Whakakaha te Hoataka

Strengthening the Partnership

Māori Annual Report 2015

Rāraki Kai   Contents

Mihi

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

Ko te tuarua, mihi tēnei ki a koutou nō tēnā hapū no tēnā rohe o te motu.

Ki kā tini mate kua tukua atu ki te kōpū o te whenua.

Haere, haere ki te rika kauawhi ō tipuna, moe mai oki oki mai.

Ka hōki ki te huka ora, ki kā mana, ki kā reo, raurakatira mā tēnā koutou katoa.

He mihi tēnei mai i Te Kura Matatini ki Otago tātou ko

Te Kōmiti Kawanataka ki a koutou kā iwi katoanā mātou i te whakaaro me te kōrero, a tuhi, a waha hōki, i roto i kā hui rūnaka.

Whakaaetanga Mōhiotanga

I whakamanahia te hononga o Te Kura Matatini ki Ōtāgo ki ngā Papatipu Rūnaka e whā o Araiteuru i raro i te maru o te Whakaaetanga Mōhiotanga i te tau 2004, kia mahi tahi tātou ki te whai oranga mō te iwi Māori.

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

Memorandum of Understanding

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

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

> Ko te whāinga o tēnei whakaaetanga, ko te whaihua – ka tautokohia ngā tauira kia tutuki ō rātou wawata mātauranga

> Ko te whāinga matua o tēnei whakaaetanga, ki roto i te rohe o Ōtāgo, ka tutuki ōrite ngā tauira Kai Tahu me ngā tauira Māori katoa ki tēnā, ki tēnā o ngā tauira, e ai ki te taurangi o te Tiriti o Waitangi

> Kia whakapiki i te take hei ngaringari i ngā tauira Kai Tahu me ngā tauira Māori e whai wāhi ana, e tutuki ana ki Te Kura Matatini ki Ōtāgo, ka whakaae ngā rōpū katoa ki te mahi tahi

> Mōhio Te Kura Matatini ki Otago, me mahi tahi rātou ko Kā Papatipu Rūnaka ki te whakatipu, ki te whakatinana, ki te arotake i ngā mahere rautaki, i te mahere ā-tau, i ngā kaupapa ture, i ngā 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, Kai 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 Kai 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 Whakaaetanga Mōhiotanga i te tau 2013, i waenganui i Te Kura Matatini ki Ōtāgo me Te Rūnanga o Moeraki, Kāti Huirapa Rūnaka ki Puketeraki, Te Rūnanga o Otākou, Hokonui Rūnanga Inc. hoki.

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

From the Chief Executive and Council Chair

Introduction by Phil Ker and Kathy Grant

Ka mihi ki kā tini mauka

Ka mihi ki kā tini awa

Ka mihi ki kā tini waka

Ka mihi ki a koutou Ngāi Māori ahakoa ko wai nō hea

He mihi ki kā akoka Māori e whai ana te mātauraka, kā tohu o Te Kura

Ki kā kaimahi Māori, koutou kā kaimahi katoa o Te kura Matatini, he mihi nunui ki a kotuou mo koutou mahi hei whakanui a mātou nei mahi

Tēnā koutou

We are pleased to report to our combined Rūnaka the performance of Otago Polytechnic against our Māori Strategic Framework – mostly good news in terms of learner participation and achievement.

First, though, we acknowledge the retirement of Khyla Russell, our founding Kaitohutohu. Khyla made an outstanding contribution to Otago Polytechnic over the 11 years of her tenure, so much so that the Polytechnic Council conferred on her the honour Emeritus Professor. It is fitting that the Polytechnic's first such honour should go to Khyla, whose final year legacy is the third iteration of our Māori Strategic Framework, and the establishment of our Māori Centre – Te Punaka Owheo, which will be enhance support for our Māori Learners.

2015 was overall a good year for Māori learner participation and success. Māori learner numbers rose significantly, including from Kai Tahu, and we held participation rates at 14%, much higher than the proportion of Māori in the Otago region.

Course completion rates for Māori learners rose overall by 2.3%, partly a result of improved retention rates, and we expect that trend to continue as a result of the work of Te Punaka Owheo with our Māori students.

Also pleasing was the continuation of high Māori learner satisfaction rates, which are between 91% and 95% measured across all dimensions.

Māori qualification completion slipped by 6.7% in 2015. While this was disappointing, this outcome is partly attributable to the fact that we did not commence a second cohort of CapableNZ learners until later in the year. These learners will graduate in 2016.

While Māori staffing levels were maintained in 2016 to at least match the percentage of Māori in Otago, our objective is to increase the proportion of Māori staff. Turnover in 2015 was higher than usual, although we were successful with our recruitment processes and replaced these staff. On the positive side, our Māori staff remain highly satisfied with the work environment at Otago Polytechnic – they are more satisfied overall, and express less dissatisfaction, than our non-Māori staff.

The Polytechnic continues to strive to improve our inclusive environment for Māori. One of our major initiatives – Designing for Learner Success – is ensuring that Māori knowledge and perspectives are included in all programmes of learning. Our programme and service teams continue to improve their performance in implementing the Māori Strategic Framework, and in 2015 a record number of staff participated in and completed staff development activities in the Treaty as well as Te Reo and tikaka.

We acknowledge the invaluable work undertaken by the members of Komiti Kawanataka in advising the Chief Executive and the Polytechnic Council in relation to the terms and implementation of the Memorandum of Understanding with the combined runaka and the actions of all our staff in making Otago Polytechnic a place where Māori can live, learn and work as Māori.

Ko Waiuku te Papatūwhenua

I tipu ake au kei Pukekohe

I raro i te maru o te mauka ko Pukekohe,

I te taha o te awa ko Waikato.

Kei to noho au kei Otepoti inaianei

Ko Scottish rāua ko English kā Iwi

Ko Ker te hapū

Ko Ker rātou ko Baxter ko Watt ko Mitchell kā whānau

Ko Margaret rāua ko Alexander kā mātua

Ko au tēnei

Ko Phil tōhoku ikoa

Ko Glenys tōhoku hoa rakatira

Ko Tara rātou ko Ashley ko Hannah ko Nicole a māua tamariki

Ko Oamaru te Papatūwhenua

I tipu ake au kei Oamaru

Inaianei, ka noho i raro i te mauka ko Whānau Paki, i te taha o te awa, ko Kaikorai

Kei te noho au kei Ōtepōti inaianei

Ko Airihi rāua ko Ingarani kā Iwi

Ko Proctor te hapū

Ko Freeman rātou ko Proctor ko Marriott kā whānau

Ko Yvonne rāua ko Ernest kā mātua

Ko au tēnei

Ko Kathy tōhoku ikoa

Ko Stephen tōhoku hoa rakatira

Ko Michael rāua ko Rebecca a māua tamariki

Tokotahi ta māua tama mokopuna

Phil Ker
Chief Executive

Kathy Grant
Council Chair

From the Komiti Kawanataka

Introduction by David Higgins

Tēnā koutou

Rau Rakatira mā, tēnei te mihi mahana ki a koutou,

he mihi ki kā tini atua, kā tīpuna e whārikihia te ara mo tātou

he mihi ki te Iwi, tēnā koutou, tēnā koutou, tēnā tātou katoa

I am pleased to provide these introductory remarks for our 2015 Māori Annual Report. As you will see we had a busy year getting some major projects finished before Khyla retired; these included the business plan for the establishment of a Māori Centre and new iteration of the Māori Strategic Framework, to name but two.

I would like to acknowledge the hard and ground breaking work Khyla did in her 11 years as Kaitohutohu. During her time we produced three iterations of the Māori Strategic Framework; several successful student hui are now part of our student learner experience; and Māori students will look forward to receiving Māori centred support with the establishment of a Māori Centre. It was the 25 year anniversary of the Otago University Māori Centre, which Khyla also established. There are so many achievements, many of which were outlined in the 2014 report, and a few in this years also. What I am pleased to mention is that Khyla is Otago Polytechnic's first Professor Emeritus, which is an amazing honour for her, her whānau and our hapū and Iwi.

Rebecca Swindells and the team at Student Success worked very hard to increase the contact with Māori students and that is evident in the statistics this year; thanks to her, Brayden and team. The KTO team produced their second Scope: Kaupapapa Kai Tahu, and they have also developed a Māori research plan and are looking forward to increased Māori research activity in the future.

We were especially pleased with our first Kai Tahu cohort completing their Bachelor Degrees, thank you Richard for all your hard work and we look forward to seeing the 2016 cohort finish.

I would like to thank Khyla and her small team for their huge effort.

Nā David

Otago Polytechnic's Māori Strategic Framework

I whakahiato Te Aka Whāika Māori i te uiui ki Kā Rūnaka Papatipu. Ko tō rātou tūtoro mo te kōkiri Māori i mau i roto i te tapatoru i raro nei. Mēnā kia pīraki koutou te whakamārama o te tauira o tēnei tapatoru, kia titiro ki kā whāraki whā ki te waru o Te Aka Whāika Māori.

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

VISIONS FOR MĀORI ADVANCEMENT

Te Ao Māori

To live as Māori

To actively participate as citizens of the world

To enjoy good health & high standard of living

GUIDING PRINCIPLES FOR A HEALTHY LIFE

Toi Te Mana

Whakanui

Ahu Kāwanatanga

Ngā Kawenga

Tino Rangatiratanga

Treaty of Waitangi

Kai Tahu/Māori Students

Kai Tahu/Māori Programmes

Te Reo Māori Me ona Tikaka

Kai Tahu/Māori Leadership and Staffing

Māori Centred Knowledge Creation

PRIORITY AREAS

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

O Mātau Rautahi Whāika

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

Our Strategic Objective

To have an effective partnership with Kai Tahu/Māori.

O Mātou Mānawa

a. Kia tino mārama kā hiahia tauwhaiti-a-ako o Kai Tahu, o Kai Māori i roto i te takiwā o Araiteuru

b. Ka mahi tahi ki kā rūnaka i ruka i kā rautaki, i kā kaupapa me kā mahi kā mātātoa o Te Kura Matatini ki Otago, mēnā ka pīraki koutou

c. Kia whakarite ka tikaka Kai Tahu i raro i te tohutohu o Kai tahu i kā whāi ara, i kā mahi i Te Kura Matatini ki Otago.

Our Aspirations

a. To fully understand the specific educational needs of Kai 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 Kai Tahu

c. To use Kai Tahu tikaka appropriately in the running and educational delivery of Otago Polytechnic.

Te Pae Haere

I muri iho i kā tau tekau taumata rau hei Kaitohutohu, i rihaina a Ahoraki Khyla Russell i te tau 2015. Ka kaha konau i tana awe, i tana mātauraka, i tana mana, anō hoki, ko tana mātau me tana ārahitaka e whakarato ana ki kā kaimahi me kā tauira i rakahau ai i ā āhuataka Māori. Ka tika me mihi atu a Te Kura Matatini ki Otago ki a Ahoraki Russell mō tana mahi nui rawa atu ki te Kura nei. Ko ia tō mātou Ahoraki 'Emeritus' tuatahi, ā, ka hiamo mātou i te whakawhanaketaka o tō mātou whakawhitika i kā wā kei te haere mai.

E kaha haere tonu ana te mahi e pā ana ki te whakatūraka o te Punaka Ōwheo, ā, i ohia te Rūnaka i te mahere pakihi i whakapuāwaitia e te Kōmiti Kāwanataka. Āpiti atu hoki, i whakaae mātou i kā akoraka kore-pūtea, 15-kaute, i te reo Māori mō kā tauira o Te Kura Matatini ki Otago e hiahia ana ki te whanake i tēnei momo mahi.

I whakapuāwaitia te riteka tuatoru o Te Aka Rautaki Māori e te Tari Kaitohutohu i te tau 2015, e whanake tahi nā te whakapiki o te whanaukataka ki te Rūnaka. Koinei te tuhika rautaki matua mō Te Kura Matatini ki Otago, e whakarato ana tēnei i te ara tika hei whakapiki i te akitū o kā tauira Māori me kā kaimahi i kā tau e whai ake nei. Ka tutaki te Tari Kaitohutohu ki kā Kura, ki kā Wāhi Ratoka me te wāhaka o te Kura Matatini ki Central Otago hei whakawhiti kōrero mō te whakauruka o kā mātāpono o te Aka ki roto i kā Mahere Mahika ā-Tīma me kā Mahere Mahika ā-takata o ia ake kaimahi.

I whakatauiratia te hoataka tauutuutu i waekanui i te Rūnaka me Te Kura Matatini ki Otago e kā mahi tahi whai tikaka e rua i tēnei tau: i tūau a Campus Services i ētahi kaimahi me ētahi rauemi hei whakapai i tētahi kāika i hokona ai e te Rūnaka, ā, i whakauhia ētahi tauira o te Bachelor of Culinary Arts e Ōtākou Marae, hei whiwhi rātou i tētahi wheako whaiaro tunu kai, whākai tākata hoki ki roto i te whare kai.

Ko tētahi tūraka nui i te tau 2015, i whakaritea a Jeanette Wikaira hei mema o te Komiti Kawanataka, ā, i uru hoki ia ki a Ki Waho nā te rihainataka a Sonja Macfarlane

Measuring our Progress

After ten remarkable years in the role, Professor Khyla Russell resigned as our Kaitohutohu in 2015. Her extensive influence, knowledge and mana will be keenly missed, along with the insight and guidance she provided to staff and students undertaking Māori-related research. Otago Polytechnic wish to acknowledge and thank Professor Russell for her outstanding contribution to the Polytechnic. She has become our first Professor Emeritus and we look forward to our relationship continuing and evolving into the future.

Work towards the establishment of a Māori Centre gathered considerable momentum this year as Rūnaka endorsed the business plan developed through Komiti Kawanataka. In addition, we approved free, 15-credit te reo courses for all Otago Polytechnic students keen to develop their skill in this area.

The third iteration of our Māori Strategic Framework was developed by the Kaitohutohu Office in 2015, evolving as our relationship with Rūnaka has matured. This is a key strategy document for Otago Polytechnic, providing clear directions to significantly improve Māori learner and staff success in the coming years. The Kaitohutohu Office team has met with Schools, Service Areas and the Central campus to discuss ways of integrating the principles of the Framework in their Team Performance Plans and staff members' Individual Performance Plans.

The reciprocal partnership between Rūnaka and Otago Polytechnic was exemplified by two meaningful collaborations this year: Campus Services volunteered staff and resources to conduct repairs on a house which Rūnaka had purchased, and Bachelor of Culinary Arts students were hosted by Ōtākou Marae, allowing them to gain valuable cookery and catering experience in the wharekai.

A notable appointment in 2015 was that of Jeanette Wikaira who became a member of Komiti Kawanataka and joined Ki Waho following the resignation of Sonja Macfarlane.

Next steps for 2016

> Ka mahi tahi i te taha o te Rūnaka hei whakaritea tētahi Kaitohutohu hou.

> Ka mahi tahi i te taha o kā Kura hei āwhina i a rātou kia whakatū, kia whakakaha hoki i kā hoataka e ū ai ki Te Tiriti.

> Work with Rūnaka to appoint a new Kaitohutohu

> Work with Schools to help them form and strengthen partnerships in line with Te Tiriti.

Farewelling an outstanding Māori leader

In 2015, we celebrated the outstanding contribution of Professor Khyla Russell on her retirement.

Khyla, who was Otago Polytechnic's Kaitohutohu from 2004 to 2015, had a late but meteoric rise through the academic ranks. She was a grandmother before she gained her first degree, a Bachelor of Arts, extramurally through Massey University. This was followed by a PhD in Anthropology from the University of Otago in 2001, on Kai Tahu perceptions of landscapes.

She started her mahi at Otago Polytechnic in 1980, teaching Māori language part-time. She was appointed Kaitohutohu of Otago Polytechnic in November 2004. As part of Otago Polytechnic's Leadership Team, Khyla's role included the responsibility of overseeing the incorporation of Te Tiriti o Waitangi into day-to-day operations, alongside adherence to Otago Polytechnic's Memorandum of Understanding with Ka Araiteuru Papatipu Rūnaka.

A driving motivation in her career was to attract Māori to tertiary education and to ensure appropriate support and retention services. One way Khyla met this goal was through increasing Te Tiriti o Waitangi and mātauraka awareness for educators, a passion that has informed much of Khyla's personal, professional, academic and research activities over the years.

She considers one of the highlights of her time as Kaitohutohu as "finding different ways and new ways of inviting people to learn," and explains that people would come to her because she was known in the Māori community and not because of her role. She believes that she was successful at getting Māori into study by pushing boundaries when needed and by not being overly guided by rules and regulations – instead using common sense and flexibility to do best for the individual.

Khyla also facilitated relationship-building between the institute and the wider Māori community and tertiary sector organisations. Additionally, she performed an advisory role in Māori-related research undertaken at the Polytechnic and provided consultancy outside of the organisation.

Among Khyla's research outputs were topics on Māori leadership, and processes for engaging with Māori in research, especially relating to public health. She sat on national and international research panels including the Health Research Council and New Zealand's Performance-Based Research Fund panel for Māori knowledge and Development.

In 2016, Khyla was fittingly bestowed the honour of Professor Emeritus. This award was appropriate recognition of her distinguished leadership in research and contribution to Kai Tahu as well as the enduring and valued relationship with Otago Polytechnic.

"This award was very significant to my iwi as we know of no other Māori woman who has been named Professor Emeritus. It was very humbling to receive the award and have my iwi watching the livestream at the same time via Ngai Tahu Communications."

She also speaks to the wonderful work of the Kaitohutohu Office team: "I couldn't have achieved lots of the things I did without the support of the people around me."

We thank Khyla for generously sharing her time and expertise with us, advancing Māori participation, research and partnership.

Te Kāhui
Supporting the new Māori Strategic Framework

Otago Polytechnic has a Kāhui – a 'flock' of staff with varied roles and responsibilities who are passionate about bringing our Māori Strategic Framework to life.

Each member of the Kāhui has a connection to Professor Emeritus Khyla Russell, the Polytechnic's former Kaitohutohu, and sees themselves as continuing her legacy. Along with providing each other with mentoring and support, they work together to develop and showcase the Polytechnic's unique Māori identity.

The group meets in the atrium of The Hub and sits beneath the soaring albatross wings. The Hub, with the Kai Tahu themes gently woven through, is the perfect place for the flock to gather. "It's a space of welcome, and it's got our whakapapa woven through," explains Justine Camp, Kaipūtahi. The floor and carpet design with colours representative of the river and marshlands, evokes the idea of hīkoi (travel). A single beam of light represents the mauri of the building, and illuminates the spot where a ceremonial kohatu (stone) has been buried.

The new Māori Strategic Framework has clear guiding principles: to live as Māori, being able to have access to Te Ao Māori; to actively participate as citizens of the world; and to enjoy good health and a high standard of living.

"Making the Māori Strategic Framework real is a shared responsibility for every staff member," says Lecturer, Gina Huakau, "but for us, it's our passion."

KO TE MEA TUARUA:

Te Tautoko i kā Kaimahi Kai Tahu/ Māori

PRIORITY TWO:

Kai Tahu/ Māori Leadership/ Staffing

O Mātou Rautaki Whāika

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

Our Strategic Objective

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

O Mātou Mānawa

a. Kia kaha haere kā kaimahi Kai Tahu/Māori i roto i kā tūmomo tari, kā tūmomo taumata ki Te Kura Matatini ki Otago

b. Kei kā kaimahi Kai Tahu/Māori te mahi whakaārahi i kā taumaha katoa ki Te Kura Matatini ki Otago

c. Kia pai haere te āhuataka o Te Kura Matatini ki Otago ki kā kaimahi Kai Tahu/Māori, ā, kia uara kā tikaka, kā mahi o ka kaimahi Kai Tahu/Māori

d. Kia tika te āhuataka o Te Kura Matatini, kia tika hoki te tikaka o Te Kura Matatini ki kā kaimahi Kai Tahu/Māori.

Our Aspirations

a. a. To increase the number of Kai Tahu/Māori staff across the range of teams and levels within Otago Polytechnic

b. b. To have Māori staff providing leadership at all levels in the Polytechnic

c. 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 Kai Tahu/Māori cultural values.

Te Pae Haere

Kā kaimahi Māori/Kāi Tahu

Kua pupuru mātou i tō mātou aro ā-rautaki hei kimi kaimahi Kāi Tahu/Māori, ka whakapiki ai tēnei. Mō kā kaimahi hou o te Kura Matatini i te tau 2015, e whitu paihēneti i tautuhi ai hei Māori, e rima paihēneti noa iho tēnei i te tau 2014.

I whakapiki te huahuataka o kā kaimahi Māori ki te 15 paihēneti, e tata ana tēnei whakapikika ki te toru paihēneti o te kaute i te tau 2014, ā, he pahika ake tēnei i te kaute ā-motu mō te rākai mātauraka, arā, ko te 13 paihēneti. Ka mātua aro a Te Kura Matatini ki Otago ki te puritaka o kā kaimahi Māori, ā, he aroka nui tēnei mō te tau 2016.

Measuring our Progress

Māori/Kai Tahu staff

We have maintained our strategic focus on recruiting Kai Tahu/Māori staff and consequently there has been some growth in this area. Of all staff who joined Otago Polytechnic in 2015, seven per cent identified as Māori compared with five per cent in 2014 – our highest growth since 2012. Overall, the proportion of Māori staff remained steady at five per cent.

The Māori staff turnover rate increased this year to 15 per cent, an increase of close to three per cent on the 2014 figure and exceeding the national education sector figure of 13 per cent. Retention of Māori staff continues to be a significant focus for Otago Polytechnic, and will be a high priority in 2016.

Year	Total new permanent staff	New staff Non Māori	New Staff Māori
2011	44	41	3
2012	39	34	5
2013	38	37	1
2014	29	28	1
2015	41	38	3

Te Mānawa o kā kaimahi Māori

I tūtohi kā hua, he mānawa ake kā kaimahi Māori, ā, he iti ake te whakaahutaka i kā kaimahi tauiwi – he arotau, he kūpapa rānei kā whakautu o kā kaimahi Māori, hāuka i te rereka "he wāhi māku i kā wā e whai mai ki te Kura Mataini o Otago". Heoi, tahi-wha paihēneti o kā kaimahi tauiwi i whakahē ai i kā rereka katoa.

Ahakoa kua taka kā āhuataka mānawa mai i te tau 2014, he pai ake kā whakautu o kā kaimahi Māori ki "he wāhi rekareka a Te Kura Matatini ki Otago ki te mahi", ā, "ka whakaawetia au kia whakapau kaha hei akitū a Te Kura Matatini ki Otago".

Ahakoa, e kitea ana a Te Kura Matatini ki Otago hei kaiwhakawhiwhi mahi pai rawa e āna kaimahi, he kere tonu, nā tea mea, he tokoiti ake kā kaimahi i kā kaimahi tauiwi e whakaaro ana, ka whai wāhi tonu mā rātou ki roto i tēnei umaka. Nō reira, ka whakawhiti whakaaro ki kā kaimahi Māori hei whakamōhiotia, me pēhea mātou e whakapiki ai i tēnei hua.

Satisfaction of Māori staff

Overall, 2015 results indicate that Māori staff are more satisfied and report less dissatisfaction than their non-Māori colleagues – responses from Māori staff were favourable or neutral in all statements with the exception of 'I feel there is a future for me at Otago Polytechnic'. Conversely, between one and four per cent of non-Māori staff disagreed with every statement.

Although there has been an overall drop in satisfaction levels from 2014, Māori staff responded more positively this year to "Overall, Otago Polytechnic is a fun and enjoyable place to work" and "I feel inspired to go the extra mile to help Otago Polytechnic succeed".

While it is clear Otago Polytechnic is still perceived very highly as an employer by its staff, it is disappointing to note that fewer Māori than non-Māori staff say they see a future for themselves here. In light of this, we intend to consult with our Māori staff to gain a sense of how we may be able to improve this result.

AGREE **UNDECIDED** **DISAGREE**

Overall, Otago Polytechnic is a great organisation to work in
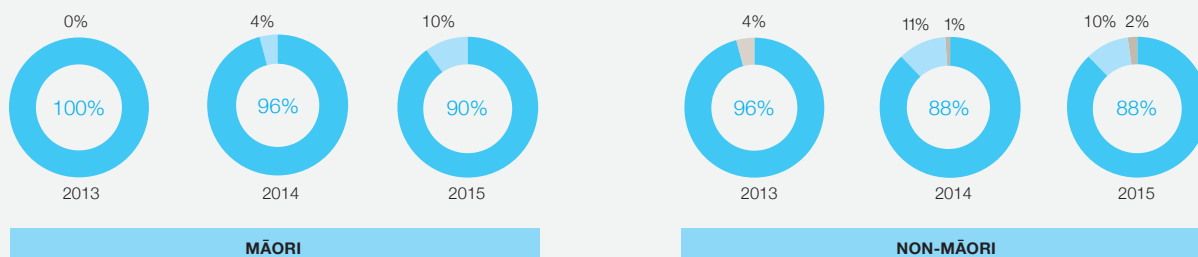
MĀORI

0% — 100% — 2013
4% — 96% — 2014
10% — 90% — 2015

NON-MĀORI

4% — 96% — 2013
11% 1% — 88% — 2014
10% 2% — 88% — 2015

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

MĀORI

0% — 100% — 2013
20% 4% — 76% — 2014
19% — 81% — 2015

NON-MĀORI

9% — 91% — 2013
18% 1% — 81% — 2014
18% 2% — 80% — 2015

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

MĀORI

4% — 96% — 2013
12% 4% — 85% — 2014
14% — 86% — 2015

NON-MĀORI

8% — 92% — 2013
12% 2% — 86% — 2014
16% 2% — 82% — 2015
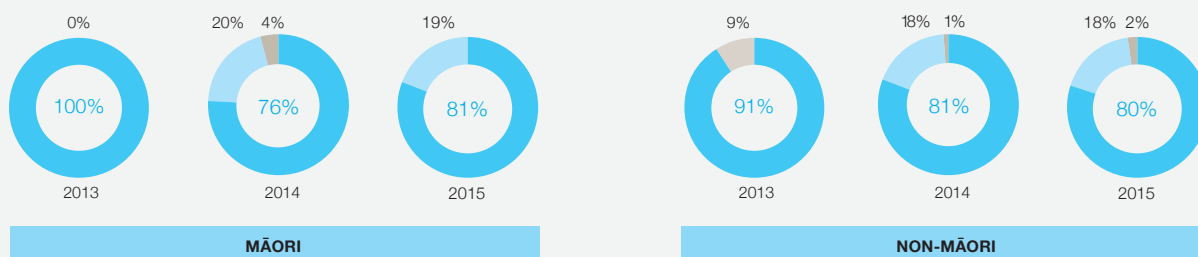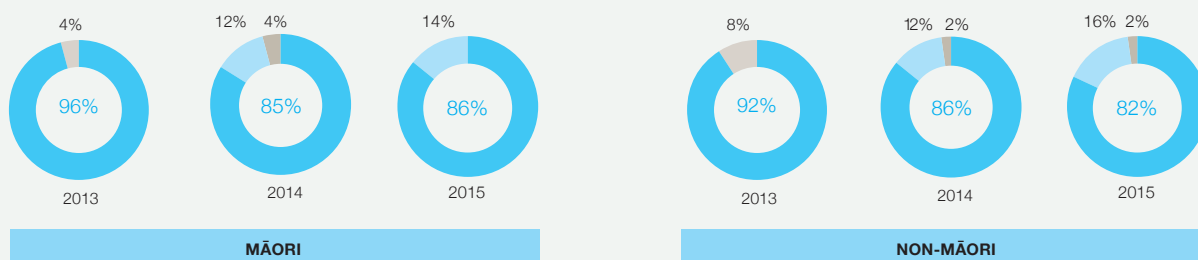
I am proud to tell others that I work for Otago Polytechnic

MĀORI

4%
96%
2013

4% 0%
96%
2014

14%
86%
2015

NON-MĀORI

4%
96%
2013

11% 1%
88%
2014

6% 1%
94%
2015
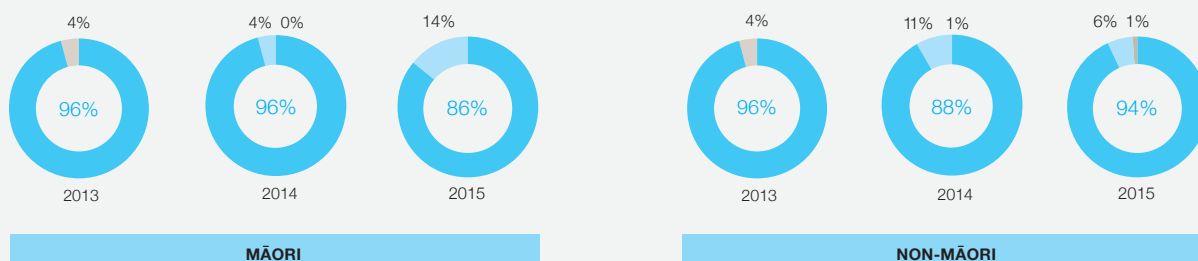
I really care about the success of Otago Polytechnic

MĀORI

4%
96%
2013

100%
2014

5%
95%
2015

NON-MĀORI

1%
99%
2013

5%
95%
2014

21% 4%
74%
2015

I feel there is a future for me at Otago Polytechnic

MĀORI

4%
96%
2013

15% 4%
81%
2014

19% 5%
76%
2015

NON-MĀORI

8% (38)
92%
2013

19% 2%
78%
2014

14% 2%
84%
2015
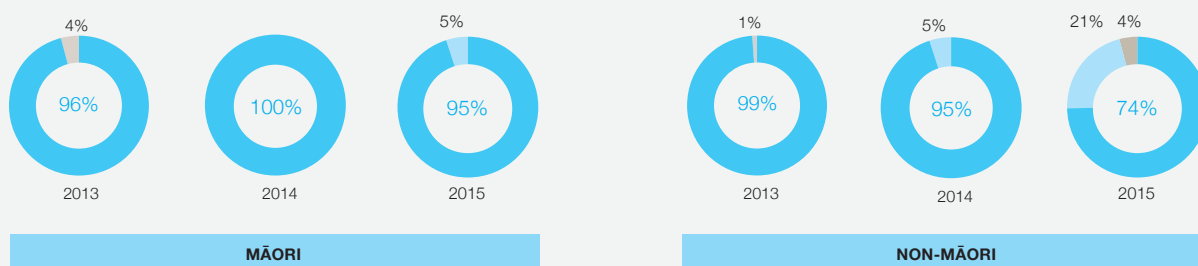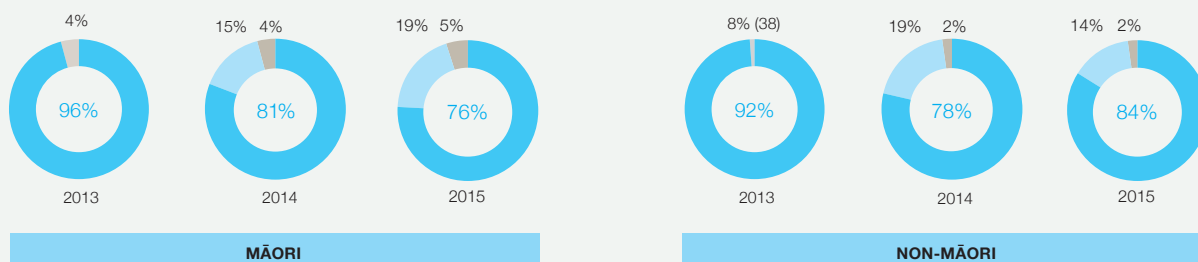
Next steps for 2016

> Ka whakawhiti whakaaro ki kā kaimahi Māori mō kā āhuataka mānawa

> Ka whakanuia ā mātou nei mahi hei kimi kaimahi Māori.

> Ka whakanui ake te whanaketaka rakatirataka me kā āhieka rakatirataka mō kā kaimahi Māori.

> Consult with Māori staff about satisfaction levels

> Increase our efforts to recruit Māori staff

> Provide more leadership development and leadership opportunities for Māori staff.

Building inclusiveness

Rebecca Swindells – Ngati Tamarongo; Tainui

Rebecca Swindells describes her new job as Otago Polytechnic's Kaitautoko as "fun, challenging and rewarding", spending her days providing students with advocacy services, academic support and assistance with scholarship applications.

Having attained a Bachelor of Applied Management at Otago Polytechnic – holding the role of President of the Otago Polytechnic Students' Association for three consecutive years – Rebecca is already familiar with the institute. She says the experience of being a student here directly informs her new role. "I know how I managed to succeed in my studies here, so I have insight into what might work for other Māori students."

Rebecca is now undertaking a Master of Professional Practice, conducting research into Māori students' motivation for choosing Otago Polytechnic.

The recipe for success for Māori students, Rebecca says, is a combination of several factors including the provision of an inclusive environment, a social space for Māori students where they can share kai, accessible support services, and enthusiastic and passionate teaching staff.

"My goal is to see the students succeed and help them jump over the inevitable hurdles that any study journey brings," she explains. "I also want the students to feel looked after. I really want to help cultivate the feelings of whanaungatanga and manaakitanga on campus."

Already Rebecca's approach seems to be bringing positive results – since she embarked on her role in July 2015, the number of students using the Māori student common room, Poho, has increased considerably. "It's a nice feeling," she smiles.

"I feel very lucky to work at Otago Polytechnic. I really get to be myself and be Māori here, and there are lots of opportunities to gain more knowledge and to share my knowledge and skills with others."

Providing solutions

Nolan Ratu - Waikato Tainui

Ironically, it was a technical mishap that prompted Nolan Ratu to choose IT as his career – "I deleted files off a friend's computer!" he laughs.

Now he enjoys the responsibility and challenges of his role as Systems Engineer at Otago Polytechnic, where he is responsible for backup and disaster recovery, and Service Level Agreement (SLA) monitoring.

After initially completing a Computing for Free course at Otago Polytechnic in 2007, Nolan went on to attain a Certificate in Information Technology and then a Bachelor of Information Technology. He was awarded Most Promising IT Student in the first year of his degree and won a Matawaka Scholarship in his second year.

During his studies, Nolan began working part-time on the Student IT Helpdesk. "My degree was in software development, so working on the helpdesk was a great way to build my technical support skills," he says.

Nolan feels Otago Polytechnic is fully supportive of Māori culture. He likes being a part of the Information Systems and Support (ISS) team, finding it friendly, supportive and welcoming. "Our roles are all interconnected – we all rely on each other to keep the system running," he explains. "I've also been able to help my colleagues with tikanga and pronunciation."

Outside work, Nolan likes keeping fit and plays rugby league for the Kia Toa Tigers.

KO TE MEA TUATORU:

Kā Ākoka Kai Tahu/ Māori

PRIORITY THREE:

Kai Tahu/ Māori Students

O Mātou Rautaki Whāika

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

Our Strategic Objective

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

O Mātou Mānawa

a. Kia whakarato he āhuataka ako hei pai, hei hāpai, hei whakakāwaritia te akitu o kā ākoka Māori

b. Kia whakarato he pūkeko kōhure mo kā ākoka Māori

c. Kia whai wāhi kā ākoka Kai Tahu/Māori i o rātou ara ako, kia whakatākoto te ara ki kā ara ako taumaha

d. Kia āhua whakaruru, kia whakauru kā ākoka Māori kei te Kura Matatini ki Otago. Kia āko i raro i te āhua Māori kei konei hoki.

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 Kai Tahu/Māori learners to succeed in their programmes, and pathway onto higher qualifications where appropriate

d. For all Kai Tahu/Māori students to feel safe and included at Otago Polytechnic, and able to learn as Māori.

Te Pae Haere

Ko te uraka Māori

E 45 paihēneti te whakapikika o kā tauira Māori ki Te Kura Matatini ki Otago i te tau 2015, e 807 kā tauira. E 30 te whakapikika o kā tauira Māori i uru atu ai ki roto i kā akoraka poto i tērā atu tau.

Heoi, e 0.6 paihēneti te whakahekeka o kā Māori EFTS mai i kā puna pūtea, 15.4 EFTS te whakahekeka mai i te tau 2014. I āhua whakaheke te nama o rātou i uru atu ai ki roto i kā hōtaka i whiwhi putea ai nā te Kāwanataka, ka pērā te nuika o kā tohu mātauraka o Te Kura Matatini ki Otago, e 0.4 paihēneti te whakahekeka, arā, 14 paihēneti kā tauira Māori. He nui ake tonu taua paihēneti i te taupori o kā Māori ki Otago whānui.

E 0.2 paihēneti te whakahekeka o kā tauira Kāi Tahu, e 3.7 paihēneti kā tauira Kāi Tahu o kā EFTS katoa. Tokowhitu kā tauira hou, ā, tokorima o ēnei i uru atu i kā hōtaka kei te Taumata 4, neke atu rānei. E 3.9 kā EFTS Kāi Tahu i uru atu ai ki roto i kā hōtaka i whiwhi pūtea ai nā te Kāwanataka, 0.2 te whakahekeka mai i te tau 2014.

He nui ake te nama tātaitaka o kā tauira Māori, tauira Kāi Tahu hoki kei kā Taumata 1-3 i kā tauiwi, heoi, ka whakaatuhia te ia o kā tau e toru i tētahi whakahekeka. Ka tūtohi tēnei, ahakoa te tokomaha ake o kā Māori i neke ki kā tohu mātauraka teitei ake, he rata hoki te mahi mā rātou kei taua taumata.

Kātahi anō te puritaka akoraka mō kā tauira Māori me kā tauira Kāi Tahu i hipa atu i te whāika, ā, kua whakaiti te rerekētaka i waekanui i kā Māori me kā tauiwi. Waihoki e rima paihēnei te whakapikika o te puritaka akoraka o kā akoraka Māori, e 3.9 paihēneti te rerekētaka mō kā Māori, ā, e 2.2 paihēneti te rerekētaka mō Kāi Tahu.

Measuring our Progress

Māori participation

The number of Māori students by headcount at Otago Polytechnic increased 45 per cent in 2015 to 807. This is largely attributable to 30 more Māori students enrolling in short courses than in the previous year.

However, there was a slight decrease of 0.6 per cent in Māori EFTS from all funding sources when compared with 2014, a reduction of 15.4 EFTS. Those enrolled in government-funded programmes, a category which encompasses most of Otago Polytechnic's qualifications, declined slightly, dropping 0.4 per cent to sit at 14 per cent. This percentage remains considerably higher than the proportion of Māori in the general Otago population.

The Kai Tahu participation rate dropped 0.2 per cent in 2015, with Kai Tahu students making up 3.7 per cent of all EFTS. There was an increase of seven students by headcount, and five of these students were enrolled in programmes at Levels 4 and above. The number of Kai Tahu EFTS in government-funded programmes sat at 3.9 per cent, also a drop of 0.2 per cent on 2014.

The student progression figures at Levels 1-3 for Māori and Kai Tahu are greater than the numbers for non-Māori, but the three year trend shows a decrease. This indicates that while a higher percentage of Māori are moving to higher-level qualifications, employment remains an attractive option for many at this level.

For the first time, course retention rates for Māori and for Kai Tahu have exceeded our target and narrowed the gap between Māori and non-Māori. There has also been a five per cent increase in Māori course retention rates, bringing the difference to 3.9 per cent for Māori and 2.2 per cent for Kai Tahu.

EFTS and Headcounts									
	2013			2014			2015		
	Māori	Kai Tahu	Non-Māori	Māori	Kai Tahu	Non-Māori	Māori	Kai Tahu	Non-Māori
EFTS	465.4	150.2	3,554	544.9	167.4	3713.7	529.5	162	3,803.4
Headcount	674	193	5,931	762	219	6,197	807	226	6.4

EFTS and Headcounts:
 -includes all programme levels
 -includes all funding sources.

Te whakatutuki tohu

E 2.3 paihēneti te whakapikika o kā tauira Māori i whakaoti ai i tētahi tohu: i kā Taumata 1-3, e 9.2 paihēneti te whakapikika, i kā Taumata 4, neke atu rānei, 1.1 paihēneti te whakapikika. Nā te whakapikika hoki o kā tauiwi i tēnei wā ōrite, kua whakawhānuitia te rerekētaka i waekanui i kā Māori me kā tauiwi i kā tau e toru kua hipa. Heoi, kua whakahekea te rerekētaka i kā Taumata 1-3 nā te whakapikika 6.5 paihēnei o kā whakaotika akoraka mai i 2013-2015.

E 3.5 paihāneti te whakapikika o kā EFTS Māori i whakaoti tohu ai mō kā hōtaka katoa i kā Taumata 1-3, heoi, e 8.1 paihēneti te whakahekeka i te Taumata 4, neke atu rānei, arā, 6.7 paihēneti te whakahekeka katoa. E ai ki ka ripoata, te nuinga o ka tohu e kore e whakaoti na roto i ka pōkairua taumata 5, ā, me te taumata 6. Kei te whiriwhihia me aha rātou.

Course and qualification completions

Successful course completions by Māori increased by 2.3 per cent overall: at Levels 1-3 they improved by 9.2 per cent, and by 1.1 per cent for Levels 4 and above. Because non-Māori completion rates improved during this same period, the gap between Māori and non-Māori has widened slightly on the previous three-year trend. However, the gap has decreased at Levels 1-3 due to a 6.5 per cent increase in course completions over the three years from 2013-2015.

The Māori EFTS-weighted qualification completion rate jumped by 3.5 per cent for programmes at Levels 1-3, but fell 8.1 per cent at Levels 4 and above. This amounts to an overall decline of 6.7 per cent. This decrease appears to be within the Level 5 and 6 diplomas and is currently being explored and addressed.

Qualification completion

	MĀORI	KAI TAHU	NON-MĀORI
Levels 1-9 %			
Target	40.0		66.0
2013	75	60.1	81.3
2014	80.5	77.7	88
2015	73.8	76.8	83.3
Levels 1-3 %			
Target	30.0		51.6
2013	53.6	51.6	63.9
2014	54.6	66.5	62.9
2015	58	56.4	81
Levels 4 and above %			
Target	55.0		61.3
2013	77.9	61.3	83.2
2014	83.7	78.8	90.5
2015	75.6	78.4	83.5

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

Qualification completion

	MĀORI	KAI TAHU	NON-MĀORI
Certificates %			
Target	40.0		66.0
2013	59.7	53.7	70.8
2014	61.2	66.8	70.3
2015	57.5	59	73.7
Diplomas %			
Target	40.0		66.0
2013	69.4	105.9	72.1
2014	140.4	88	121.3
2015	63.8	89	84.1
Graduate Certificates and Diplomas %			
Target	40.0		66.0
2013	57.8	126.3	60.9
2014	91.7	42.1	51.3
2015	32.1	36	57.8
Bachelors' %			
Target	40.0		66.0
2013	90.5	53	92.3
2014	80.2	85.2	88.9
2015	87.4	83	91.2
Postgraduate Certificates and Diplomas %			
Target	40.0		66.0
2013	137.4		111.1
2014			46.7
2015	50	50	110.2
Masters' %			
Target	40.0		66.0
2013	104.9	166.7	69.4
2014	75.4		70
2015	43.8	93.5	43.4

Te whakatutuki tohu ā-huka

He āhua ōrite te whakatutuki tohu ā-huka ki kā tau o mua, he iti ake te rerekētaka i waekanui i kā Māori me kā tauiwi mō kā Tiwhikete me kā Tītohu i kā whakatutuki tohu EFTS. 0.3 paihēneti noa iho te rerekētaka o te whakatutuki tohu ā-huka mō kā Tāhū Paetahi i waekanui i kā Māori me kā tauiwi, e 3.8 te rerekētaka o te whakatutuki tohu EFTS.

I uru atu kā EFTS Māori ki roto i kā akoraka e 85 i te tau 2015, ā, e 42 o ēnei i whakatutuki i te whāika, arā, e 80 paihēneti. Mō kā akoraka e 42, e 20 kā akoraka e whakatutuki ōrite, e whakatutuki pai ake i te whakatutukitaka o kā tauiwi. E 254 kā EFTS Māori i roto i ēnei akoraka e 20.

E toru kā akoraka Tāhū Paetahi, te Tohu Whakawhānau, te Tohu Nēhi, te Tohu Haumanu ā-mahi, i tutuki i te EFTS e 30. Kei a te Tohu Nēhi te tokomaha o kā EFTS, arā, 38.65, ā, e 97 paihēneti te whakatutukitaka akoraka mō kā Māori.

Cohort completions

Cohort qualification completion rates are similar to previous years with a smaller gap between Māori and non-Māori for Certificates and Diplomas than in the EFTS-weighted qualification completion rates. The cohort completion rate for Bachelors' degrees has a gap of just 0.3 per cent between Māori and non-Māori, while there is a difference on 3.8 per cent in the equivalent EFTS-weighted qualification completion rates.

There were 85 programmes with Māori EFTS in 2015, and 42 of these met or exceeded the course completion rate target of 80 per cent. Of these 42 programmes, 20 had a Māori course completion rate equal to or greater than the course completion rate for non-Māori. These 20 programmes accounted for 254 Māori EFTS.

Three degree programmes – the Bachelors of Midwifery, Nursing and Occupational Therapy – had over 30 EFTS each. The Bachelor of Nursing had the most Māori EFTS at 38.65, and a course completion rate for Māori of 97 per cent.

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

	2013 Cohort Completions			2014 Cohort Completions			2015 Cohort Completions		
	Enrolled	Completed	%	Enrolled	Completed	%	Enrolled	Completed	%
Certificates									
All Students	1614	907	56.2%	1646	870	52.9%	1622	898	55.4%
Māori	242	120	49.6%	264	135	51.1%	252	126	50%
Kai Tahu	78	39	50.0%	73	43	58.9%	59	33	55.9%
Non-Māori	1374	787	57.3%	1383	735	53.2%	1370	772	56.4%
Diplomas									
All Students	309	170	55%	432	188	43.5%	559	377	67.4%
Māori	31	19	61.3%	43	20	46.5%	66	42	63.6%
Kai Tahu	8	6	75%	15	9	60%	13	8	61.5%
Non-Māori	278	151	54.3%	389	168	43.2%	493	335	68%
Graduate									
All Students	100	26	26%	73	16	21.9%	148	27	18.2%
Māori	13	2	15.4%	9	3	33.3%	22	2	9.1%
Kai Tahu	3	2	66.7%	3	1	33.3%	7	1	14.3%
Non-Māori	87	24	27.6%	64	13	20.3%	126	25	19.8%
Bachelors									
All Students	417	447	107.2%	570	476	83.5%	751	445	59.3%
Māori	42	49	116.7%	55	47	85.5%	117	69	59%
Kai Tahu	11	11	100%	15	12	80%	41	24	58.5%
Non-Māori	375	397	105.9%	516	429	83.1%	635	376	59.2%
Postgrad Certs and Diplomas									
All Students	74	16	21.6%	72	15	20.8%	74	21	28.4%
Māori	4		0%	5		0%	6	1	16.7%
Kai Tahu	1		0%				2	1	50%
Non-Māori	70	16	22.9%	67	15	22.4%	68	20	29.4%
Masters									
All Students	22	1	4.6%	33	3	9.1%	37	6	16%
Māori	2		0%	5	1	20%	5	1	20%
Kai Tahu				1	1	100%	1	1	100%
Non-Māori	20	1	5%	28	2	7.1%	32	5	15.6%

Te hari o kā ākoka Māori

Tino kata kā tauira Māori ki ō rātou wheako whaiaro ki Te Kura Matatini ki Otago i te tau 2015, e 91-95 paihēneti te nuika o kā whakautu.

I kata ōrite, i kata ake rānei kā tauira Māori i kā tauiwi ki roto i kā āhuataka rerekē katoa, hāuka i te 'ka whakarato a Te Kura Matatini i tētahi wāhi mātauraka haumanu (haumanu ā-tinana, ā-ahurea, a-hauora)'. Heoi, he teitei tonu te katataka, e 95 paihēneti mō kā Māori, e 97 mō kā tauiwi.

Māori student satisfaction

Māori students were very satisfied with their experience at Otago Polytechnic in 2015, with ratings of 91-95 per cent in all categories.

They were also equally or more satisfied than non-Māori in all categories except 'Otago Polytechnic provides a safe (physically, culturally and healthy) learning environment'. However, satisfaction levels in this area are very high with ratings of 95 per cent among Māori and 97 per cent among non-Māori.

■ AGREE   ■ DISAGREE

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

9%
91%
MĀORI

9%
91%
NON-MĀORI

Have you been satisfied with Otago Polytechnic this year?

5%
95%
MĀORI

6%
94%
NON-MĀORI

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

7%
93%
MĀORI

9%
91%
NON-MĀORI

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

5%
95%
MĀORI

3%
97%
NON-MĀORI

Ko kā hua paetahi

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

I tūtohu te uiuika 2015, he tokoiti ake kā kaiwhakapōtae e mahi ana, heoi, he nui ake ā rātou whiwhi pūtea i kā tauiwi – e $47,200 te utu toharite mō kā Māori, e $41,600 mō kā tauiwi.

E 96 paihēnei ki roto i tētahi mahi, 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 work or further study.

The 2015 survey indicates that fewer Māori graduates are working, but those who are earn significantly more than their non-Māori counterparts – with median salaries of $47,200 and $41,600 respectively.

Overall, 96 per cent were in work or further study.

Work situation as at 1 July 2015

Earning wages or a salary

27.8%
72.2%
MĀORI
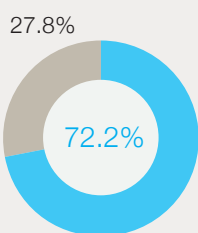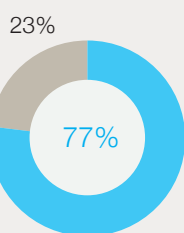
23%
77%
NON-MĀORI

Self employed

96%
4%
MĀORI
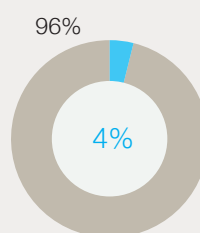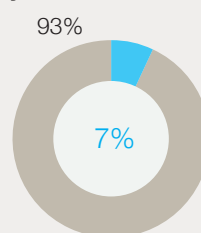
93%
7%
NON-MĀORI

Not working or self employed

76.2%
23.8%
MĀORI
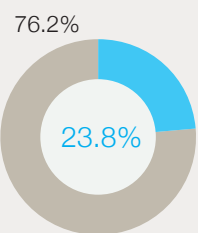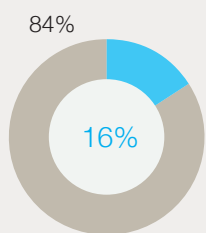
84%
16%
NON-MĀORI

Median gross annual salary

$47,200   MĀORI

$41,600   NON-MĀORI

Study situation as at 1 July 2015

Do not intend to do more study

83%

17%

MĀORI

75%

25%

NON-MĀORI
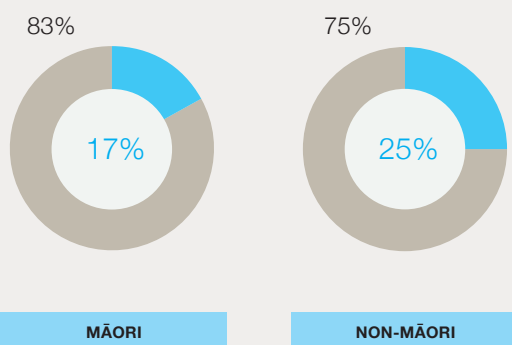
Currently studying full-time or part-time

71%

29%

MĀORI

77%

23%

NON-MĀORI
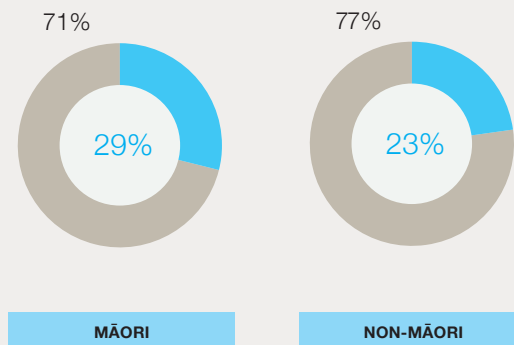
Currently enrolled to commence study

96%

4%

MĀORI

97%

3%

NON-MĀORI
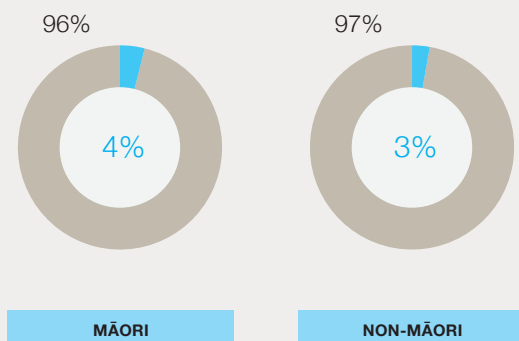
Intend to enrol for 2015 or 2016

88%

12%

MĀORI

91%

9%

NON-MĀORI

Undecided at this stage

61%

39%

MĀORI

60%

40%

NON-MĀORI
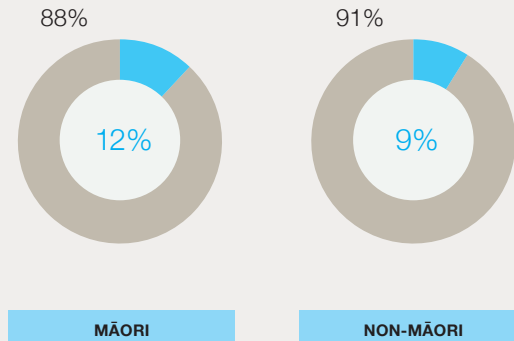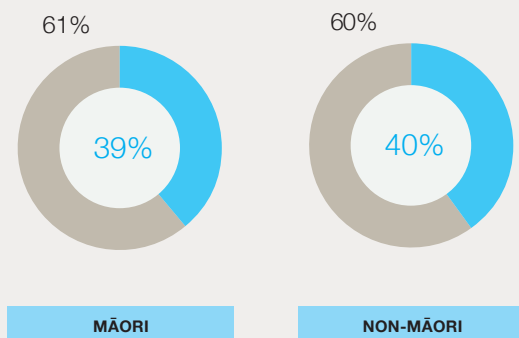
Kā karahipi Māori

E harikoa ana a Te Kura Matatini ki Otago hei tautoko i kā karahipi Māori, ā, e whakahīhī ana i te whakatutukitaka.

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

Scholarships for Māori

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

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

Māori Scholarships 2015

Type	Number	Course Completion %	Qualification Completion	Amount $
Mana Pounamu (full fees)	16	85.7% (96/112)	8	115,959.25
Rūnaka (full fees)	2	92.3% (12/13)	0	17,133.00
Matawaka	4	100% (32/32)	1	28,176.44
Principals' ($1500pa)	2	100% (12/12)	1	3,000.00
Irihapeti Ramsden for Midwifery Year 1 - 50% Year 2 - 75% Year 3 - 100%	2	100% (13/13)	0	12,208.25
High Performance Sport NZ (HPSNZ)	1	100% (7/7)	1	6.797.00
Total	**27**	**91% (172/189)**	**11**	**183,273.94**

Next steps

> Ka whakawhanake i kā mahere mō te Punaka Ōwheo ki Te Kura Matatini ki Otago.

> Ka mahi tahi i te taha o Student Success hei arotake i te tautoko mō kā tauira Māori, hei whakapiki i te puritaka akoraka me te whakatutuki tohu.

> Advance plans for new Māori Centre at Otago Polytechnic

> Work with Student Success to review Māori learner support with a view to further improvement in course retention and success rates.

Validating capability

Kees Meeuws – Ngāti Maru, Neil Brew – Ngāti Whare; Tuhoe

When former Highlanders teammates and international rugby stars Kees Meeuws and Neil Brew were nearing the end of their playing careers, they both wanted to acquire qualifications to assist them in their lives off the field. So they both decided to undertake a Bachelor of Applied Management through Capable NZ, graduating at the end of 2015.

"I wanted to prove to myself that I could do it," Kees says, "and I also wanted to show my kids that it's never too late to go back and learn."

For Neil, the assessment structure recognised the skills he had gained through his rugby career. "It validated my skills in contracts, managing people and goal-setting," he explains. And the flexible study option allowed him to continue to hold down a job and study from home at night, achieving a three-year degree in several months. Instead of having to sacrifice something important – family time, work or rugby – he was able to balance his competing priorities.

Kees, on the other hand, found his study helped to combine his multiple interests into a tangible career. Prior to starting the Bachelor of Applied Management, he had qualified as a builder but couldn't see himself doing that job forever. Instead he wanted to move into a supervisory or management role.

"The Bachelor of Applied Management gave me something that said I had the skills to manage myself, others and a business," he says. "It gave me credibility outside of the rugby arena."

Simultaneously, Kees obtained his Real Estate Agent certification and is now in his third year working at Metro Realty. He hopes to combine these skills with his management degree and building qualification by eventually moving into property development or project management.

Since graduating, Neil, too, is discovering new future aspirations. "I would really like to gain a postgraduate teaching qualification," he says.

Both believe the holistic nature of the Bachelor of Applied Management helped them succeed.

"The people made me feel really comfortable and the programme itself suited my learning and personality," says Neil. "I can't speak highly enough of how the facilitators helped me."

And Kees found the structure, process and facilitators "fantastic", saying "I don't think I would be as productive as I am today without having done the programme. I keep telling all the boys coming out of rugby to come and do it," he relates. "Aside from the career benefits, it's a wonderful journey of self-discovery and insight into what makes you tick as a person."

KO TE MEA TUAWHA:

Kā Whāi Ara, kā Āhuataka Ako Kai Tahu/ Māori

PRIORITY FOUR:

Kai Tahu/ Māori Programmes

O Mātou Rautaki Whāika

Kia whakahiahotia kā whāi ara, 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.

O Mātou Mānawa

a. Kia whakaratotia kā tohu tauwhaiti hei tutuki kā hiahiataka o Kai Tahu/Māori

b. Kia whakatūturutaka te mātauraka Māori kai roto i kā tohu katoa hei mōhiotia kā ākoka Kai Tahu/Māori i o rātou māramataka

c. Kia whakatūturutia te mātauraka Māori kai roto i kā tohu katoa hei whakamārama kā ākoka katoa i kā māramataka Māori

d. Kia whakauru a Kai Tahu/Māori hei whakatūturutia kā whirika kaupapa Māori, 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 Kai 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 Kai Tahu/Māori to ensure flexible delivery of kaupapa Māori options for learners.

Te Pae Haere

Kā ara mā Capable NZ

E 20 kā tauira Kāi Tahu i tīmata i te Bachelor of Applied Management mā Capable NZ i Nōema i te tau 2015, ka whai tēnei i te akitu o te huka i te tau 2014 o kā manukura iwi, hapū hoki, i whakatutukia tēnei tohu. Nō kā wāhi kē o Te Wai Pounamu kā tauira, he rerekē kā mahi katoa, arā, he mahi rakatōpū, he mahi hapori, ko ō rātou ake umaka hoki.

E 6-10 kā marama te roa kia whakaoti i tēnei tohu mā Capable NZ, ka taea hoki te whakarahi i kā marama e toru mehemea ka hiahia.

E ai ki kā tauira me kā kaiwhakapōtae, he tino pai rawa atu tēnei ara: ka whakapiki kā tauira i te māiataka kia whakauru i ētahi āhuataka hou nā te whiwhi tohu mā ō rātou mātauraka me ō rātou pūkeka, ka whakaaro rātou, ka takoto rātou i tētahi whakareretaka mō kā tamariki me kā mokopuna mō te whaihua o te mātauraka.

Akoraka Mahi Tini

He akoraka tumu te Akoraka Mahi Tini e whakamau ana i te reo me kā tikaka Māori. Kua hakaia hei whakamau i kā tauira ki kā pūkeka mō te whakatutukika i kā tohu teitei ake, mō te mahi rānei, mā rātou katoa e whakaaro ai ka āwhinatia rātou e tētahi wāhi mātauraka kaupapa Māori.

Kāore he pai te mātauraka auraki mō te tokomaha o rātou ki roto i tēnei akoraka, nō reira, he ako ki roto i ō rātou mātauraka. I ia wāhaka o te tau, he āhua haurua o kā tauira i tae atu ki kā karaehe i te 70 paihēneti. Ko te take o te nuika o kā matakarotaka, ko te hauora, ko kā take ā-takata, ko kā āhuataka rerekē mō kā whānau. Ka whakarato mātou i te tautoko ki a rātou, ā, ka mau ki tētahi honoka tata ki kā umaka ā-waho, ki kā kaitautoko hoki.

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

E 27 kā tauira i uru atu i te akoraka i te tau 2015, 17 wiki te roa; 17 kā Māori, 10 kā tauiwi. E 65 paihēneti o kā Māori i whakatutuki, e 60 paihēni o kā tauiwi, he whakapikika pai mai i te tau i mua, e 50 paihēneti mō ia rōpū. Mō kā tauira Māori, e 59 paihēneti i whakapiki ai ki tētahi atu momo akoraka, ki te mahi rānei – e 31 paihēneti te whakapikika o kā tauira i te tau 2014.

Measuring our Progress

Pathways through Capable NZ

An intake of 20 Kai Tahu students started the Bachelor of Applied Management through Capable NZ in November 2015, following on from the success of the 2014 cohort of 14 iwi and hapu leaders who attained this qualification. The students were from all over the South Island, with diverse work backgrounds including corporate and community organisations and self-employment.

It takes between six and ten months to complete this degree through Capable NZ, with the opportunity of a three-month extension available for those who require it.

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

Akoraka Mahi Tini

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

The majority of students undertaking this programme have had limited success in mainstream education, resulting in some gaps in their learning. In each semester approximately half of the students achieved an attendance rate of at least 70 per cent. Most absences related to health challenges, personal issues and family commitments. We would offer pastoral care to these students and a close relationship and liaison was maintained with external agencies and support workers.

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

A total of 27 students enrolled in the 17-week programme in 2015, 17 Māori and 10 non-Māori. The pass rate was 65 per cent for Māori and 60 per cent for non-Māori, a pleasing increase from the previous year's rates of 50 per cent for both groups. Of the Māori students, 59 per cent advanced to further study or employment – an increase on the 31 per cent who did so in 2014.

Results of Akoraka Mahi Tini

Number of
non-Māori students 3

2
1
3
3
16

Number of
Māori students 22

2013

Number of
non-Māori students 6

3
2
5
1
3
8

Number of
Māori students 16

2014

Number of
non-Māori students 10

6
1
3
3
11

Number of
Māori students 17

2015

■ Pass ■ Fail ■ Did not complete
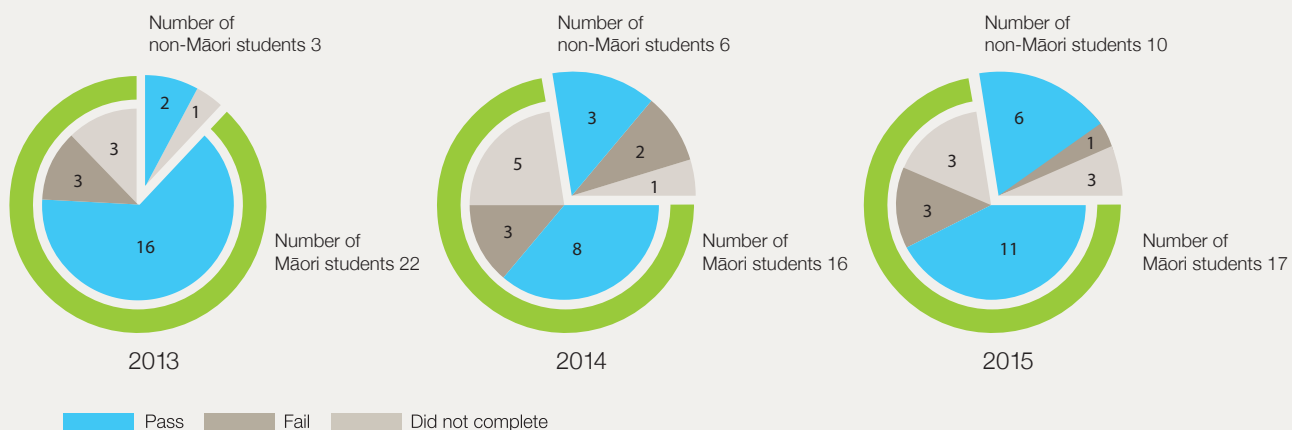
Outcome after completing Akoraka Mahi Tini

Number of
non-Māori students 3

2
1
5
7
10

Number of
Māori students 22

2013

Number of
non-Māori students 5

4
1
5
7

Number of
Māori students 12

2014

Number of
non-Māori students 9

5
3
4
1
1
9

Number of
Māori students 14

2014

■ Further study ■ Employment ■ Not known
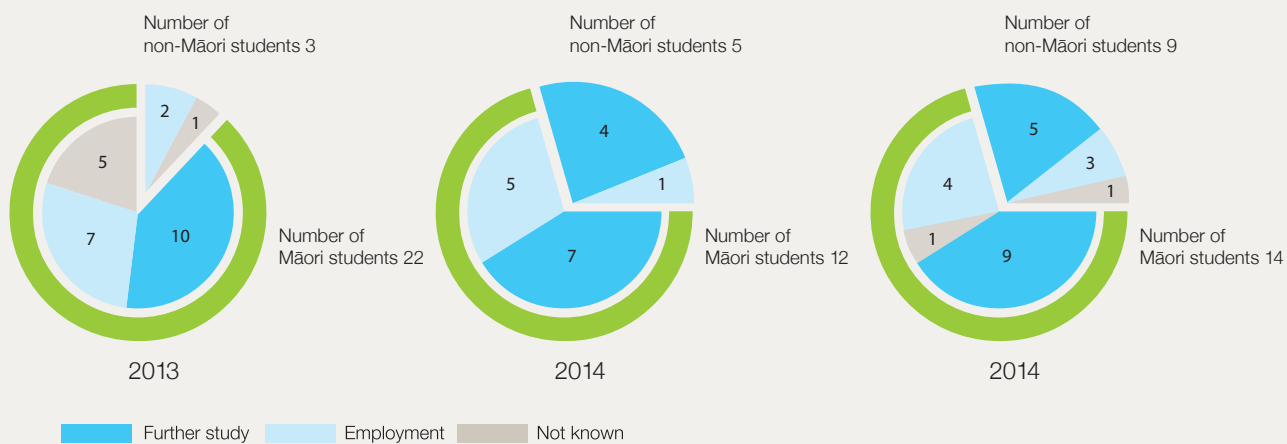
Ko te Tiwhikete i te Mata a Ao Māori

Ka whakarato tonu tēnei Tiwhikete i tētahi wāhi mā kā kaimahi kia whakawhanake i ō rātou mātauraka o kā tikaka me kā kawa Māori.

Tokomaha ake kā tauira ki ruka i te akoraka whānui i te tau 2015, ka āhua ōrite tēnei ki te tokomaha o kā kaimahi o Te Kura Matatini ki Otago e hiahia ana ki te whakamahi i ā rātou whakaakoraka ki roto i ā rātou ake akoraka, i ā rātou ake mahi rānei. 18 kā kaimaihi i tutuki te Tiwhikete i te mutuka o te tau.

He nui ake te whakauruka me te whakatutukika ki roto i kā akoraka e rima (o kā mea e whitu), ko te momo mahi o te Tiriti o Waitangi noa iho i whakapā atu i te whakaitika o kā tākata.

Ko tētahi o kā paika mō te tau, ko kā wānaka kaimahi e toru ki Puketeraki, ki Moeraki hoki, e 36 kā kaimahi i haere atu.

Certificate in Mata a Ao Māori

This Certificate continues to provide staff with the opportunity to advance their knowledge and awareness of tikaka and kawa Māori.

There was a significant increase in the number of learners across the whole programme in 2015, reflecting a trend in the number of Otago Polytechnic staff who wish to apply or embed their learning in their teaching or professional practice. A total of 18 staff completed the Certificate by the year's end.

There was marked growth in enrolments and completions in five of the seven courses, with only the Treaty of Waitangi workshops and Natural World component experiencing a decline in numbers.

The highlights for the year included three staff wānaka at Puketeraki and Moeraki Marae, attended by 36 staff.

Trend for past 3 years:

Certificate in Mata a Ao Māori Courses						
	2013		2014		2015	
Courses Delivered	Enrolments	Completed	Enrolments	Completed	Enrolments	Completed
Introduction to the Treaty of Waitangi x 4	559	58	66	66	54	54
Introduction to Te Reo & Tikaka Māori	26	16	11	7	26	20
After the Treaty, What Then?	12	12		Cancelled	36	36
Wānaka	12	12		Cancelled	36	36
Te Reo and Tikaka Māori for Ceremonial Use	21	11	12	10	35	33
Te Reo and Tikaka Māori for the Workplace	n/a	n/a	n/a	n/a	25	21
Natural World	9	7	23	19	15	14

Next step for 2016

> Ka aroturuki i kā mahi Designer for Learner Success hei whakauru pea i ētahi mātauraka, i ētahi aroka Māori.

> Monitor the Designing for Learner Success projects for appropriate inclusion of Māori knowledge and perspectives.

Valuing experience

Rewarded with a sense of validation and achievement along with their academic degrees, the 20 Kai Tahu learners who began their Bachelor of Applied Management through Capable NZ in 2015 have found it an affirming experience.

Capable NZ assesses and gives credit for existing knowledge and abilities gained through a lifetime of experience, which can then be credited towards a qualification. The flexible, work-based delivery model allows participants to continue their employment while working towards their degree – and indeed to tailor their learning to suit the needs of their workplace.

The students in the Kai Tahu cohort are from all over the South Island, with diverse work backgrounds including corporate and community organisations and self-employment.

One of the students, Viki Ratana, says she valued the process of reflection required. "The opportunity to acknowledge all the skills and understanding developed throughout my working life has given me added confidence and new tools to make decisions," she says.

It takes between six and ten months to complete this degree through Capable NZ.

KO TE MEA TUARIMA:

He Wāhi Tika

PRIORITY FIVE:

Inclusive Learning Environment

O Mātou Rautaki Whāika

Ko kā tikaka Kai Tahu, ko kā tikaka no te Ao Māori e mārama ana, e whakaae, e uarutia ki roto i Te Kura Matatini ki Otago, i kā whāi ara hoki.

Our Strategic Objective

Kai Tahu/Te Ao Māori values are understood, recognised and valued within Otago Polytechnic's environment and delivery of programmes.

O Mātou Mānawa

a. Kia whakahiatetia Te Kura Matatini ki Otago ki te wānaka hei te whakarurutaka a tikaka mo ka ākoka, kā kaimahi Kai Tahu/Māori

b. Kia whakauru ka tikaka Kai Tahu/Māori ki te āhuataka ako

c. Kia whakapai te ara mo kā ākoka i mahi i te Ao Māori.

Our Aspirations

a. To develop Otago Polytechnic as a culturally safe place for Kai Tahu/Māori learners and staff

b. To integrate Kai Tahu/Māori cultural values into the learning environment

c. To prepare all students for working in Māori contexts in their future careers

Te Pae Haere

Ka whakawhanake kā mahere mō tētahi Punaka Ōwheo, i whakaaetia te mahere ōhaka e te Rūnaka. He wāhi te Punaka mō kā tauira Māori kia hui, kia ora, kia ako, kia mahi hei Māori ki Te Kura Matatini ki Otago.

Nā te kōrero whakahoki o kā Rūnaka, he ture whakamana mō Te Kura Matatini ki Otago kia rapuhia ētahi kupu āwhina mō te mātauraka Kāi Tahu/Māori ina whakatipu i ētahi akoraka.

Ko te āwhina mō kā tauira Māori

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

I whakapiki ake te tima Student Success i ā rātou honoka ki kā tauira Māori i te tau 2015, 1692 kā whakapā – e 42 paihēneti te whakapikika, nā te mea i te tau 2014, 1194 kā whakapā. E 513 kā whakawhiti kōrero ki kā tauira i te tau 2015, 170 noa iho i te tau 2014.

I mātua aro mātou ki te whakawhanake me te whakakaha i te hapori tauira Māori i te tau 2015, ā, ko tētahi o kā āhuataka, ka whakamōhiotia kā tauira e pā ana ki a Poho, te ruma kātahi mō kā tauira Māori. He maha kā hui whakaako ā-rōpū ki roto i te ruma, ā, i whai wāhi tonu hei parakuihi, hei kai tina i kā Wenerei. Ka kohi whakaaturaka mātou i waekanui i te Hurae ki Tihema i te tau 2015: e 630 kā tauira i whakamahi ai i taua ruma ki roto i taua wā.

Kia whakatinana
Te Aka Rautaki Māori

Ko tētahi wāhaka o te arotake ā-roto, ka arotake mātou i kā kura me kā whakaratoka mō ā rātou whakatinanataka o Te Aka Rautaki Māori. Mai i te tau 2014, ka arotake mātou i ia akoraka mai i kā kura katoa. Ka whakaputahia ētahi whakaaturaka pai rawa mō tō mātou whakawhanaketaka i te whakatinanataka o kā tikaka me kā kawa Māori.

He ruarua kā āhuataka o te mahere arotake, arā, ko te whakauruka o tikaka Māori ki roto i kā mahi ia rā, ia rā, ko te tautoko mō kā tauira Māori, ko te kaha o te āhuataka Māori ki roto i kā akoraka.

Kei te Āpitihaka tētahi tēpu whānui o kā hua mai i kā akoraka me kā kura katoa.

Measuring our Progress

Plans for an inclusive Māori Centre progressed with Rūnaka approving the business plan proposed by the Polytechnic. The Centre will be a space for Māori students to gather and feel more able to live, learn and work as Māori at Otago Polytechnic.

In response to valued feedback from Rūnaka, it is now standard policy for Otago Polytechnic to seek appropriate advice on matauraka Kai Tahu/Māori when developing programmes and courses.

Māori Student Support

Māori student success is a principal priority at Otago Polytechnic, and often this success can depend on the provision of appropriate pastoral care and support, a sense of belonging and feeling able to 'live as Māori' on campus.

Our Student Success team increased its contacts with Māori students significantly in 2015, with 1692 contacts – up 42 per cent from the 2014 figure of 1194 contacts. These interactions took place with 513 students in 2015, an exponential increase on the 170 students worked with in 2014.

We placed particular emphasis on building and strengthening the Māori student community on campus in 2015, and part of that was ensuring students knew about Poho, the Māori student common room. We held a number of study groups in the space, and continued to offer opportunities to share kai at breakfast time and Wednesday lunches. We began collecting data on the use of Poho from July-December 2015: a total of 630 students utilised the room during that period.

Implementation of our
Māori Strategic Framework

As part of our annual internal review process, we evaluate each of our Schools and Service Areas on their implementation of our Māori Strategic Framework. Since 2014, we assess every programme from all of our Schools and campuses which provides rich data on our progress implementing Māori cultural practices and values.

The evaluation procedure considers a variety of factors, including the incorporation of tikaka Māori into daily activities, the support offered to Māori learners, and the strength of the Māori content within our academic programmes.

A full table with results from programmes and Schools can be found in the Appendix.

Kā akoraka

O kā akoraka e 51 i arotake ai i te tau 2015, ka whakaaetia he pai, he pai ake rānei, e 88 paihēneti i raro i te Pai, te Pai Rawa, te Rawe rānei.

Programmes

Of the 51 programmes assessed in 2015, all were rated Adequate or better, with 88 per cent of them Good, Very Good or Excellent.

By Programme

OP programmes

- Excellent
- Very good
- Good
- Adequate/Developing
- Poor

3
6
16
26
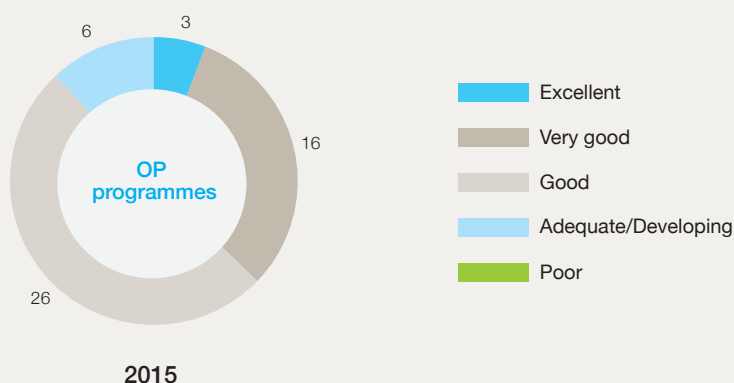
2015

Kā wāhi whakaratoka

Ka mau, ka whakapiki rānei i kā wāhi whakaratoka i te tau 2015, he tino pai te akitu o Customer Services, ka whakapiki rātou mai i te Pai Noa ki te Rawe. Ka whakapiki hoki a Quality Services me Student Success mai i te Pai ki Pai Rawa.

Service Areas

All of our assessed Service Areas maintained or improved their rating in 2015, with particular success noted in Customer Services which jumped from Adequate to Excellent. Quality Services and Student Success also registered notable progress, elevating from Good to Very Good.

Service Area	2013	2014	2015
Customer Services	Very Good	Adequate	Excellent
Human Resources	Very Good	Good	Good
Learning Environment	Good	Very Good	Very Good
Communications	Good	Good	Good
Quality Services	Excellent	Good	Very Good
Staff Capability	N/A	N/A	Very Good
Student Success	Very Good	Good	Very Good
OP Online	N/A	N/A	Poor

Next step for 2016

> Ka kaha mahi ā-tinana tahi ki te taha o kā akoraka me kā wāhi whakaratoka hei whakapiki i te mahika mō te whakatinanataka o Te Aka Rautaki Māori.

> Work proactively with programme and Service Areas to improve performance with respect to implementing the Māori Strategic Framework.

STAFF PROFILE

Strengthening the Partnership

Otago Polytechnic's Information Systems and Support (ISS) is a Service Area that has embodied the spirit of partnership reflected in our Māori Strategic Framework.

"Supporting the new Māori Centre and Kaitohutohu office is our team's priority," Steven Turnbull, who manages the ISS team, explains. "Priority One of the Māori Strategic Framework is 'to live as Māori'. ISS interacts with Māori staff and students on a daily basis, and we do our best to support the framework's vision by removing some of the barriers and bringing groups of staff and students together."

One such example is Poho, where ISS have added some additional audio visual and computer infrastructure in the student common-space. This allows Māori students to spend more time there. "It creates a resource where they can collaborate more as a group, and makes them feel more supported as part of Otago Polytechnic," Steven says.

ISS is also assisting with the redesign of B Block – where the Māori Centre is located – setting up new digital technologies to support inclusive learning. This new space will be a great asset to our Māori students and Otago Polytechnic.

One of the ISS team, Nolan Ratu, has taken on the role of secretary for his local Tainui Roopu, in his own time. Nolan has also been involved with the repurposing and gifting of computing equipment for Māori staff and students.

"Sometimes I feel we should be doing more," Steven says, "but then I look at the great feedback we've had so far. We're obviously doing something right, although we'd like to know more, and do more. All our work so far has been about enhancing the learner experience and supporting Māori. We all want to see a good outcome for Māori students, so we will do everything we can to assist in achieving it."

KO TE MEA TUAONO:

Ko te Rakahau

PRIORITY SIX:

Research & Māori-Centred Knowledge Creation

O Mātou Rautaki Whāika

1. Ko te mea tuatahi kia tau te, katahi, kia whakatakototia kā kaupapa rakahau whakahirahira ki Kai Tahu, ki kā iwi whānui

2. Kia whakatauria e Te Kura Matatini ki Otago te rakahau e pā ana ki a Kai Tahu, ki te Iwi whānui hei huaka mo rātou

3. Kia whakatauria e Te Kura Matatini ki Otago te rakahau hei whakahono kā wawata tupuka o Kai Tahu.

Our Strategic Objectives

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

2. To undertake research relevant to Kai Tahu/Māori communities that benefits Kai Tahu/Māori

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

O Mātou Mānawa

a. Kia whakatautetia e kā kairakahau Kai Tahu/Māori i o rātou ake rakahau, me kā rakahau e pā ana ki te Ao Māori

b. Kia whakatakototia e kā kai rakahahau Kai Tahu/Māori kā kaupapa rakahau whakahirahira ki a Kai Tahu, kā iwi whānui

c. Kia whakahaka te kaha, kia whakatipu, kia atawhai te rakahau Māori

d. Kia whaka tauria ke rakahau kaupapa Māori ki iwi

e. Kia whakaae, kia tautokona te kaitiakitaka o te mātauraka Māori

f. Kia tautoko te whakatakoto te whakawhānuitaka o te mātauraka Māori me te tino rakatirataka o ō mātou atamai.

Our Aspirations

a. To have Kai 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 Kai 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 Kai Tahu/Māori guardianship of knowledge

f. To support the development of Māori intellectual independence and Māori knowledge according to tikaka Māori.

Te Pae Haere

Ka mahi anō a Te Kura Matatini ki Otago i ētahi mahi rakahau ā-waho i te kura ki te wā kāika, ki te motu, ki tāwahi hoki i te tau 2015.

He mea tino nui te rihainatia e Ahoraki Khyla Russel i te tau 2015, nā tana mahi hei whakawhanake i te rakahau Māori, inarā, tikaka matatika takata mai i tētahi aroka Māori. I te tau 2015, i mahi tonu ia i tērā mahi mai i tana mahi ki Te Mata Ira, he rōpū rakahau i utua e te Health Research Council hei whakawhanake i ētahi takotoraka tika mō 'bio-bankik' mō rakahau 'genomic' ki te taha o kā Māori.

I tēnei tau, ka ārahi te Tari Kaitohutohu i tētahi whakakaupapataka o tētahi Mahere Rakahau Māori hei whakapiki i te rakahau tuawhiti e takoha ai ki te akitu o kā wawata Kāi Tahu/Māori. Nā te rihainataka o Ahoraki Russell, he hiahia hei hua i tētahi mahere rakahau mō kā tau e whai ake nei hei whakamahi anō ki ruka i tāna rakahau pukumahi i whakaputa ai a Te Kura Matatini ki Otago ki tāwahi. Ko te āhua nei, ka pohewa mātou ka whakawhanake tēnei Mahere i tētahi āhuataka rakahau Māori pai rawa ki roto i te Kura.

Waihoki anō, i te tau 2015 i whakaputa ai te perehitaka tuatoru o Scope, Contemporary Research Issues - Kaupapa Kai Tahu. I whakaputahia e Te Kura Matatini ki Otago, ā, nā Justine Camp i ētita, ka whakarato tēnei putaka arotake ā-aropā i tētahi wāhi mō kā rakahau Kāi Tahu, ā, tokomaha kā kairakahau nō ētahi tuihana rerekē, ko Te Kura Matatini ki Otago tētahi.

Ka mahi rakahau Māori o kā kaimahi

Ko kā mahi a kā kairakahau e takoha tonu ana ki te whakawhanaketaka o kā mātauraka Māori ki Te Kura Matatini ki Otago. Nā te whakaitika o kā kaimahi rakahau Māori i whakaiti hoki ai i kā whakaputaka, heoi, ka whakapā te whakawhanake o te Mahere Rakahau Māori i te mutuka o te tau 2015 i tēnei tūraka mō kā tau e whai ake nei.

Measuring our Progress

Otago Polytechnic continued to undertake external research activities locally, nationally and internationally in 2015.

The retirement of our inaugural Māori Professor, Khyla Russell, was a significant event in 2015, not least because of her considerable contribution to the development of Māori research knowledge, particularly in the area of human ethics from a Māori perspective. Throughout the year she continued this work through her membership of Te Mata Ira, a research group funded by the Health Research Council to develop cultural guidelines for bio-banking and genomic research with Māori.

This year, the Kaitohutohu Office led the formulation of a Māori Research Plan to advance quality research that contributes to the achievement of Kai Tahu/Māori development aspirations. In light of Professor Russell's retirement, there was a particular need to ensure a research succession plan to build upon her tireless work in setting Māori research and Otago Polytechnic on the international stage. We envisage this Plan will help to foster a strong Māori research culture within the institute.

In addition, 2015 saw the release of the third issue of Scope, Contemporary Research Issues - Kaupapa Kai Tahu. Published by Otago Polytechnic and edited by Justine Camp, this peer-reviewed journal offers a platform for Kai Tahu-orientated research and features researchers from a number of institutions including Otago Polytechnic.

Māori research (staff)

The work of individual researchers continues to contribute to the growth of Māori knowledge at Otago Polytechnic. A decrease in the number of research-active Māori researchers has resulted in a decline in outputs, however the development of the Māori Research Plan at the end of 2015 will have an impact on this position for the future.

	2013	2014	2015
Research-active Māori researchers	16	12	9
Research outputs by Māori researchers	24	21	15
Research outputs on Māori topics by non-Māori researchers	6	3	5

Next steps

> Whakatinanahia te Mahere Rakahau Māori hou hei whakawhanake i kā kairakahau Māori hou.

> Rapua ētahi honoka rakahau ki kā Rūnaka me kā hapori Māori.

> Implement our new Māori Research Plan to foster and develop new Māori researchers

> Investigate research collaboration with Rūnaka and Māori communities.

EVENT

Sharing knowledge through art
Ross Hemera – Ngai Tahu, Ngāti Māmoe and Waitaha

Ross Hemera has been researching and making art based on traditional Ngai Tahu rock art for over 40 years. His works are creative expressions of contemporary Māori pattern, design and imagery involving sculptures made with wood and metal. Specifically they reference the ancient imagery of Waitaha, Ngāti Māmoe and Ngai Tahu within the context of Taonga tuku iho, a process involving the transmission of knowledge within a spiritual framework.

In 2015, Ross was selected for the triennial Kai Tahu artist residency at Otago Polytechnic. The residency, which supports artists to contribute to Kai Tahu art in the local area and with communities, is funded by the Ngai Tahu Fund.

The former Professor of Māori Art and Design at Massey University in Wellington, Ross was the first Ngai Tahu graduate of the Dunedin School of Art, earning a Diploma of Fine and Applied Arts in 1972. Known primarily for his mixed-media sculptures, Ross has undertaken significant public commissions and his work has been exhibited in major contemporary Māori art exhibitions, including "Māori" at the British Museum in London (1988), "Kiwi-Pacific Connections" (2003) in Vancouver, Canada and "Whenua – Born of the Land" (2004) in Wellington.

As well as creating art, Ross has had a significant research career and in 2005 was appointed as a panel member on the Tertiary Education Commission's PBRF Peer Review Panel for Māori Knowledge and Development.

The residency – a relationship that exists between the Dunedin School of Art, local rūnaka and the Ngai Tahu Fund – provided Ross with accommodation and studio facilities, and assisted in a salary, material costs and travel. This enabled Ross to fully dedicate his time to his artistic process.

During his time in residency, Ross produced a new body of work based around rock art, consisting of carvings and some large-scale drawings. Ross put together a fantastic exhibition at the end of his residency and also delivered an artist talk in the space which was well received by students and staff. It was Dunedin School of Art's honour to host such a prolific artist and support his artistic expression of Kai Tahu cultural values such as whakapapa, whenua, mana, taonga and whānau.

STAFF RESEARCH

An issue of integrity

Dr Karole Hogarth - Taranaki, Ngāti Maniapoto
Mereana Rapata-Hanning - Ngāti Kuri; Te Aupouri me Ngapuhi

When Dr Karole Hogarth and Mereana Rapata-Hanning contributed a chapter on New Zealand indigenous health for an Australasian Pathophysiology textbook, one of the challenges they faced was getting the Māori worldview and language accepted by the publishers. "Māori people identify as Māori, not as indigenous," explains Mereana. "It's about giving integrity to the people we're writing about."

Their exploration documented the prevalence of contemporary Māori health issues including high levels of diabetes, cardiovascular disease, kidney disease, cancer, asthma, skin diseases, smoking and alcohol abuse, and poor mental and oral health, revealing that Māori health is still disparate to non-Māori. "We weren't really surprised by this," says Karole. "Statistics for Māori reflect those of other indigenous peoples globally."

However, both Karole and Mereana also wanted to acknowledge the wider social-political factors that determine these statistics, in particular the issues of poverty, and the inequality that Māori experience when engaging with health and disability services. Closing this gap is a key aim, one they believe involves a multi-layer approach involving revisiting funding at government level, improving public education, and taking healthcare directly to the people in the community.

"What you do in terms of inclusiveness and engagement directly affects health outcomes for individuals, whanau and communities," Mereana says.

Hogarth, K & Rapata-Hanning M. (2015). Māori health in Aotearoa New Zealand in Understanding Pathophysiology ANZ 2e edited by Craft and, Gordon (eds). http://www.elsevierhealth.com.au/general-nursing/understanding-pathophysiology-anz-adaptation-paperbound/9780729541602/

Key Educational Performance Measures 2013 – 2015

Education Participation

	Target %	2013 (Total EFTS: 4,019.40)			2014 (Total EFTS: 4,258.59)			2015 (Total EFTS: 4,332.95)		
		Rate %	HC	EFTS	Rate %	HC	EFTS	Rate %	HC	EFTS
Māori										
All Levels	8	11.58	674	465.38	12.79	762	544.88	12.22	807	529.53
Level 0		0.17	81	6.74	0.12	85	5.23	0.19	115	8.36
Levels 1-3	2	1.66	132	66.59	1.84	141	78.38	1.81	141	78.29
Level 4 and above	6	9.75	484	392.05	10.83	559	461.27	10.22	572	442.87
Kai Tahu										
All Levels	NA	3.74	193	150.16	3.93	219	167.35	3.74	226	161.98
Level 0		0.03	18	1.06	0.04	21	1.53	0.07	30	2.93
Levels 1-3		0.55	41	21.99	0.46	35	19.55	0.46	28	20.09
Level 4 and above		3.16	140	127.11	3.43	168	146.28	3.21	173	138.95
Non-Māori										
All Levels	NA	88.42	5931	3554.02	87.21	6197	3713.70	87.78	6398	3803.42
Level 0		1.59	1181	64.10	1.46	1268	62.33	1.66	1235	71.76
Levels 1-3	25	9.77	406	392.83	9.15	397	389.76	8.78	456	380.59
Level 4 and above	75	77.05	4173	3097.09	76.59	4333	3261.61	77.34	4580	3351.07
Māori Under 25										
All Levels	NA	7.27	378	292.06	7.96	423	339.05	7.40	406	320.82
Level 0		0.09	31	3.53	0.07	33	2.81	0.04	24	1.84
Levels 1-3	9	1.22	94	49.22	1.43	104	60.83	1.41	107	60.89
Level 4 and above	54	5.95	265	239.31	6.47	303	275.41	5.96	287	258.09
Kai Tahu Under 25										
All Levels	NA	2.61	121	105.03	2.57	127	109.50	2.39	126	103.69
Level 0		0.01	6	0.36	0.02	5	0.87	0.03	8	1.11
Levels 1-3		0.40	26	15.90	0.36	26	15.21	0.44	26	19.05
Level 4 and above		2.21	94	88.78	2.19	100	93.42	1.93	93	83.54
Non-Māori Under 25										
All Levels	NA	57.47	3086	2310.03	57.74	3332	2458.91	57.54	3385	2493.36
Level 0		0.72	389	28.74	0.68	423	28.90	0.57	364	24.57
Levels 1-3	9	7.37	511	296.04	7.08	531	301.61	6.80	525	294.67
Level 4 and above	54	49.39	2284	1985.25	49.98	2466	2128.41	50.18	2594	2174.12

Participation figures: includes all programme levels and all funding sources

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 %	2013 %	2014 %	2015 %
Māori				
Levels 1-9	65	75.73	73.09	75.34
Levels 1-3	52	64.65	61.94	71.10
Level 4 and above	70	77.68	75.02	76.10
Kai Tahu				
Levels 1-9	65	75.35	76.46	80.34
Levels 1-3	52	62.75	70.60	73.00
Level 4 and above	70	77.61	77.26	81.41
Non-Māori				
Levels 1-9	75	81.64	80.21	82.81
Levels 1-3	65	72.75	70.94	76.56
Levels 4 and above	78	82.78	81.33	83.53
Māori Under 25				
Levels 1-9	72	76.02	73.27	77.49
Levels 1-3	65	61.92	63.28	72.60
Levels 4 and above	78	78.87	75.53	78.66
Kai Tahu Under 25				
Levels 1-9	72	75.01	78.33	79.35
Levels 1-3	65	56.27	77.10	71.52
Levels 4 and above	78	78.42	78.53	81.15
Non-Māori Under 25				
Levels 1-9	72	81.02	81.41	82.88
Levels 1-3	65	69.70	69.34	76.21
Levels 4 and above	78	82.67	83.17	83.77

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

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 %	2013 %	2014 %	2015 %
Māori				
Levels 1-9	48	67.24	72.55	70.40
Levels 1-3		50.00	57.26	50.41
Level 4 and above		72.61	76.24	74.73
Kai Tahu				
Levels 1-9	48	60.42	73.03	73.87
Levels 1-3		45.00	57.89	51.61
Level 4 and above		66.35	77.14	77.98
Non-Māori				
Levels 1-9	48	74.02	75.98	74.93
Levels 1-3		54.16	61.00	61.38
Levels 4 and above		77.51	78.52	77.16%

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

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 %	2013 %	2014 %	2015 %
Māori				
Levels 1-9		25.76	26.11	21.05
Levels 1-3	28	51.85	32.08	32.26
Level 4 and above		15.97	24.28	17.65
Kai Tahu				
Levels 1-9		30.61	35.38	24.69
Levels 1-3	28	50.00	37.50	41.18
Level 4 and above		21.21	34.69	20.31
Non-Māori				
Levels 1-9		18.38	19.10	15.65
Levels 1-3	28	40.10	35.03	26.45
Level 4 and above		12.41	15.07	13.21

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

Māori/Non-Māori Gap

	2013 %	2014 %	2015 %
Māori Levels 1-9 compared to Non-Māori	4.86	7.12	7.47
Kai Tahu Levels 1-9 compared to Non-Māori	3.8	3.75	2.47
Māori Levels 4 and above compared to Non-Māori	4.23	6.31	7.43
Kai Tahu Levels 4 and above compared to Non-Māori	3.8	4.07	2.12
Māori Levels 1-3 compared to Non-Māori	6.66	9	5.46
Kai Tahu Levels 1-3 compared to Non-Māori	6.43	0.34	3.21

TEC Qualification Completion Rate 2013 – 2015

Qualification Completions - EFTS Weighted

	Target %	2013 %	2014 %	2015 %
Māori				
Levels 1-9	40	75.01	80.52	73.82
Levels 1-3	30	53.56	54.56	58.04
Levels 4 and above	55	77.92	83.67	75.61
Non-Māori				
Levels 1-9	66	81.33	88.05	83.31
Levels 1-3	35	63.89	62.88	81.03
Levels 4 and above	73	83.18	90.47	83.51
Kai Tahu				
Levels 1-9		60.08	77.68	76.84
Levels 1-3		51.63	66.54	56.36
Levels 4 and above		61.34	78.81	78.42

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

Qualification Completions – Bachelors

	Target %	2013 %	2014 %	2015 %
Māori	40	90.48	80.23	87.39
Non-Māori	66	92.30	88.88	91.17
Kai Tahu		53.06	85.22	83.02

Qualification Completions – Graduate Certificates and Diplomas

	Target %	2013 %	2014 %	2015 %
Māori	40	57.83	91.67	32.09
Non-Māori	66	60.92	51.28	57.81
Kai Tahu		126.32	42.11	35.97

Qualification Completions – Certificates

	Target %	2013 %	2014 %	2015 %
Māori	40	59.73	61.23	57.50
Non-Māori	66	70.75	70.34	73.69
Kai Tahu		53.69	66.79	59.05

Qualification Completions – Postgraduate Certificates and Diplomas

	Target %	2013 %	2014 %	2015 %
Māori	40	137.40	0.00	50.00
Non-Māori	66	111.12	46.67	110.17
Kai Tahu		0.00		50.00

Qualification Completions – Diplomas

	Target %	2013 %	2014 %	2015 %
Māori	40	69.37	140.42	63.77
Non-Māori	66	72.13	121.30	84.12
Kai Tahu		105.89	88.05	89.02

Qualification Completions – Masters

	Target %	2013 %	2014 %	2015 %
Māori	40	104.85	75.38	43.81
Non-Māori	66	69.36	69.99	43.41
Kai Tahu		166.67	0.00	93.53

	2013			2014			2015		
	HC	EFTS	Completion %	HC	EFTS	Completion %	HC	EFTS	Completion %
Certificates									
All	2059	1280.07	73.69	1945	1263.81	71.27	1935	1211.47	76.80
Māori	283	191.19	68.41	284	201.31	66.55	262	175.57	69.83
Kai Tahu	92	69.45	67.13	78	56.48	73.19	65	47.99	68.79
Non-Māori	1776	1088.89	74.62	1662	1062.50	72.16	1673	1035.90	77.98
All Under 25	1280	904.30	70.04	1320	946.53	69.43	1287	885.38	75.50
Māori Under 25	190	132.91	65.71	207	156.02	64.48	185	130.04	70.34
Kai Tahu Under 25	67	54.04	64.88	56	42.23	70.00	55	40.98	67.01
Non-Māori Under 25	1090	771.40	70.79	1114	790.52	70.41	1102	755.34	76.39
Diplomas									
All	426	307.89	78.86	360	276.88	79.31	343	259.41	78.91
Māori	39	32.70	68.98	35	30.11	76.39	38	31.03	57.19
Kai Tahu	9	7.61	76.11	13	10.42	83.30	9	6.50	67.92
Non-Māori	388	275.19	80.03	325	246.77	79.66	305	228.38	81.86
All Under 25	254	224.81	77.96	224	203.16	78.71	227	201.38	77.39
Māori Under 25	33	29.55	69.99	23	20.36	80.99	31	26.73	58.78
Kai Tahu Under 25	7	6.50	72.41	10	8.96	81.86	7	5.46	61.81
Non-Māori Under 25	221	195.26	79.17	201	182.80	78.45	196	174.65	80.24
Graduate Certificates & Diplomas									
All	196	104.42	87.17	372	203.51	80.77	579	316.17	78.57
Māori	10	4.75	78.95	12	7.35	75.62	21	7.13	51.64
Kai Tahu	3	2.38	84.21	3	2.38	77.19	5	1.88	53.33
Non-Māori	186	99.67	87.56	360	196.16	80.96	558	309.04	79.19
All Under 25	72	42.04	96.73	159	88.92	85.58	242	144.75	84.08
Māori Under 25	2	2.00	100.00	3	2.25	100.00	2	1.13	100.00
Kai Tahu Under 25	2	2.00	100.00	1	1.00	100.00			
Non-Māori Under 25	70	40.04	96.57	156	86.67	85.20	240	143.63	83.96
Bachelors									
All	2013	1800.56	87.71	2157	1989.37	87.00	2198	2000.01	88.59
Māori	195	183.63	86.40	253	248.55	78.28	274	266.28	82.94
Kai Tahu	62	61.42	85.35	81	81.30	77.39	90	89.99	87.42
Non-Māori	1818	1616.93	87.86	1904	1740.82	88.24	1924	1733.73	89.46
All Under 25	1285	1185.97	89.26	1411	1332.69	88.43	1404	1321.67	90.23
Māori Under 25	111	105.88	91.81	142	139.63	80.78	134	133.91	89.92
Kai Tahu Under 25	39	38.08	90.04	48	48.58	83.10	49	48.87	91.73
Non-Māori Under 25	1174	1080.10	89.01	1269	1193.06	89.32	1270	1187.77	90.26
Postgraduate Certificates and Diplomas									
All	119	28.84	82.43	104	29.96	87.41	115	33.00	92.80
Māori	7	1.29	65.16	6	1.50	83.33	8	2.00	68.75
Kai Tahu	1	0.13					2	1.00	87.50
Non-Māori	112	27.54	83.24	98	28.46	87.62	107	31.00	94.35
All Under 25	3	1.17	78.57	9	3.63	96.55	12	4.08	87.75
Māori Under 25				1	0.25	100.00			
Kai Tahu Under 25									
Non-Māori Under 25	3	1.17	78.57	8	3.38	96.30	12	4.08	87.75
Masters									
All	48	24.96	18.56	86	47.91	38.70	74	46.06	44.53
Māori	4	1.83	37.08	12	8.23	54.09	3	1.75	61.94
Kai Tahu				2	2.50	100.00	1	1.00	100.00
Non-Māori	44	23.13	17.09	74	39.68	35.51	71	44.31	43.84
All Under 25	3	1.29		7	2.50	76.00	4	1.33	37.50
Māori Under 25				1	1.00	40.00			
Kai Tahu Under 25									
Non-Māori Under 25	3	1.29		6	1.50	100.00	4	1.33	37.50

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

	2013			2014			2015		
	Enrolled	Completed	%	Enrolled	Completed	%	Enrolled	Completed	%
Certificates									
All Students	570	410	71.93	111	68	61.26	575	423	73.57
Māori	91	57	62.64	111	68	61.26	92	60	65.22
Kai Tahu	42	23	54.76	35	24	68.57	33	20	60.61
Non-Māori	479	353	73.70	501	337	67.27	483	363	75.16
Diplomas									
All Students	225	140	62.22	293	153	52.22	299	172	57.53
Māori	24	17	70.83	36	18	50.00	39	19	48.72
Kai Tahu	6	5	83.33	13	8	61.54	9	6	66.67
Non-Māori	201	123	61.19	257	135	52.53	260	153	58.85
Graduate Certificates & Diplomas									
All Students	35	23	65.71	23	15	65.22	32	25	78.13
Māori	4	2	50.00	4	3	75.00	4	2	50.00
Kai Tahu	2	2	100.00	2	1	50.00	1	1	100.00
Non-Māori	31	21	67.74	19	12	63.16	28	23	82.14
Bachelors									
All Students	368	360	97.83	488	408	83.61	647	404	62.44
Māori	36	36	100.00	45	38	84.44	104	62	59.62
Kai Tahu	11	10	90.91	13	11	84.62	40	22	55.00
Non-Māori	332	324	97.59	444	370	83.33	544	342	62.87
Postgraduate Certificates and Diplomas									
All Students	2	2	100.00	3	3	100.00	1	1	100.00
Maori									
Kai Tahu									
Non-Māori	2	2	100.00	3	3	100.00	1	1	100.00
Masters									
All Students	8		0.00	21	2	9.52	19	4	21.05
Māori	2		0.00	3	1	33.33	1	1	100.00
Kai Tahu				1	1	100.00	1	1	100.00
Non-Māori	6		0.00	18	1	5.56	18	3	16.67

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

	2013			2014			2015		
	Enrolled	Completed	%	Enrolled	Completed	%	Enrolled	Completed	%
Certificates									
All Students	1614	907	56.20	1646	870	52.86	1622	898	55.36
Māori	242	120	49.59	264	135	51.14	252	126	50.00
Kai Tahu	78	39	50.00	73	43	58.90	59	33	55.93
Non-Māori	1374	787	57.28	1383	735	53.15	1370	772	56.35
Diplomas									
All Students	309	170	55.02	432	188	43.52	559	377	67.44
Māori	31	19	61.29	43	20	46.51	66	42	63.64
Kai Tahu	8	6	75.00	15	9	60.00	13	8	61.54
Non-Māori	278	151	54.32	389	168	43.19	493	335	67.95
Graduate Certificates & Diplomas									
All Students	100	26	26.00	73	16	21.92	148	27	18.24
Māori	13	2	15.38	9	3	33.33	22	2	9.09
Kai Tahu	3	2	66.67	3	1	33.33	7	1	14.29
Non-Māori	87	24	27.59	64	13	20.31	126	25	19.84
Bachelors									
All Students	417	447	107.19	570	476	83.51	751	445	59.25
Māori	42	49	116.67	55	47	85.45	117	69	58.97
Kai Tahu	11	11	100.00	15	12	80.00	41	24	58.54
Non-Māori	375	397	105.87	516	429	83.14	635	376	59.21
Postgraduate Certificates and Diplomas									
All Students	74	16	21.62	72	15	20.83	74	21	28.38
Maori	4		0.00	5		0.00	6	1	16.67
Kai Tahu	1		0.00				2	1	50.00
Non-Māori	70	16	22.86	67	15	22.39	68	20	29.41
Masters									
All Students	22	1	4.55	33	3	9.09	37	6	16.22
Māori	2		0.00	5	1	20.00	5	1	20.00
Kai Tahu				1	1	100.00	1	1	100.00
Non-Māori	20	1	5.00	28	2	7.14	32	5	15.63