learners continues to exceed that of non-Māori. Of particular note, Kāi Tahu progression levels grew by 10.3% at Levels 1-3 and 9.1% at Levels 4 and above.

Student retention remains high and continues to exceed targets by significant margins at all levels.

EFTS and Headcounts

	2016			2017			2018		
	Māori	Kāi Tahu	Non-Māori	Māori	Kāi Tahu	Non-Māori	Māori	Kāi Tahu	Non-Māori
EFTS	563.1	148.7	3,442.8	552.4	146.2	3,320.2	596.1	156.7	3,521.51
Headcount	820	200	5,594	864	226	5,612	972	231	5,897

Includes all programme levels and all funding sources.

Te whakatutuki tohu

I āhua whakapiki te nama o kā tauira Māori me kā tauira Kāi Tahu i whakaoti ai i tētahi tohu i te tau 2018, e 2% te whakapikika mai i te tau 2017.

He whakahekeka kā ia o kā tau e toru mō ka tauira Māori me kā tauira tauiri, e 8.6% i te tau 2017 ki te 6.9% i te tau 2018.

Kua hakaia tētahi huka mahi kia whakahaumako, kia whakapiki i te whakatutukika a kā tauira Māori, kia arotake i kā rarauka mēnā e raro ana te whakatutukika a kā tauira Māori i kā tauira tauiri, ā, kia whakatinana i kā whāika mō kā āhuataka māharahara.

Te whakatutuki tohu ā-huka

He mea manea te whakapikika o kā tauira Māori me kā tauira Kāi Tahu i whakatutuki tohu ai, e 3% te whakapikika, i hipa atu ēnei mea e rua i te nama o kā tauira tauiri.

He hautoru o kā EFTS Māori e whakauru ana i kā akoraka tohu paetahi, paerua rānei, neke atu i te 30 kā EFTS ki ia tohu ki te Tohu Paetahi Midwifery, ki te Tohu Tāpuhi, ki te Tohu Paetahi Occupational Therapy hoki, ā, neke atu i te 88% te whakatutukitaka tohu. Ko ētahi atu akoraka hiraka mō te whakauruka o kā tauira Māori me te whakatutukitaka tohu o kā

Course completions

Course completion rates for both Māori and Kāi Tahu learners continued to increase slightly in 2018, both up around 2% on 2017.

The three-year trend for course completion shows a continuing closing of the gap between Māori and non-Māori learners, down from 8.6% in 2017 to 6.9% in 2018.

A working group has been established to further enhance and lift Māori learner achievement, to review all data where Māori learner achievement is lower than that of their non-Māori peers, and implement targeted actions to address areas of concern.

Cohort completions

It is pleasing to report that overall qualification completion rates have increased for both Māori and Kāi Tahu learners by about 3%, both of which exceed the rates for non-Māori.

A third of Māori EFTS are enrolled in programmes at degree-level or higher, with the Bachelors of Midwifery, Nursing and Occupational Therapy having over 30 EFTS each and course completion rates of over 88%. Other programmes of note for Māori learner participation and achievement are the Bachelor of Applied Management (30 students) offered through Capable NZ

tauirā Māori, ko te Tohu Paetahi Applied Management (e 30 kā taurā) mā Capable NZ, me Te Taketake Diploma in Applied Addictions Counselling (Taumata 7) (19.5 kā EFTS) mā Moana House.

E whakaratō ana kā akoraka 146 ki kā taurā, ā, 114 o kā akoraka e whakauru ana i kā EFTS Māori, he whakatutukitaka tohu ki kā akoraka e 46 – arā, e 49.3% o kā EFTS Māori – e hipa atu i te whāika, ko 85% tērā. He ōrite, he nui ake rānei te whakatutukitaka tohu Māori ki kā akoraka e 43 o ēnei akoraka e 46 i te whakatutukitaka tohu tauwi.

E kaha manawanui ana tō mātou takohaka ki te whakapiki i te whakatutukitaka o kā taurā Māori, he mea whakahirahira mā mātou kia aro atu ki te take e haere tonu ana, ko te mana ōrite mō kā taurā Māori. Nā te Arotake Akoraka ā-Tau, ki te kore tētahi akoraka i tutuki i kā whāika – ko kā mea e hākai ana ki kā taurā Māori hoki, me tūtohi rātou i kā mahere mahi hei whakapiki. Ka hono ēnei mahi ki te Mahere Paearu Mahi ā-tima me kā Mahere Paearu Mahi ā-takata.

and the Te Taketake Diploma in Applied Addictions Counselling (Level 7) (19.5 EFTS) delivered by Moana House.

Of our 146 programmes on offer, 114 included Māori EFTS. Of these, 46 programmes – accounting for 49.3% of Māori EFTS – had a course completion rate that met or exceeded the target of 85%. The Māori course completion rate for 43 of these 46 programmes was equal to or greater than that for non-Māori.

With our unwavering commitment to lift Māori learner achievement, it is important we strive to address the ongoing issue of parity and equity for Māori learners. As part of the Annual Programme Review process, all programmes not achieving educational targets – including those relating to Māori learner success – are required to detail their action plans for improvement. These actions flow through to Team Performance Plans and Individual Performance Plans.

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

	2016			2017			2018		
	Enrolled	Completed	%	Enrolled	Completed	%	Enrolled	Completed	%
Certificates									
All Students	709	501	70.7	679	491	72.3	447	315	70.47
Māori	103	57	55.3	109	65	59.6	53	36	67.92
Kāi Tahu	26	13	50	44	31	70.5	16	9	56.25
Non-Māori	606	444	73.3	570	426	74.7	394	279	70.81
Diplomas									
All Students	299	167	55.9	267	136	50.94	324	197	60.80
Māori	39	14	35.9	30	10	33.33	40	26	65.00
Kāi Tahu	13	7	53.9	8	1	12.50	15	9	60.00
Non-Māori	260	153	58.9	237	126	53.16	284	171	60.21
Graduate Certificates/Diplomas									
All Students	42	25	59.5	21	17	80.95	21	11	52.38
Māori	5	3	60	3	3	100.00	2	1	50.00
Kāi Tahu	2	2	100	1	1	100.00			
Non-Māori	37	22	59.5	18	14	77.78	19	10	52.63
Bachelors									
All Students	736	415	56.4	729	436	59.81	739	427	57.78
Māori	114	48	42.1	107	61	57.01	112	58	51.79
Kāi Tahu	33	13	39.4	32	20	62.50	23	12	52.17
Non-Māori	624	367	58.8	623	375	60.19	628	369	58.76
Postgraduate Certificates/Diplomas									
All Students	1	2	200	1	1	100	15	14	93.3
Māori	1	1	100	0	0	n/a	1	1	100
Kāi Tahu	0	0	n/a	0	0	n/a	0	0	n/a
Non-Māori		1	?	1	1	100	14	13	92.9
Masters									
All Students	25	13	52.00	35	1	2.9	31	6	19.3
Māori	3	2	66.67	4		0	3	1	33.3
Kāi Tahu	1	1	100.00	2		0	1	1	100
Non-Māori	22	11	50.00	31	1	3.23	28	5	17.9

Te Mānawa o kā tauira Māori

He āhuataka manea, he teitei ake kā taumata mānawa o kā tauira Māori mō kā āhuataka e whā i te tau 2018.

He teitei tonu kā nama mānawa, ka noho kā nama i waekanui i 89% ki 91% i kā āhuataka katoa.

Māori student satisfaction

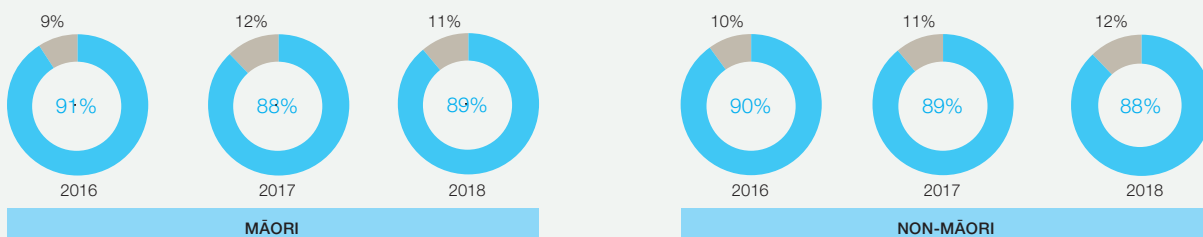
It was pleasing to note that Māori learners reported higher satisfaction across our four main measures in 2018.

Satisfaction rates remain high, sitting at 89% to 91% in all categories.

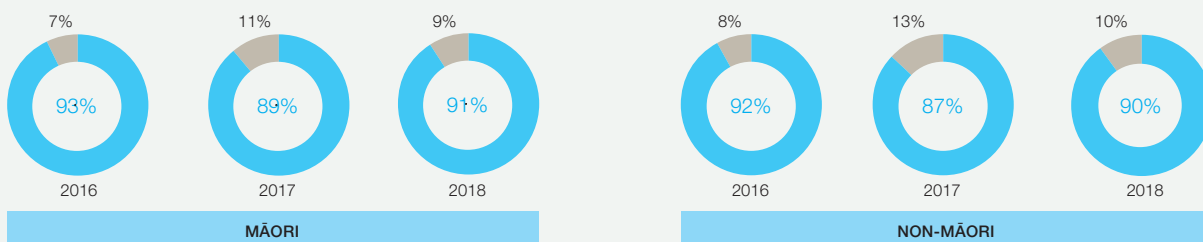
AGREE

DISAGREE

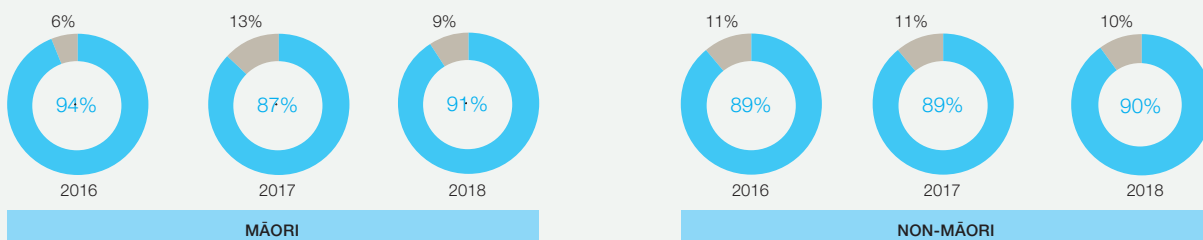
Have you been satisfied with the quality of the programme this year?



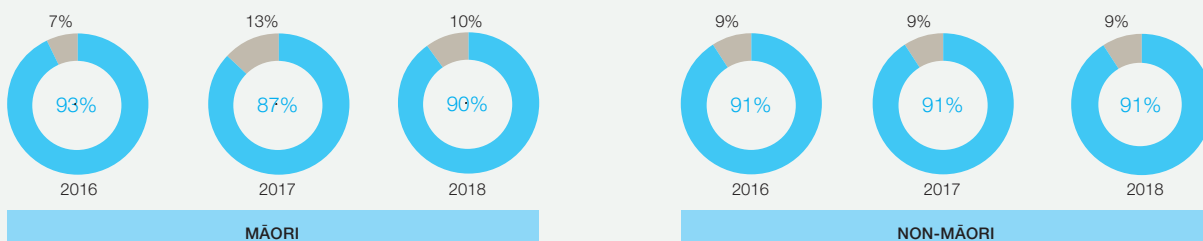
Have you been satisfied with Otago Polytechnic this year?



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



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



Ko kā hua paetahi

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

Ka aro atu te Uiuika Whakaputaka ā-Kaiwhiwhi Tohu 2018 i te nama o kā kaiwhiwhi tohu kua whai mahi, kua whakauru atu i ētahi atu mahi ako rānei. I tūtohi kā whakaputaka mō te tau 2018 i tētahi whakahekeka o te nama o kā kaiwhiwhi tohu Māori kua whai mahi, 11% te whakahekeka, ka noho ki te 66%. E tika ana, nā te whakapikika ki te 14% o kā kaiwhiwhi tohu Māori e uru atu ana ki ētahi atu mahi ako ukiuki, ako hakere rānei.

Ka whiwhi utu toharite kā kaiwhiwhi tohu Māori e mahi ana, ka noho tēnei i kā kaiwhiwhi tohu tauwiwi, e \$41,580 te utu toharite ia tau.

Ina rawa, 100% o kā kaiwhakautu uiui Māori e mahi ana, e ako tonu ana rānei.

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 their future careers or further study.

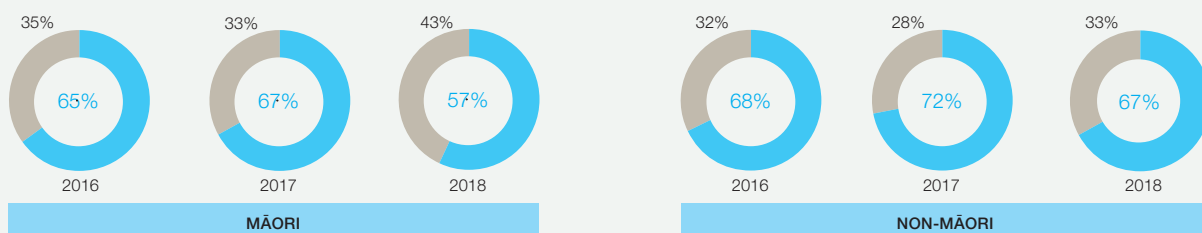
The 2018 Graduate Outcomes Survey reports on the number of graduates who were either working or enrolled in further study. The results in 2018 indicate a decrease in the number of Māori graduates who are in work, down 11% to sit at 66%. This is likely related to a 14% increase in the number of Māori graduates progressing to further full-time or part-time study.

Māori graduates who are working are earning median salaries in line with those of their non-Māori counterparts, at \$41,580 per annum.

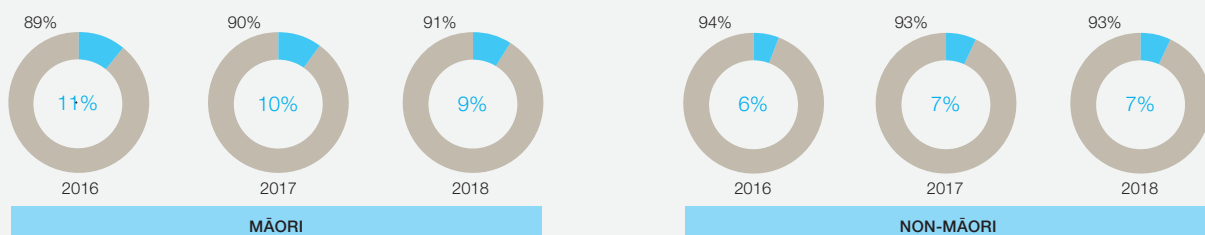
Overall, an exceptional 100% of Māori respondents were either in work or further study.

Work situation as at 1 June 2018

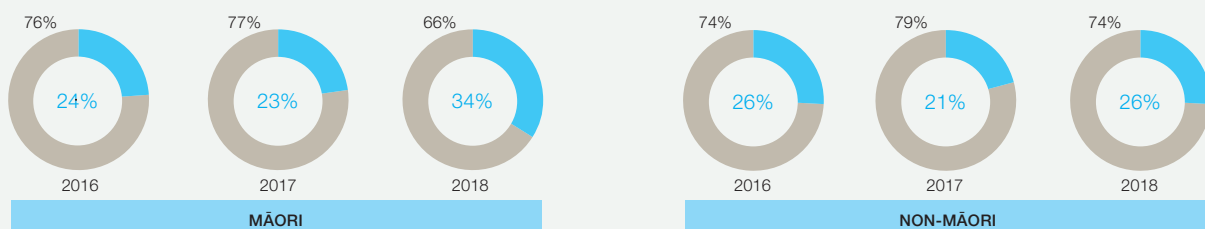
Earning wages or a salary



Self-employed



Not working or self-employed



Median gross annual salary

\$41,580

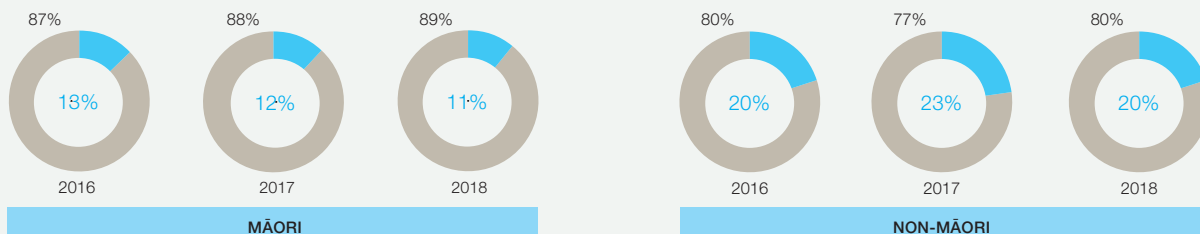
MĀORI

\$41,600

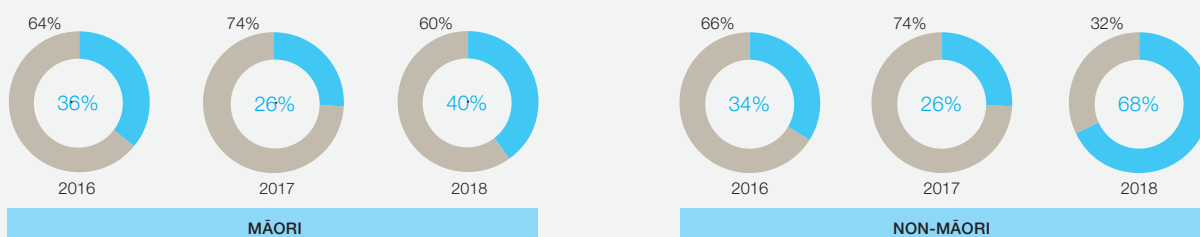
NON-MĀORI

Study situation at June 2018

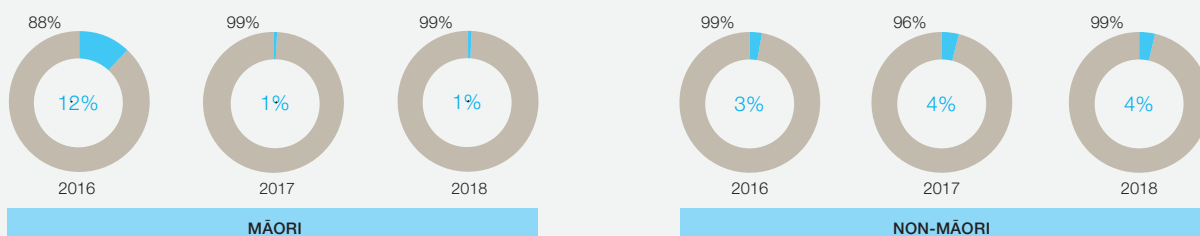
Do not intend to do more study



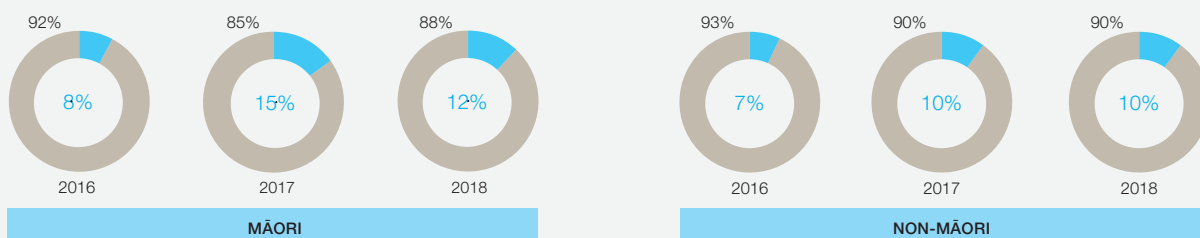
Currently studying full-time or part-time



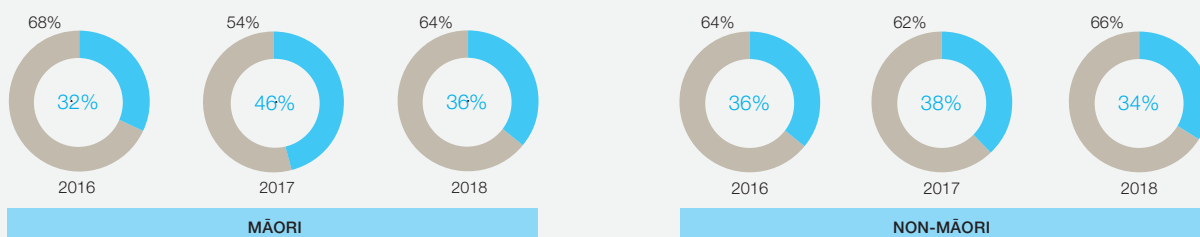
Currently enrolled to commence study



Intend to enrol for 2018 or 2019



Undecided at this stage



Te Whakatutukitaka o kā Tauria Māori

I whakatū mātou i tētahi rōpū uruki, ko Enhancing Māori Learner Success tērā, i te tau 2018 kia pūrokoroko e pā ana ki te haereka a kā tauria Māori. Ko kā kaimahi nō Te Punaka Ōwheo me ētahi 'hapahapai' o Te Aka Rautaka Māori nō ia Kura me kā Kāreti, nāna i tohatoha atu i ētahi pāroko mō kā whakapāwera me kā kōwhirika mō kā tauria Māori i ō rātou wāhi. Ko te whakaaro o tēnei, kia tohatoha i kā pāroko, kia tūtohi i kā kōwhirika me kā whakapāwera, kia tohatoha i kā rautaki pai e whakapiki ana i te whakatutukitaka o kā tauria Māori.

Uiuika Tauria Māori

Kia whakamārama i kā wheako o kā tauria Māori ki Te Kura Matatini ki Ōtāgo, i uui mātou i kā tauria Māori i te marama o Māhuru i te tau 2018. Ka noho tahi tēnei uui me ētahi atu rarauka, arā, ko ētahi o kā pāroko i puta mai i te Uiuika Mānawa Tauria ā-tau.

He pai te nuika o kā kaiwhakahoki kōrero 195, e tūtohu ana i kā mahi a Te Kura Matatini ki Ōtāgo ki te whakapiki i te maeataka o Te Ao Māori ki te umaka katoa, e tohatoha ana i ētahi whakaaro mō te whakawhanaketaka mō anamata.

I pūrokoroko kā kaiwhakahoki kōrero e 93% e roko ana i te whanaukataka ki Te Kura Matatini ki Ōtāgo. He whakamana kaha o te whai take o kā whakarato tautoko mō kā tauria Māori: e 92% mō te wāhi tauria Māori, ko Poho tērā; e 95% mō Te Punaka Ōwheo; e 96% mō te tautoko ako.

Kā karaihipi Māori

Ko tētahi atu momo whakamihi i te whakatutukitaka tauria Māori, ko kā karaihipi Māori. Ka tika kia mihi atu ki a Kia Ora Hauora mō kā mahi hei whakapiki i te mōhiotaka e pā ana ki kā karaihipi hauora.

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

Māori Learner Success

We established a steering group, Enhancing Māori Learner Success, in 2018 to report on the progress of our Māori learners. The group is made up of Te Punaka Ōwheo staff, and MSF 'champions' from each of our Schools and Colleges, who share information about challenges and opportunities for Māori learners in their areas. The intention is to share information, identify opportunities and challenges, and share proven strategies that contribute to improving Māori learner achievement.

Māori Learner Survey

In order to gain an overview of Māori learner experiences at Otago Polytechnic, we undertook a survey of Māori learners in September 2018. This survey complemented other data, such as the information gathered through the annual Student Satisfaction Survey.

The 195 respondents provided largely positive feedback, acknowledging Otago Polytechnic's efforts in making Te Ao Māori more visible across the institution, and sharing ideas for future development.

Overall, 93% of respondents reported feeling a sense of whanaukataka at Otago Polytechnic. There was strong endorsement of the usefulness of the support services provided for Māori learners: 92% for the Māori learner space, Poho; 95% for the Māori learner support centre, Te Punaka Ōwheo; and 96% for study support.

Scholarships for Māori

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

There are three main categories of scholarships for Māori learners: Mana Pounamu (recognising the achievement of year 12 and 13 tauria Māori in Otago Secondary Schools), 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 2018

Type	Headcount	EFTS	Course completion (EFTS-weighted)	Qualification completion	Amount (Excl)
Mana Pounamu (full fees)	13	12.8	94.2%	3	\$76,618.15
Rūnaka (full fees)	4	4	100%	3	\$20,886.93
Matawaka	3	3.3	100%	3	\$22,336.52
Principals' (\$1500pa)	7	6.8	88.9%	2	\$9,202.25
Irihapeti Ramsden for Midwifery Year 1 – 50% Year 2 – 75% Year 3 – 100%	4	6.7	100%	0	\$29,480.45
Private Training Establishment	0	0	0	0	0
Otago Rugby Association	1	1.1	0	0	\$7,067.83
Foundation Studies	0	0	0	0	0
Total	32	34.7	92.5%	11	\$165,592.13



Looking ahead to 2019

- > Continue to use accurate and timely analytics to improve institutional processes and practices to lift the course retention, success and completion rates of Māori learners by at least 2%.
- > Ensure Māori learner success equals or exceeds the rate for non-Māori.
- > Achieve Māori learner participation at 16% of domestic EFTS.

GRADUATE PROFILE

New directions

Derek Te Kanawa
– Ngāti Maniapoto, Ngāti Ruanui

“You have to grab every opportunity in life,” says Derek Te Kanawa, who hasn’t looked back since graduating from Otago Polytechnic with a New Zealand Certificate in Mechanical Engineering (Level 3) in 2018.

Derek is working as an apprentice fabricating engineer at Dunedin utilities company Delta and “absolutely loves” the variety of challenges that come with the job.

“The engineering department at Delta is relatively small, comprising about 10 people. There is a lot of hands-on experience and I get great guidance,” he says.

He describes the work as “quite varied. We work in with linesmen, maintaining their truck hydraulics and booms, and might also fabricate toolboxes for the vehicles. We work in with the greenspace crew, fixing ride-on lawnmowers and other equipment. We also head out of town sometimes, to Queenstown and other places. We get to do a lot of courses, too.”

Before enrolling in study at Otago Polytechnic, Derek had spent ten years working in mental health.

“I started as a social worker, then did community support. After that, I ran a high-needs facility,” he says.

“Engineering was a bit of a U-turn, but I’d wanted to do it since I was a young fella growing up in Picton. My wife, Dana, knew I was looking for a change, so we discussed me going back to study.”

At the time, Derek was 40 and the couple had three children under the age of ten. Yet he wasn’t daunted by a return to learning.



“I just went for it,” he reflects. “It’s important not to be scared to ask questions. I had to ask for support in order to work through some areas, because it’d been 25 years since I’d been at school. I was lucky to have such great guidance from the Engineering staff.”

Derek received an Otago Polytechnic Mātāwaka Scholarship, awarded to Māori learners whose whakapapa is from outside the Kāi Tahu rohe.

“There was no shortage of help and support. I absolutely loved the whole year. I wish I’d done it earlier,” he says. “I’m really happy with how things are going. I love engineering. And when I come home from work, my kids want to hear all about what I’ve been doing.”

STUDENT PROFILE

Designing a bright future

Zoe Morehu
– Ngāti Maru (Hauraki), Tainui
Bachelor of Design (Product)

In her first year of study at Otago Polytechnic, Zoe Morehu describes her growth in confidence as “100% and then some!”

Zoe was always interested in design as a career path, and is now studying for her Bachelor of Design (Product) degree.

“In my first year, I have achieved all of my goals and done more than I could ever have imagined,” she says. “I now have a solid foundation to take on the rest of my degree and beyond.”

Originally from Waikato, Zoe has enjoyed being able to include her Māori heritage into her learning.

“I have learned so much about Māori culture and heritage alongside learning the fundamentals of Product Design,” she notes. “That has been something we were given the opportunity to explore and I have really made the most of it. I had a lot of great support and encouragement from my tutors.”

For Zoe, part of the appeal of Product Design is that it has broad range of applications and opportunities. In the space of one year, Zoe has covered graphic design, design drawing, a range of software programs, 3D printing and laser cutting. She has also been involved in public speaking and presentations, helped organise a pop-up shop, and worked with the student start-up programme, Audacious.

“It offers so much freedom in that I can learn skills from other disciplines, including fashion, architecture and graphic design. It is a very versatile and malleable



programme,” she says. “As well as learning the fundamental elements of Product Design, I can also choose and design my own path as I go.”

Zoe has enjoyed the style of teaching at Otago Polytechnic, too.

“It has made all of the difference to my learning. The teachers are friendly mentors who really want to see us succeed,” she says.

“Everyone in my class is different. We have different levels of creativity and education. We work well together and learn off each other a lot. It is a real community and a very fruitful, safe environment.”

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 whakatūtuturia te mātauraka Māori kei roto i kā tohu katoa hei mōhio kā ākoka Kāi Tahu/Māori i ō rātou māramataka
- c. Kia whakatūtuturia 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 whakatūtuturia kā whirika kaupapa Māori, kā whirika kāwari.

Our Aspirations

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

Tō mātou whakaahu whakamua

Kā ara mā Capable NZ

Nā kā whakatutukika o kā tau e whā kua pahure, ka tuku a Capable NZ i tētahi ratoka ki kā kaiwhakahaere ā-umaka, ā-hapori o kā iwi me kā hapū kia whiwhi tohu ā-whare wānaka e hāka ana ki kā pūkeka me te mātauraka, kua riro mā te mahi me te wheako whaiaro. Kia whanake haere i tēnei wāhi, i whakatūria a Kelli Te Maihāroa e mātou hei arahi i te rautaki hou mō Capable Māori, Te Kāhui Whetū.

E 26 kā tauria i tīmata ki te ako i te tau 2018, ā, e 23 o rātou ki roto i Te Hōkai Nui, te huka Kāi Tahu tuawhā, he honoka i waekanui i Te Kura Matatini ki Ōtāgo me Te Rūnanga o Ngāi Tahu. Ka uru te nuika o te huka ki te Tohu Paetahi Applied Management, e rua kā tauria i uru i te Tohu Paetahi Social Services. E 24 kā tauria i whakatutuki, i whiwhi tohu i taua tau anō.

He Toki: kā akoraka mahi ā-rehe Māori

I te tau 2018, i whakatūria e mātou tētahi Kaiārahi hakere, nāna te mahi mahere i ārahi mō te akoraka He Toki (ki roto i te akoraka Kāmura) Te Kura Matatini ki Ōtāgo tuatahi mō kā tauria Māori me kā tauria o te Moana-nui-a-Kiwa. Ka tīmata te akoraka i te tau 2019, ā, he nui te aroka.

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

Ko te Tiwhikete i te Mata a Ao Māori

I te tau whakamutuka, i whakarato te Tiwhikete i te Mata a Ao Māori i te kōwhirika ki kā kaimahi o Te Kura Matatini ki Ōtāgo hei whakawhanake i ō rātou mātauraka o Te Tiriti o Waitangi, o te reo Māori, o kā tikaka Māori hoki, kia whakahāka, kia whakapūmau ai i ā rātou akoraka ki roto i te whakaakoka, i te mahi rānei.

I te tau 2018, ko te aroka e hāka ana ki kā kaimahi nāna i tīmata i te hōtaka i kā tau o mua, ā, kāore anō kia whakaoti.

Ka whakaoti kā kaimahi 19 i te Tiwhikete i te mutuka o te tau, he rite ki te 20 o rātou i whakaoti i te tau 2017. Kāore i taea e te tokoiti te whakaoti i kā hereka akoraka i te tau 2018, nō reira, he kōwhirika mā rātou kia tuku i kā mahi whakamutuka i te tau 2019.

Nā te whakamutuka o te Tiwhikete, ka aro Te Kura Matatini ki te whanaketaka o kā tohu moroiti i Te Ao Māori mā tō mātou kaupapa ahurei, ko kā EduBits tērā. Ka haere tahi kā EduBits kaupapa Māori hou i te taha o te Tiwhikete i te tau 2018, arā: ko te Whakatakika ki Te Reo Māori i te Wāhi Mahi, ko te Tikaka Māori, ko Te Tiriti o Waitangi hoki. Ka whakapūmau hoki ki roto i te Tohu Paerua i Tertiary Education.

Kia whakahoki i kā hiahia o kā iwi me kā hapori huri noa i te motu, i whanake mātou i kā EduBits e rua e pā ana ki kā paeka āheika

Measuring our Progress

Pathways through Capable NZ

Building on four 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 a lifetime of experience. To continue growth and development in this area, we appointed Kelli Te Maihāroa to lead a new strategy for Capable Māori, Te Kāhui Whetū.

Of the 26 learners who began their learning in 2018, 23 were part of Te Hōkai Nui, our fourth Kāi Tahu cohort, a partnership between Otago Polytechnic and Te Rūnanga o Ngāi Tahu. Most of the group enrolled in the Bachelor of Applied Management, with two learners undertaking the Bachelor of Social Services. In total, 23 of these learners completed and graduated within the year.

He Toki: Māori Trades Training

In 2018, we appointed a part-time Kaiārahi who led the planning for Otago Polytechnic's first He Toki trades training programme (in Carpentry) for Māori and Pasifika learners. The programme, which begins in 2019, has generated significant interest.

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

Certificate in Mata a Ao Māori

In its last full year of delivery, the Certificate in Mata a Ao Māori gave Otago Polytechnic staff the opportunity to advance their knowledge and awareness of the Treaty of Waitangi, basic Māori language and tikaka Māori in order to apply or embed their learning in their teaching or professional practice.

In 2018, the focus was on staff who commenced the programme in previous years, but had yet to complete it.

There were 19 staff who completed the Certificate by the year's end, consistent with the 20 who completed in 2017. The few who were unable to complete course requirements in 2018 will have the opportunity to submit final course work in 2019.

With the Certificate's end, the Polytechnic focused on the further development of its suite of micro-credentials in Te Ao Māori through our unique brand, EduBits. Our three new kaupapa Māori EduBits ran in tandem with the Certificate in 2018, that is: Introductory to Te Reo Māori in the Workplace, Tikaka Māori and Treaty of Waitangi. These are also being embedded in our Graduate Diploma in Tertiary Education.

Responding to the needs of iwi and communities nationally, we also developed two cultural competency EduBits in consultation with TEC for use by iwi across Aotearoa: Understanding Biculturalism; and Bicultural Framework of Professional Practice. These micro-credentials are broad, enabling iwi and others to

ā-ahurea i te taha o Te Amorangi Mātauranga Matua mō te whakamahitia e kā iwi huri noa i Aotearoa: Understanding Biculturalism; Bicultural Framework of Professional Practice. He whānui ēnei tohu moroiti, ka āhei i kā iwi me ētahi atu hei whakauru i kā mātauraka ā-iwi, hei whakaako, hei aromatawai i ēnei āhuataka, kia whakaū, kei a rātou tonu te mana whakairo hinekaro. He pito mata tō tēnei kaupapa kia puta ā-ao hei whakamahia e ētahi iwi taketake huri noa i te ao.

Ka huritau kā akoraka i te ao Māori

Kia tautoko i a rātou e hiahia ana ki te mahi i kā wāhi whakarato ā-pāpori i te taha o te iwi Māori me kā whānau, i mahi tahi mātou ko Arai Te Uru Kōkiri Training Centre (KTC) i te tau 2018 kia whanake i te New Zealand Certificate in Whānau Ora (Taumata 3). Ka mahi kā kaiwhiwhi tohu i raro i te ārahi o tētahi atu hei whakauru mātauraka o kā whakaaro Māori me kā kaupapa Māori e pā ana ki te hauora Māori i roto i kā wāhi whakarato ā-pāpori.

Kua puta anō ētahi aroka ki te mahika kai i roto i kā whānau, i kā hapū, i kā iwi me kā hapori. I whanake mātou ko KTC i tētahi akoraka kia whakautu i tēnei tono - Te Whakamahi Whenua (Taumata 3), ka puta i te tau 2019.

E whakaputa ana Te Taketake Diploma in Applied Addictions Counselling (Taumata 7) mā Moana House, ā, i timata i te tau 2017. E whakarato ana tēnei akoraka kaupapa Māori i kā mātauraka ā-kaupapa me kā pūkeka hei whakarato i kā maimoataka ki a rātou nāna e whai tautoko mō kā raruraru purei moni, te waipiro me te kai tarukino.

incorporate their own iwi-specific knowledge, and to both teach and assess these components, ensuring they retain control of their intellectual property. This model also has the potential to be internationalised for use by other indigenous peoples globally.

Programmes reflect Māori world views

To support those who wish to work in social services environments with Māori and whānau, we partnered with Arai Te Uru Kōkiri Training Centre (KTC) in 2018 to develop the New Zealand Certificate in Whānau Ora (Level 3). Graduates will work under supervision to apply knowledge of Māori philosophies and theories of Māori wellbeing in social service settings.

There is a renewed interest in traditional food production and harvesting methods and mahika kai development within whānau, hapū, iwi, and communities. In partnership with us, KTC developed a programme in response to this demand – Te Whakamahi Whenua (Level 3), which will be launched in 2019.

Te Taketake Diploma in Applied Addictions Counselling (Level 7) began in 2017 and is delivered through Moana House. This kaupapa Māori programme provides learners with the technical knowledge and skills to provide treatment to people seeking assistance with problems of gambling, alcohol and drug use.

Certificate in Mata ā Ao Māori Courses

Courses Delivered	2016		2017		2018	
	Enrolments	Completed	Enrolments	Completed	Enrolments	Completed
Introduction to the Treaty of Waitangi x 4	61	61	60	59	66	66
Introduction to Te Reo and Tikaka Māori	11	6	19	13	5	3
After the Treaty, What Then?		Cancelled		Cancelled	23	23
Wānaka		Cancelled		Cancelled	23	23
Te Reo and Tikaka Māori for Ceremonial Use	5	0	2	1	15	11
Natural World	5	5	6	1	17	15

Looking ahead to 2019

- > In collaboration with experts and influencers, progress the inclusion of mātauraka Māori (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%).
- > Grow Māori enrolments in Capable NZ through two more iwi partnerships.
- > In collaboration with our TANZ e-Campus partners, develop a Māori capability framework for the sector.

STAFF PROFILE

Te Rautaki Reo Māori

For Shaun Tahau, 2018 was a year of in-depth research and investigation as he worked to develop Otago Polytechnic's first Māori Language Strategy – Te Rautaki Reo Māori.

As he discovered in the process, this strategy is believed to be the first of its kind in the New Zealand tertiary sector.

"I found other tertiary providers that had Māori language policies, but I was unable to find any other strategies," he says.

Because there was no precedent to look to for a framework, Shaun went beyond the sector and first studied the national Te Puni Kōkiri Māori Language Strategy, then the Kāi Tahu language strategy, Kotahi Mano Kāika.

"I was able to use these as a guide to create something specific to our environment at Otago Polytechnic and the goals to which we aspire here in terms of Māori language," he says. "I'm hopeful that this work may benefit others in the sector and encourage them to adopt their own Māori language strategies."

The primary goals of Te Rautaki Reo Māori are to increase the status of Māori language at Otago Polytechnic; to increase critical awareness and proficiency of the Māori language at Otago Polytechnic; and to support the quality and appropriate use of the Māori language among staff, learners and visitors.

"That means te reo can be spoken, written and used freely and appropriately here," he says.

"This is an exciting time for the language – it is cool to learn and speak te reo. While te reo belongs to Māori, it also belongs to Aotearoa and it can be meaningful for all of us in this place. I feel extremely passionate about that."

Throughout 2018, Shaun worked closely with dozens of Polytechnic staff, taking a series of te reo Māori workshops to help socialise our new introductory Māori language EduBit (micro-credential).



"There was a really positive response to those workshops, and I noticed a change in participants over the four weeks of the programme," he says. "Initially, some were anxious about using te reo. I made a point of acknowledging up-front that it can be difficult to learn a second language – that it's okay to feel a bit anxious."

It's a feeling Shaun recalls from personal experience, as te reo Māori is his first language.

"I didn't start learning English until I was 13," he says. "I am able to share my story with my colleagues, and I find it helps them."

Te Rautaki Reo Māori will be implemented in 2019. Staff will be encouraged to complete the Māori language EduBit and there is a plan to develop more advanced Māori language micro-credentials.

"We are also very keen to produce more bilingual documentation – more Māori resources online and on our staff intranet, Tūhono," he says.

PROGRAMME PROFILE

A return to Māori trades training

He Toki scholarships and training programmes were first established in Christchurch following the earthquakes, and amidst a significant labour shortage, to encourage more Māori into trades ahead of the rebuild.

In 2019, they will be adopted at Otago Polytechnic, aimed at Māori and Pasifika learners who wish to study either the New Zealand Certificate in Construction Trade Skills (Level 3) (Carpentry) or the Bridging Certificate to the New Zealand Diploma in Engineering.

He Toki fills the space left vacant by the discontinuation of Otago Polytechnic's kaupapa Māori pre-trade programme, Akoraka Mahi Tini, in 2017.

It is a collaborative indigenous model of education involving iwi and local hapū, industry, educational institutions, community organisations and government agencies, and aims to grow the Māori and Pasifika workforce.

In part, it aims to ensure more Māori and Pasifika tradespeople are available to contribute to the forthcoming Dunedin Hospital rebuild.

Kaiārahi, Jessica Thompson, says there are many advantages to the kaupapa Māori model that is 'He Toki'.

"All classes action ako – reciprocal learning and teaching – and provide strong pastoral care for learners," she says. "The programmes embrace a sense of whanaungatanga, providing a flow on to whānau and communities."

For learners, at the core of the He Toki experience is a sense of knowing your culture and celebrating its strengths.

"He Toki learners have opportunities to grow their understanding of te ao Māori in a supportive environment," says Jessica. "As well as being well-supported throughout their learning journeys, we will offer continued support and guidance to our graduates as they seek employment and to advance their careers."



KO TE MEA TUARIMA:

He Wāhi Tika

PRIORITY FIVE:

Inclusive Learning Environment

Tō Mātou Whāika ā-Rautaki

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

Our Strategic Objective

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

Ō Mātou Wawata

- 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.

Tō mātou whakaahu whakamua

E mihi atu ana ki kā Papatipu Rūnaka mō te hautūtaka, te mātauraka, me te tautoko e whakaratohia ana ki Te Kura Matatini ki Ōtāgo. He tino whaihua ki a mātou, ā, e whakamaioha ana mātou i te tautoko, i te pōhiritaka hoki i kā takunetaka mīharo o ō mātou hoa Tiriti - arā, ko te mihi whakatau mō kā tauira hou katoa me te pōwhiri mō kā tauira hou Māori katoa ki te marae o Huirapa i te tau 2019 - ā, e mihi atu ana mō tō rātou hiahia ki te kōrero ki a mātou, kia toha mātauraka hoki.

Measuring our progress

We would like to acknowledge with gratitude the ongoing leadership, expertise and support that Kā Papatipu Rūnaka provide so generously to Otago Polytechnic. We value and appreciate the way in which our Treaty partners support and host key events and special occasions – such as the annual mihi whakatau for all first year learners and the pōwhiri for all first year Māori learners held at Huirapa Marae in 2018 – and for their willingness to consult with us and share knowledge and wisdom.

I te tau 2018, i whakawhanake mātou i te Pou Tarāwaho Āheika Kaimahi, ka whakauru tēnei i ētahi paeka āheika ā-ahurea e tūmanako ana mai i kā kaimahi katoa i te tau 2019. Ka whakauru ēnei i te maramataka i te reo Māori tīmatika ki roto i te wāhi mahi, i kā tikaka Māori me Te Tiriti o Waitangi.

Te Punaka Ōwheo

Ka kaha haere Te Punaka Ōwheo o Te Kura Matatini ki Ōtāgo i te tau 2018. E whakaratona ana tēnei i ētahi wāhi mā kā tauria kia hui tahi, he wāhi kaupapa Māori hoki hei ako, hei whakawhitiwhiti whakaaro, hei kōhi mātauraka, hei whakapā atu ki kā whakaratoka tautoko.

E whakamahi tonu ana a Te Punaka Ōwheo me Poho i te tau 2018, ko Poho nā te mea he wāhi mahi, he wāhi hui, mō kā kauparakui me kā tina ā-wiki. He kanohi kitea te Kaiwhakahaere Matua o Te Kura Matatini ki Poho, i haere ia ki kā tina maha kia whakawhiti kōrero i te taha o kā tauria Māori, kia whakaroko ki ō rātou haereka ako ki Te Kura Matatini ki Ōtāgo.

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

Kā tautoko mō kā tauria Māori

Ka mātua whai tonu a Te Kura Matatini ki Ōtāgo i te whakatutukika o kā tauria Māori. Ka whirinaki tēnei i te whakariteka o kā tautoko pai, ko te whakaurukia pai, ko te āheika kia 'ora hei Māori' ki ruka i te kura. Ka mātua whai hoki mātou i te whakatipuraka me te whakapakarika i kā whakawhitiwhiti tauria Māori ki a rātou anō, ki te hāpori whānui hoki.

I te tau 2018, e 344 kā tohu i whakawhiwhi ki kā tauria Māori e 319. Tokomaha kā tākata i tae atu ki kā Hui Whiwhi Tohu Māori, ko Minita Peeni Henare me Mema Pāremata Rino Tirikatene ētahi manuhiri miharo, ko kā whānau hoki i tae atu ki te hui i te marama o Haratua.

E 899 kā whakariteka ki kā tauria Māori 126 i te tau 2018, i muri i te whakapāka atu i a rātou i waenganui i te mahi rūnaka kia pātai atu mēnā ka hiahia tautoko kā tauria, ka tuku hoki i tētahi karere pōhiri ki a rātou nā Te Punaka Ōwheo e whakamārama i kā whakaratoka. 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 tahua hoki.

Ko kā pirika ā-ao

I tonoa tō mātou Kaitohutohu, a Janine Kapa, rāua ko te Tumuaki: Whakaako, a Ron Bull, kia haere atu ki te Colleges and Institutes of Canada (CICan) Conference i Wikitoria i te marama o Haratua hei kauhau e pā ana ki Te Aka Rautaki Māori ki Te Kura Matatini ki Ōtāgo. Kotahi wiki te roa, i haere hoki rāua ki tētahi hui tīmatika mō kā kareti taiwhenua me kā kareti pūreirei ki Comox, arā, e whakawhiti whakaaro haere ana, e whakapakari pirika hoki ana ki kā kaimahi tangata whenua i kā kura matatini, i kā kareti, i kā whare wānaka huri noa i Kānata.

In 2018, we developed our All Staff Capability Framework, which includes baseline cultural competencies that will be expected of all staff from 2019. These include an understanding of introductory te reo Māori for the workplace, tikaka Māori and the Treaty of Waitangi.

Te Punaka Ōwheo

Otago Polytechnic's Māori learner support centre, Te Punaka Ōwheo, continued to go from strength to strength in 2018. It offers places for learners to gather, as well as culturally-appropriate spaces to learn, network, seek information and access support services.

Both Te Punaka Ōwheo and Poho continued to be well-utilised in 2018, Poho especially as a space for study, hui, breakfasts and weekly lunches. The Chief Executive was again a regular face onsite, attending a number of lunches during the year to mix with Māori learners and hear about their learning journey thus far at Otago Polytechnic.

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

Māori learner support

Māori learner success remains a very high priority at Otago Polytechnic. This success depends largely on the provision of appropriate pastoral care and support, a sense of belonging and identity, and feeling able to 'live as Māori' on campus. We are also placing particular emphasis on building and strengthening Māori learner connections with each other and into the wider Māori community.

In 2018, 344 qualifications were awarded to 319 Māori learners. Our Māori Pre-graduation ceremonies were very well attended, with Minister Peeni Henare and MP Rino Tirikatene among the dignitaries and whānau present at the May ceremony.

Te Punaka Ōwheo had 899 contacts with 126 individual Māori students in 2018, after all learners were contacted during the application process to ask if any additional support was required. Once enrolled, they also received a welcome message from the team in Te Punaka Ōwheo, outlining the services on offer. We held a number of workshops over the course of the year on topics such as scholarships, essays and exams, and living to a budget.

International relationships

Our Kaitohutohu, Janine Kapa, and Tumuaki: Whakaako, Ron Bull, were invited to the Colleges and Institutes of Canada (CICan) Conference in Victoria in May to present on the implementation of the Māori Strategic Framework (MSF) at Otago Polytechnic. During their week-long visit, they also attended the pre-conference forum for rural and remote colleges and institutes in Comox, continuing to make connections and strengthen relationships with First Nations colleagues in polytechnics, colleges and institutes across Canada.

He aroka anō ki Te Aka Rautaki Māori me te whakatinanataka nā te Post-Secondary International Network (PIN). I kauhau a Janine Kapa ki tō rātou hui ā-tau i Prescott, i Arizona i te marama o Mahuru, he tino pai ki a rātou.

I te marama o Mahuru anō, i haere a Ron Bull rāua ko Tony Heptinstall, tētahi kaimahi ki te Food Design Institute ki te International Slow Food Conference i Turin, i Itāria. I kauhau rātou mō tō rāua rakahau e pā ana ki te kai, he pēhea te kai e whāki atu ana i te tuakiri me te ahurea, e haka ana, e whakapakari hoki ana i kā whanaukataka.

Nō mātou hoki te hōnore kia pōhiritia ētahi manuhiri tauwiwi ki Aotearoa i te tau 2018. He huka nō Saskatchewan Polytechnic i tau mau ki Ōtepoti kia ako anō e pā ana ki Te Aka Rautaki Māori, ka pēhea hoki tērā i whakatūturu i roto i te mahi whakaako me te marautaka.

Anō hoki, i whakamanuhiri mātou i tētahi huka nō Kaua'i Community College ki Hawai'i. I mahi tahi mātou ki te whakawhanake i tētahi hōtaka whakawhiti kia āhei kā tauira o te Tohu Pakihi o tērā Kāreti kia whakaoti i kā tohu ki Te Kura Matatini ki Ōtāgo.

There was further international interest in our MSF and its implementation from the Post-Secondary International Network (PIN). Janine Kapa presented at their annual conference in Prescott, Arizona in September, which was well-received.

Also in September, Ron Bull and our Food Design Institute's Tony Heptinstall attended the International Slow Food Conference in Turin, Italy. There, they presented their research on the ways food articulates identity and culture, and creates and strengthens relationships.

We were also honoured to welcome overseas visitors to our shores in 2018. A delegation from Saskatchewan Polytechnic visited our Dunedin campus to learn more about our MSF Framework, and the ways in which it is embedded in our learning environment and the curriculum.

In addition, we hosted a group from Kaua'i Community College in Hawai'i. Together, we developed an exchange programme which enables the College's Business students to complete their degrees at Otago Polytechnic.

Looking ahead to 2019

- > Staff continue to increase their confidence and capability in the provision of a learning environment that is engaging and culturally safe for Māori learners, thereby educative for all.
- > Implement Te Rautaki Reo Māori, our new Māori Language Strategy, and develop an implementation plan to support its operationalisation.
- > 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 learners and staff feel supported and encouraged to live, study and work as Māori on campus.

NGĀ KETE



Sculpture reflects culture and history

An eye-catching new sculpture installed at our Dunedin campus in 2018 serves as a reminder that those who enter Otago Polytechnic fill their kete with knowledge.

Ngā Kete was created by Dunedin School of Art alumnus Michel Tuffery (MNZM), an award-winning Wellington-based artist of Samoan, Rarotongan and Ma'ohi Tahitian heritage.

The 2.5m sandcast bronze sculpture was selected by a panel of art professionals after an intensive proposal process involving eight artists.

"It was an honour to submit my concept and it is humbling that *Ngā Kete* has been created for Te Kura Matatini ki Ōtāgo and the wider Dunedin community," Michel says.

During late 2017, Michel undertook site visits to Otago Polytechnic, and broadened his research by meeting with Kāi Tahu leaders and rūnaka members at Ōtākou Marae. As a result, the sculpture's woven textures are based on the historical buried cable used to pull the 1886 Armstrong Disappearing Gun at Taiaaroa Head, and also on pātiki (flounder) and tukutuku patterns connected with Ōtākou Marae.

A stone from Rarotonga is buried under the sculpture, and a stone placed on the top is from Rakiura, Stewart Island.

Michel likens *Ngā Kete* to an archaeological midden: "It's a natural layering of metaphors weaving the kaupapa of the traditional, environmental and cultural with community and history."

Ngā Kete was unveiled and blessed on 15 October 2018, with a conch-horn welcome from Pesamino Tili and a mihi and karakia led by Matapura Ellison of Kāti Huirapa Rūnaka ki Puketeraki. Michel Tuffery, Otago Polytechnic Chief Executive Phil Ker and Dunedin City Councillor Marie Laufiso all spoke at the event, which also featured a kapa haka group from St Hilda's Collegiate School and John McGlashan College students, and an ura pa'u performed by Le ApatoNgā and Michel's daughter, Koko Tuffery.

Michel Tuffery was named a Member of the New Zealand Order of Merit in 2008 for services to art. He says he has fond memories of his time as a student at Otago Polytechnic's Dunedin School of Art in the late 1980s.

"There is a saying in Māori: aroha mō te aroha," he says. "It is about reciprocation."

Embracing Te Wiki o Te Reo Māori

In order to successfully complete the programme by the end of Te Wiki o Te Reo Māori, staff were required to submit evidence of their ability to accurately pronounce introductions, greetings and farewells; to use basic te reo Māori in workplace correspondence; and to use kupu Māori relevant to their profession.

Customers who placed their order in te reo Māori were rewarded with a chocolate fish.





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; and

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

Ō Mātou Wawata

- a. Kia whakatauria kā kaimahi Kāi Tahu i ā rātou ake rakahau, kia whakatauria hokia i kā rakahau Māori
- b. Kia whakawhanaketia tahitia kā kaupapa rakahau, kā kaupapa matua, kā pūtea ki kā 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 input/analysis
- b. To develop research initiatives, priorities and funding with Kāi Tahu/Māori communities
- c. To build the capacity to develop and nurture kaupapa Māori research
- d. To undertake kaupapa Māori research with iwi
- e. To recognise and embrace Kāi Tahu/Māori guardianship of knowledge
- f. To support the development of Māori intellectual independence and Māori knowledge according to tikaka Māori.

Tō mātou whakaahu whakamua

Nā te whakatūraka o tētahi Tumuaki: Rakahau Māori i te tau 2018, i kaha mahi te huka o kā kaimahi akoraka Māori me kā kaimahi rakahau, ko Te Kāhui Rakahau Māori tērā, hei whakapiki i te roko o kā rakahau Māori e mahia ana ki Te Kura Matatini. Ka haere tonu tēnei mahi i te tau 2019.

I kaha tipu te tono mō te hautūtaka me te tautoko i te wāhi rakahau Māori i te tau 2018, nā te whakatakika i te Karakataka B ki roto i te hātepe matatika rakahau (he karakataka hou tēnei mō kā rakahau e tūtuhia ana e kā tauri). I kā marama tīmatika e toru o te whakatūraka, i whakarua kā hāora o te Tumuaki Rakahau ki te 0.4 FTE.

Rakahau Māori (kaimahi)

E kaha whakauru tonu ana kā kaimahi rakahau Māori i kā rakahau ki Te Kura Matatini ki Ōtāgo. Ahakoa he ōrite te nama o kā kaimahi rakahau Māori i te tau 2018, i kaha whakaheke te nama o kā whakaputaka mai i ēnei kaimahi. Nā te kaha aro o kā kaimahi e 8 o kā kaimahi rakahau 12 ki te whakawhanake i kā kohika rakahau mō te Performance Based Research Funding. He mahi nui tēnei, ā, ahakoa he mea pai i te rakahau whānui, i whakaaweawe i te nama o kā whakaputaka i tēnei tau.

Ahakoa tērā, he nui kā kaupapa rerekē a kā kaimahi rakahau Māori i te tau 2018, ko kā honoga ā-ao, ko kā pūnaha whakaputa uri, ko kā whakaaro taketake e pā ana ki te tāpoi ētahi.

I kaha whakapiki te nama o kā tono mō kā uiuika Māori ki Te Tari o te Kaitohutohu, nā te whakatakika i te hātepe matatiki Karakataka B me te hātepe Uiuika Māori. I raro i Karakataka A, 119 kā tono (e 52 anake i te tau 2017), ā, e 79 kā tono i raro i Karakataka B, ka tūtohi tēnei, he whakarotoka pai tēnei mō kā tauri e pā ana ki te uiuika Māori, nō konā, he whakapikika o kā tono katoa.

I te marama o Whirika-ā-raki i tū tō mātou hui rakahau, ko *Mauri Ora: Human Flourishing* tērā, e whakaatu ana i kā kaupapa rakahau Māori rerekē kei Te Kura Matatini ki Ōtāgo mō kā kaupapa rerekē e pā ana ki te hauora takata me te hauora taiao. I miramira te hui i kā rakahau e ārahina ana e te iwi Māori, e mahi tahi ana i te taha o te iwi Māori, ā, ko te whakaaro o tēnei, kia hono atu ki te hāpori whānui, ki kā Papatipu Rūnaka, ki kā iwi hoki. Ko kā kauhau matua nā Ahoraki David Tipene-Leach (EIT) me Ahoraki Jacinta Ruru (Te Whare Wānanga o Ōtākou), ā, he nui ake kā kauhau i waekanui i te rā.

Measuring our progress

With the appointment of a new Tumuaki: Rakahau Māori in 2018, our collective of Māori academics and research-active staff, Te Kāhui Rakahau Māori, worked hard to increase the profile of Māori research being undertaken across the organisation. This work will continue in 2019.

Demand for leadership and support in the Māori research space grew exponentially in 2018, especially with the introduction of Category B as part of the research ethics consultation process (this was a newly established category catering for research proposed by learners). Within the first three months of appointment, the proportional Tumuaki: Rakahau role was doubled to a 0.4 FTE.

Māori research (staff)

Māori researchers continue to actively engage in research at Otago Polytechnic. While the number of Māori researchers remained consistent in 2018, there was a marked decrease in the total number of outputs from these staff members. This was because eight of the 12 researchers spent much of their time focused on developing Performance Based Research Funding portfolios. This was intensive work that, while positive in the broader research context, impacted negatively on the number of research outputs achieved this year.

Despite this, Māori researchers covered a wide range of subjects in 2018, including global partnerships, reproductive systems, and indigenous perspectives on tourism.

There was a significant increase in the number of Māori consultation applications to the Kaitohutohu Office, largely due to the wider deployment of Category B Ethics and Māori Consultation processes. There were 119 applications under Category A (compared with 52 in 2017) and 79 for Category B, indicating that the introduction of the new category caters to the need among learners for Māori consultation, hence increasing applications across the board.

Our Māori research symposium, *Mauri Ora: Human Flourishing*, was held in November, showcasing the range of Māori research projects being undertaken at Otago Polytechnic on a variety of issues around human and environmental wellbeing. It highlighted Māori-led or partnered research, with the intention of connecting with our wider community, Papatipu Rūnaka and iwi. The event featured keynote addresses by Professors David Tipene-Leach (Eastern Institute of Technology) and Jacinta Ruru (University of Otago), as well as dozens of concurrent presentations spread throughout the day.

Research	2018	2017	2016	2015	2014
No. of research-active Māori researchers	12	11	7	9	12
No. of research outputs by Māori researchers	29	46	17	15	21
No. of research outputs on Māori topics by Pākehā researchers	0	4	4	5	3

RESEARCH PROFILE

Advancing Māori research

Kelli Te Maihāroa
– Waitaha, Ngāti Rārua, Te Ātiawa
Tumuaki: Rakahau Māori

When Kelli Te Maihāroa was appointed to her role as Tumuaki: Rakahau Māori (Director of Māori Research), it was a 0.2FTE position – but it soon became necessary to double her hours.

“There was a massive increase in demand for leadership and support for Māori research due to the introduction of the new research ethics consultation category (Category B),” she says. “This is for students and staff undertaking research projects in their fields that require Māori consultation at that level. We provide feedback on potential impacts of proposed research on mana whenua, iwi Māori and the Māori community, and how researchers might position their research to reflect a bicultural approach and/or work with Māori during their research project to benefit both Treaty partners.”

As part of her role, Kelli leads Te Kāhui Rakahau Māori, a collective of Māori research-active staff.

“We meet quarterly to discuss new Māori research ideas within Otago Polytechnic nationally and internationally,” she notes. “It is also a time for us to share whakawhanaukataka, come together as Otago Polytechnic staff interested in Māori research and identify the possibility of joint projects – across the Polytechnic or with our external research partners – as well as publishing opportunities and upcoming conferences and seminars.”

In this role, with the support of Tessa Thomson and the Kaitohutohu Office (KTO), one of Kelli’s major undertakings in 2018 was the Māori research symposium, *Mauri Ora: Human Flourishing*, which attracted approximately a hundred attendees.

“We had two fantastic keynotes from Professor Jacinta Ruru, who spoke about her work with Ngā Pae o te Māramatanga, the New Zealand Māori Centre of Research Excellence; and from Professor David Tipene-Leach from

Eastern Institute of Technology, who discussed his research into wahakura baskets for safe infant sleeping.”

A very special feature of the symposium programme was from Maata Wharehoka, who presented the documentary *Tatarikihi: Children of Parihaka* to collective acclaim. There were also two international attendees from Saskatchewan Polytechnic in Canada – Julian Tomlinson and Jason Seright – who met with the KTO team and discussed ways to share international research ideas and interests.

Kelli also holds the role of Strategy Lead for Te Kāhui Whetū/Capable Māori in Capable NZ. Her background is in education, and she has worked in a variety of roles, including Strategic Adviser and Pou Ārahi a Takiwā for the Ministry of Education, Lecturer at the College of Education at the University of Otago, and Learning Advisor at the Western Institute of Technology in Taranaki. Kelli is completing her PhD in Māori peace traditions and hopes to graduate at the end of 2019.

At Otago Polytechnic, Kelli has a clear vision for her role.

“I see my role as providing Māori perspectives across the Polytechnic’s Schools, Colleges and Service Areas through the Kaitohutohu Office, and working to grow the number of Māori scholars at Otago Polytechnic,” she says.

“In addition, my role exists to increase Māori representation in academia at large, and to promote meaningful research that fosters transformational change for Māori communities at social, cultural and environmental levels,” she says.

“Emeritus Professor Khyla Russell paved the way for the next generation of Māori academics to haere tonu, to continue to strive for the highest level of research excellence. As an emergent Māori academic, I aspire to the bar that she has set for us.”





Looking ahead to 2019

- > Continue to review and advance Otago Polytechnic's Māori Research Plan to support Māori researchers, progress the institution's Māori research agenda and contribute to the advancement of mātauraka Māori.
- > Publish a new edition of the research journal, *Scope: Kaupapa Kāi Tahu*.

TĀPIRITAKA / APPENDIX:

Key Educational Performance Measures 2016–2018

Education Participation										
		2016 (Total EFTS: 4,005.90)			2017 (Total EFTS: 3,872.62)			2018 (Total EFTS: 4,117.63)		
	Target %	Rate %	HC	EFTS	Rate %	HC	EFTS	Rate %	HC	EFTS
Māori										
All Levels	8	14.06	820	563.12	14.26	864	552.41	14.48	972	596.12
Level 0		0.12	78	4.91	0.14	93	5.33	0.20	105	8.36
Levels 1-3	2	2.04	152	81.72	2.32	165	89.89	2.84	233	116.99
Level 4 and above	6	11.89	606	476.11	11.81	632	457.19	11.43	686	470.77
Kāi Tahu										
All Levels	NA	3.71	200	148.74	3.78	226	146.22	3.81	231	156.70
Level 0		0.03	22	1.09	0.04	29	1.40	0.08	25	3.29
Levels 1-3		0.33	23	13.26	0.73	39	28.32	0.69	52	28.30
L4 and above		3.35	158	134.39	3.01	163	116.50	3.04	168	125.11
Non-Māori										
All Levels	NA	85.94	5594	3442.78	85.74	5612	3320.21	85.52	5897	3521.51
Level 0		1.74	1150	69.65	1.67	1221	64.69	1.72	1052	70.77
Levels 1-3	25	10.21	491	409.03	11.42	521	442.35	14.43	635	594.1
L4 and above	75	73.93	3794	2961.66	72.64	3768	2813.17			
Māori Under 25										
All Levels	NA	8.32	437	333.31	8.40	443	325.39	8.35	482	343.78
Level 0		0.04	24	1.76	0.05	36	2.02	0.04	34	1.79
Levels 1-3	9	1.60	119	64.25	1.82	123	70.46	2.10	167	86.41
L4 and above	54	6.67	302	267.31	6.53	300	252.91	6.21	317	255.58
Kāi Tahu Under 25										
All Levels	NA	2.41	115	96.59	2.60	132	100.65	2.41	128	99.08
Level 0		0.01	6	0.47	0.02	12	0.74	0.01	7	0.41
Levels 1-3		0.32	21	12.63	0.58	31	22.53	0.52	41	21.51
L4 and above		2.08	90	83.49	2.00	93	77.38	1.87	90	77.16
Non-Māori Under 25										
All Levels		55.43	2899	2220.60	54.52	2897	2111.34	54.02	3017	2224.34
Level 0		0.50	330	20.00	0.56	389	21.53	0.47	284	19.31
Levels 1-3	9	7.98	561	319.73	8.57	579	331.74	10.79	752	444.22
L4 and above	54	46.95	2092	1880.79	45.40	2047	1758.08	42.76	2160	1760.81

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 %	2016 %	2017 %	2018 %
Māori				
Levels 1-9	65	73.84	76.39	77.91
Levels 1-3	52	62.41	63.79	68.52
Level 4 and above	70	76.04	79.00	80.57
Kāi Tahu				
Levels 1-9	65	79.68	77.23	79.83
Levels 1-3	52	76.98	70.71	66.41
Level 4 and above	70	79.94	78.89	82.75
Non-Māori				
Levels 1-9	75	83.55	84.96	84.80
Levels 1-3	65	77.88	80.29	76.99
Levels 4 and above	78	84.76	86.23	86.66
Māori Under 25				
Levels 1-9	72	73.83	75.87	79.62
Levels 1-3	65	62.74	62.85	71.44
Levels 4 and above	78	76.61	79.42	82.67
Kāi Tahu Under 25				
Levels 1-9	72	76.72	75.93	82.03
Levels 1-3	65	76.03	69.99	67.51
Levels 4 and above	78	76.82	77.59	85.80
Non-Māori Under 25				
Levels 1-9	72	84.15	85.49	84.40
Levels 1-3	65	80.22	77.76	76.07
Levels 4 and above	78	85.30	87.31	86.85
Successful Course Completion Stats: includes all funding sources and excludes results from level 0 programmes				

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

Māori/Non-Māori Gap			
	2016 %	2017 %	2018 %
Māori Levels 1-9 compared to Non-Māori	-9.71	-8.57	-6.89
Kāi Tahu Levels 1-9 compared to Non-Māori	-3.87	-7.73	-4.97
Māori Levels 4 and above compared to Non-Māori	-8.72	-7.23	-6.09
Kāi Tahu Levels 4 and above compared to Non-Māori	-4.82	-7.34	-3.91
Māori Levels 1-3 compared to Non-Māori	-15.47	-16.5	-8.47
Kāi Tahu Levels 1-3 compared to Non-Māori	-0.90	-9.58	-10.58

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 %	2016 %	2017 %	2018 %
Māori				
Levels 1-9		26.79	16.44	18.47
Levels 1-3	28	26.03	19.12	25.68
Levels 4 and above		27.08	15.65	15.96
Kāi Tahu				
Levels 1-9		24.36	12.64	21.25
Levels 1-3	28	15.79	7.14	17.39
Levels 4 and above		27.12	13.70	22.81
Non-Māori				
Levels 1-9		17.64	14.60	14.79
Levels 1-3	28	31.76	19.27	29.14
Levels 4 and above		14.59	13.58	11.68
Student Progression: includes all funding sources and excludes results from level 0 programmes				

Student Retention

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

Student Retention				
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 %	2016 %	2017 %	2018 %
Māori				
Levels 1-9	48	73.86	72.88	71.35
Levels 1-3		63.81	56.45	50.38
Levels 4 and above		75.70	76.24	75.85
Kāi Tahu				
Levels 1-9	48	74.24	78.98	76.92
Levels 1-3		72.00	77.78	54.55
Levels 4 and above		74.57	79.11	81.48
Non-Māori				
Levels 1-9	48	80.25	79.99	74.25
Levels 1-3		62.95	70.80	61.50
Levels 4 and above		82.30	81.42	76.32
Student Retention: includes all funding sources and excludes results from level 0 programmes				

Qualification Completion

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

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

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

TEC Qualification Completion Rate 2016 – 2018

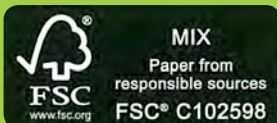
Qualification Completions – EFTS Weighted				
Sum of qualification completions in year N x the EFTS value of the qualification				
EFTS delivered for the total number of course enrolments ending in year N				
	Target %	2016 %	2017 %	2018 %
Māori				
Levels 1-9	40	87.48	85.15	88.28
Levels 1-3	30	57.49	54.89	53.46
Levels 4 and above	55	90.57	89.29	94.84
Kāi Tahu				
Levels 1-9		112.55	84.58	87.87
Levels 1-3		65.95	47.84	50.36
Levels 4 and above		114.98	90.28	93.95
Non-Māori				
Levels 1-9	66	94.39	89.15	84.80
Levels 1-3	35	72.44	77.25	74.89
Levels 4 and above	73	96.39	90.42	86.47
Qualification Completion: includes all funding sources and excludes results from level 0 programmes				
Qualification Completions – Graduate Certificates and Diplomas				
	Target %	2016 %	2017 %	2018 %
Māori	40	53.72	114.40	101.55
Kāi Tahu		69.93	82.40	80.94
Non-Māori	66	69.93	82.40	80.94
Qualification Completions – Bachelors				
	Target %	2016 %	2017 %	2018 %
Māori	40	103.65	108.13	111.03
Kāi Tahu		144.43	107.19	106.97
Non-Māori	66	99.46	97.61	92.64
Qualification Completions – Certificates				
	Target %	2016 %	2017 %	2018 %
Māori	40	62.65	59.77	59.60
Kāi Tahu		55.90	65.22	52.17
Non-Māori	66	76.83	76.96	75.26
Qualification Completions – Postgraduate Certificates and Diplomas				
	Target %	2016 %	2017 %	2018 %
Māori	40	90.32	63.16	68.97
Kāi Tahu		100.00	0.00	80.00
Non-Māori	66	107.07	98.70	61.46
Qualification Completions – Diplomas				
	Target %	2016 %	2017 %	2018 %
Māori	40	92.42	75.92	74.47
Kāi Tahu		93.29	90.21	75.28
Non-Māori	66	117.89	96.29	90.62
Qualification Completions – Masters				
	Target %	2016 %	2017 %	2018 %
Māori	40	122.21	25.77	81.36
Kāi Tahu		138.45	0.00	126.42
Non-Māori	66	109.09	72.96	79.54

Successful Course Completions by Programme Category									
	2016			2017			2018		
	HC	EFTS	Completion %	HC	EFTS	Completion %	HC	EFTS	Completion %
Certificates									
All	1807	1176.60	73.88	1716	1158.00	75.86	1376	810.37	75.06
Māori	279	182.82	65.63	239	163.90	67.16	155	90.32	68.53
Kāi Tahu	47	33.47	69.40	65	46.93	75.28	37	24.13	68.16
Non-Māori	1528	993.78	75.40	1477	994.11	77.29	1221	720.04	75.88
All Under 25	1188	850.94	73.28	1162	830.39	74.14	867	552.12	73.20
Māori Under 25	200	134.86	64.64	170	116.36	65.46	104	65.57	68.53
Kāi Tahu Under 25	40	28.71	68.39	49	34.49	73.21	28	18.91	66.21
Non-Māori Under 25	988	716.08	74.90	992	714.03	75.55	763	486.55	73.83
Diplomas									
All	359	298.43	76.16	305	187.78	81.88	214	122.37	85.73
Māori	44	35.68	64.77	58	31.62	83.63	53	28.78	86.16
Kāi Tahu	14	11.05	66.39	5	2.83	57.35	4	3.42	97.56
Non-Māori	315	262.75	77.70	247	156.16	81.53	161	93.59	85.59
All Under 25	225	205.12	74.59	117	89.76	81.96	63	51.13	83.44
Māori Under 25	33	27.37	62.45	10	8.37	78.11	7	6.50	84.62
Kāi Tahu Under 25	11	8.17	60.69	3	2.25	51.85	3	3.00	97.22
Non-Māori Under 25	192	177.76	76.46	107	81.39	82.36	56	44.63	83.27
Graduate Certificates and Diplomas									
All	597	370.24	83.09	870	516.96	89.77	1025	592.18	87.61
Māori	19	10.75	48.26	14	7.27	83.57	12	5.83	57.15
Kāi Tahu	5	3.50	62.70	4	1.88	86.68	2	0.33	62.57
Non-Māori	578	359.49	84.14	856	509.69	89.86	1013	586.34	87.91
All Under 25	297	175.87	89.70	462	275.00	94.14	518	298.60	88.62
Māori Under 25	5	3.25	88.46	3	1.88	100.00	—	—	—
Kāi Tahu Under 25	2	1.88	100.00	—	—	—	—	—	—
Non-Māori Under 25	292	172.62	89.72	459	273.13	94.10	518	298.60	88.62
Bachelors									
All	2300	2076.80	85.02	2216	1943.54	85.32	2256	2068.78	83.42
Māori	289	272.12	75.92	271	249.00	80.81	290	275.36	78.41
Kāi Tahu	85	82.02	80.92	64	59.32	83.64	82	80.20	79.06
Non-Māori	2011	1804.67	86.39	1946	1694.54	85.98	1966	1793.42	84.19
All Under 25	1430	1336.67	89.94	1411	1273.87	90.01	1492	1378.65	89.23
Māori Under 25	131	127.81	86.60	150	142.98	86.29	150	146.50	86.66
Kāi Tahu Under 25	41	40.66	89.24	44	42.41	84.97	42	41.75	89.82
Non-Māori Under 25	1299	1208.86	90.30	1261	1130.89	90.48	1342	1232.16	89.53
Postgraduate Certificates and Diplomas									
All	112	38.33	94.13	239	114.75	95.97	387	222.75	88.27
Māori	9	3.88	93.55	10	2.38	68.42	9	3.63	100.00
Kāi Tahu	1	0.50	100.00	4	0.75	50.00	3	1.25	100.00
Non-Māori	103	34.46	94.20	229	112.38	96.55	378	219.13	88.08
All Under 25	17	6.25	100.00	49	25.88	96.62	102	62.00	83.97
Māori Under 25	2	1.25	100.00	2	0.50	100.00	3	1.75	100.00
Kāi Tahu Under 25	—	—	—	1	0.25	100.00	1	0.50	100.00
Non-Māori Under 25	15	5.00	100.00	47	25.38	96.55	99	60.25	83.51
Masters									
All	124	70.41	23.42	180	106.74	44.11	280	192.52	58.85
Māori	14	8.25	48.90	11	6.75	14.22	14	9.75	30.10
Kāi Tahu	3	2.50	45.01	2	1.00	81.28	7	5.75	32.17
Non-Māori	110	62.16	20.04	169	99.99	46.12	266	182.77	60.38
All Under 25	4	3.00	—	21	10.88	88.89	45	33.73	68.44
Māori Under 25	1	1.00	—	—	—	—	1	1.00	—
Kāi Tahu Under 25	1	1.00	—	—	—	—	1	1.00	—
Non-Māori Under 25	3	2.00	—	21	10.88	88.89	44	32.73	70.54

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

	2016			2017			2018		
	Enrolled	Completed	%	Enrolled	Completed	%	Enrolled	Completed	%
Certificates									
All Students	709	501	70.66	679	491	72.31	447	315	70.47
Māori	103	57	55.34	109	65	59.63	53	36	67.92
Kāi Tahu	26	13	50.00	44	31	70.45	16	9	56.25
Non-Māori	606	444	73.27	570	426	74.74	394	279	70.81
Diplomas									
All Students	299	167	55.85	267	136	50.94	324	197	60.80
Māori	39	14	35.90	30	10	33.33	40	26	65.00
Kāi Tahu	13	7	53.85	8	1	12.50	15	9	60.00
Non-Māori	260	153	58.85	237	126	53.16	284	171	60.21
Graduate Certificates and Diplomas									
All Students	42	25	59.52	21	17	80.95	21	11	52.38
Māori	5	3	60.00	3	3	100.00	2	1	50.00
Kāi Tahu	2	2	100.00	1	1	100.00	—	—	—
Non-Māori	37	22	59.46	18	14	77.78	19	10	52.63
Bachelors									
All Students	736	415	56.39	729	436	59.81	739	427	57.78
Māori	114	48	42.11	107	61	57.01	112	58	51.79
Kāi Tahu	33	13	39.39	32	20	62.50	23	12	52.17
Non-Māori	624	367	58.81	623	375	60.19	628	369	58.76
Postgraduate Certificates and Diplomas									
All Students	1	2	200.00	1	1	100.00	15	14	93.33
Māori	1	1	100.00	—	—	—	1	1	100.00
Kāi Tahu	—	—	—	—	—	—	—	—	—
Non-Māori	—	1	—	1	1	100.00	14	13	92.86
Masters									
All Students	25	13	52.00	35	1	2.86	31	6	19.35
Māori	3	2	66.67	4	—	0.00	3	1	33.33
Kāi Tahu	1	1	100.00	2	—	0.00	1	1	100.00
Non-Māori	22	11	50.00	31	1	3.23	28	5	17.86

Cohort Qualification Completions by Programme Category (SAC Funded All Enrolments)									
	2016			2017			2018		
	Enrolled	Completed	%	Enrolled	Completed	%	Enrolled	Completed	%
Certificates									
All Students	1909	1103	57.78	1710	1001	58.54	1724	1041	60.38
Māori	283	144	50.88	281	133	47.33	278	151	54.32
Kāi Tahu	54	33	61.11	77	48	62.34	64	30	46.88
Non-Māori	1626	959	58.98	1429	868	60.74	1446	890	61.55
Diplomas									
All Students	455	235	51.65	585	315	53.85	586	273	46.59
Māori	57	18	31.58	92	33	35.87	87	36	41.38
Kāi Tahu	18	8	44.44	11	2	18.18	21	13	61.90
Non-Māori	398	217	54.52	494	282	57.09	499	237	47.49
Graduate Certificates and Diplomas									
All Students	80	29	36.25	89	26	29.21	77	14	18.18
Māori	10	4	40.00	7	3	42.86	7	2	28.57
Kāi Tahu	2	2	100.00	2	1	50.00	1	—	0.00
Non-Māori	70	25	35.71	82	23	28.05	70	12	17.14
Bachelors									
All Students	846	518	61.23	873	556	63.69	892	536	60.09
Māori	146	81	55.48	146	94	64.38	140	81	57.86
Kāi Tahu	43	23	53.49	49	35	71.43	25	14	56.00
Non-Māori	702	437	62.25	728	462	63.46	754	455	60.34
Postgraduate Certificates and Diplomas									
All Students	76	34	44.74	79	25	31.65	95	33	34.74
Māori	7	4	57.14	7	1	14.29	6	4	66.67
Kāi Tahu	1	1	100.00	3		0.00	3	2	66.67
Non-Māori	69	30	43.48	72	24	33.33	89	29	32.58
Masters									
All Students	73	16	21.92	79	1	1.27	83	11	13.25
Māori	5	2	40.00	12	—	0.00	8	1	12.50
Kāi Tahu	2	1	50.00	3	—	—	—	1	100.00
Non-Māori	68	14	20.59	67	1	1.49	75	10	13.33



Keeping it green

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

We'd like to say a big thanks to Gianna Leoni for the translation, Jodie Gibson and Hayden Parsons 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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