



Whakakaha te Hoataka

Strengthening the Partnership

Māori Annual Report 2011



OTAGO
POLYTECHNIC
Te Kura Matatini ki Otago

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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 katoa nā mātou i te whakaaro me te kōrero, a tuhi, a waha hōki, i roto i kā hui rūnaka.



Fiona Clements, Kai Tahu with a Bachelor of Design (Fashion) celebrates her graduation with friends and whānau.

Memorandum of Understanding

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

- > The aim of this agreement is whaihua – Māori students supported to achieve their educational aspirations
- > The principal objective of the agreement 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 agreement will work together
- > Otago Polytechnic recognises the need to work jointly with Kā Papatipu Rūnaka in the development, implementation and review of its strategic plans, annual plan, policies and programme developments.

From the Memorandum of Understanding between Otago Polytechnic and Te Rūnanga o Moeraki, Kāti Huirapa Rūnaka ki Puketeraki, Te Rūnanga o Otakou, and Hokonui Rūnanga Inc, January 2004.

From the Chief Executive and Council Chair

Introduction by Phil Ker and Kathy Grant

Tēnā koutou katoa.

Kei te rekareaka māua ki te whakatakoto tēnei 'Ripota-a Tau' ki a koutou kā Rūnaka. I roto i tēnei ripota e pā ana ki te Aka Whāika Māori i te tau 2011 ko a mātou wawata i whakamōhio atu ki a koutou kia rite tonu – naia. Ko tētahi kaupapa o tēnei ripota hei tohu o ō mātou whakautu ki a Kai Tahu – hei tohu o mātou whakautu i raro i te maru o te whakaaturaka o te whai mahara ki Kā Rūnaka o Araiteuru.

He tau manea, he tau pai hoki i 2011 mo Te Kura Matatini ki Otago – he neke atu te akoraka, te putea, me ko te kaupapa whakahirahira ko kā toheka tuaono hei whakakaha kā hiahia o te akoraka mo kā Iwi Māori.

He maha kā mea whakaharahara i te tērā tau, ko tētahi mea whakaharahara ko te kaha haere o kā tauira Māori, nā, te whakamātau mātou ki te whakamārama, ki te whakautu ki kā hiahia o kā akoka Māori. He pai haere kā tutukitaka o kā akaoka Māori, ekari, kei muri tonu i kā akoka Pākehā. Ka tere haere te pae haere, ko te wero ināiane, kei te pae haere tonu kā tutukitaka.

Ko tētahi atu mea whakaharahara, ā, ko te mihi atu o te mātaturaka, te mahi rakahau, ko te mana o te Kaitohutohu, ko Khyla Russell. Nāhana te ārahi tika, kaha hoki kei nui tirini, kei tawahi hoki. Kei te whakamanamana mātou Te Kura Matatini ki tōhona Ahorakitia, he tohu pai mo kā Kaimahi Māori kei tēnei wānaka.

I te tau 2011, i āta tīro ki te Aka Whāika Māori hei whakatakoto ka tohutohu mai i te ōtītataka a tikaka. Ko tēnei aka me ōna whakatakoto kaupapa kia pae haere ka hua ākoraka mo kā ākoka Māori, ā, kia honohono te hoataka ki Kā Rūnaka o Araiteuru hoki.

Kua whakawhānui a mātou hoataka ki kā iwi nā tētahi whāi mahara ki Ngāti Whatua. Nā rātou te whakatuwherataka tētahi tari hou kei Tamaki Makaurau.

Ahako, ka mōhio mātou he pai te haere o mātou mahi mo koutou, ka mōhio mātou he nui te mahi tonu hei whakatika te ara a mua.

Ma te roko kei roto i tēnei ripota koutou e whakamōhio, ā, kia hiahia mātou te pai o te tau e heke mai nei.

We are pleased to present this first "Annual Report" to our Rūnaka. In our Report on the Māori Strategic Framework in 2011 we undertook to update you more regularly – we are. We regard this report as an important component of our accountability to Kai Tahu – an accountability for honouring our obligations under our Memorandum of Understanding with the four Araiteuru Papatipu Rūnaka.

2011 was another very good and pleasing year for the Polytechnic – educationally, financially and most importantly in this context, the progress we have made towards achieving the six priority objectives we have set for ourselves to ensure that Otago Polytechnic meets the education and training needs of Māori.

There were a number of highlights for us during the year including the improvement in success rates for Māori learners, a consequence of efforts on multiple points to understand and respond to the needs of our Māori learners. Success rates still lag behind those of non-Māori, but the rate of improvement for Māori learners is significantly faster. Our challenge is to maintain this momentum.

Another highlight was the recognition of the academic leadership of our Kaitohutohu, Khyla Russell. Khyla provides outstanding leadership with a reputation both nationally and internationally for her work. We are proud to have her as a full professor of Otago Polytechnic, and trust this recognition will inspire other Māori staff.

During the course of the year we reviewed the Māori Strategic Framework as part of implementing the recommendations detailed in the Cultural Audit undertaken in 2011. This Framework and its associated action plan will both improve the academic results of our Māori students and ensure that engagement with our rūnaka partners continues to be a priority.

We have also broadened our engagement with Māori by signing a Memorandum of Agreement with Ngāti Whatua, associated with the opening of our campus in Auckland.

While we have made good progress in developing Otago Polytechnic as a place where Māori can be and learn as Māori, we are conscious we still have much to do.

We trust that the information provided in this Report will give confidence that the Polytechnic is on track and we look forward to an even more successful 2012.



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 te Iwi

Ko Ker te hapū

Ko Ker ratou ko Baxter ko Watt ko Mitchell kā whānau

Ko Margaret rāua ko Alexander ka matua

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 Maukaatua

I te taha o te awa ko Taieri

Kei te noho au kei Taieri 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 Rebecca Williams



Ko te tūmanako o te MoU, hei tautoko kā ākoka Māori ki te tutuki o rātou mānawa i te whāi matauraka. Ki tērā whakaaro, ko te mānawa reka o kā hua o kā ākoka Māori kia rāpopoto ki roto ki tēnei ripota. Ahakoa kāore anō te taumaha e rite ana ki kā ākoka Pākehā, he pai haere te whakawhiti i kā tohu katoa hei whakaata tēnā ki te honoka ki te MoU me onā tumanako me kā rautaki.

I te wā i tuhi au tēnei ripota i tērā tau kua tū te ōtira tuatahi o kā tikaka i Te Kura Matatini ki Otago. Mai i tēnā wā he nui te mahi hei whakamana ki ka tohutohu o kā Kaimahi o tērā ōtira a tikaka. Mai i tēnā wā, nā mātou te komiti hei ata mahi i te āta titiro o te Te Aka Whāika Māori, ki te haka te hoataka i te Kuramatatini koutou te rūnaka. Ā, he riterite tonu ka hui o Te Komiti Kawanataka, ā, ka tono ki kā rūnaka ki te haere mai ki a mātou hui.

Tokomaha kā mea whakaharahara i te tau, ko te mea nui ko te mahi atu o Khyla Russell i te tūraka ahoraki. He manakohia tēnei ki tōnā mahi uaua i tēnei rohi, ki Aotearoa hoki, ki tawāhi ano.

Kei te haere pae tonu o mātou whakahaeraka tohu ki kā ākoka Māori, i te marama o waru he nui ake ka ākoka e whakatohu ana, wanane!

He mihi ki Te Kura Matatini ki Otago mo te mahi hei timata Te Ako Mahi a Māori. Kaore anō mātou kia timata na te rawaka o kā ako e hiahia, ekari, ka timata i te marama o toru. Mēnā e mōhio koutou ētahi rakatahi hei whāi tēnā mahi, karaka mai.

He mihi anō ki kā mema o Te Komiti Kawanataka me Te Komiti ki Waho mo o koutou mahi uaua, o mahi kākau nui. He hurihuri i tēnei tau kā mema o te Komiti ki Waho, i wehe atu a Raewin Tipene-Clarke, ka hono a Sonja MacFarlane. He mihi ki a Raewin mo onā mātau, he mihi ki a koe mo ō mahi e heke mai nei.

He mihi hoki ki Kā Kaimahi Māori ki Te Kura Matatini ki Otago mo o koutou mahi kākau nui hei tautoko i kā ākoka Māori e whāi ana i o rātou mānawa o te mātauraka. Ki a koutou kā kaimahi Māori e kaha ana to koutou mahi i a wā i a wā.

Ko te mihi whakamutuka ki a koe Jean Tilleyshort mo tō mahi hei titiro anō ki te Te Aka Whāika Māori. Ki a koutou ko Justine Camp, ko Gina Huakau, ko Debbie Davie hoki mo o koutou mahi o koutou tautoko i a wā, i a wā, ā, ki a koe Khyla he mihi nui ki a koe mo to tautoko mārō, to mahi-a-kākau.

The aim of the MoU is for Māori students to be supported to achieve their educational aspirations. With that in mind it is pleasing to note the results for Māori students outlined in this report. Although they are not yet at the same level as those for non-Māori there is improvement across the board which serves to illustrate the institution's commitment to the MoU, and its aims and objectives.

When I wrote my report this time last year the inaugural cultural audit of Te Kura Matatini ki Otago had just been completed. Since then, much has been done to give effect to its recommendations. Komiti Kawanataka has been focusing its efforts on a review of the Māori Strategic Framework and continuing to build the relationship between the Matatini and the four Papatipu Rūnaka. To that end, the Komiti has a regular schedule of meetings and is actively encouraging Rūnaka attendance and participation.

There have been several other highlights over the past year with the most significant being the recognition of Dr Khyla Russell's work through her professorial appointment. This is just acknowledgement of her work for Māori, not only here in our own rohe but also across Aotearoa and internationally.

Our Māori pre-graduation ceremonies continue to flourish, with our December event attracting record numbers.

I would also like to congratulate the Polytechnic on its efforts to reintroduce Māori Trades Training. I encourage any of you who know rangatahi who might be interested to get in touch with the Polytechnic.

I would like to take this opportunity to thank the members of both Komiti Kawanataka and Komiti ki Waho for their hard work and dedication. This past year has seen a change in the membership of Komiti ki Waho with Raewin Tipene-Clarke moving on and we welcomed Sonja MacFarlane. Our thanks go to Raewin for her insight and advice and we wish her well for the future.

I would also like to thank the staff of the Polytechnic for their continued efforts to support Māori in achieving their educational aspirations and would like to make particular mention of the Māori staff who often go above and beyond the call of duty.

Finally I would like to thank Jean Tilleyshort for her work on the review of the Māori Strategy Framework; Justine Camp, Gina Huakau and Debbie Davie for their ongoing help and support; and of course to Khyla for her unwavering commitment and dedication.

Nā Rebecca Williams
Chair, Komiti Kawanataka

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.

The Māori Strategic Framework was developed in consultation with Kā Papatipu Rūnaka. Their vision for Māori advancement cascades to six priorities for Otago Polytechnic. For an explanation of the design of the Framework, please refer to pages 4–8 of the Māori Strategic Framework document.



KO TE MEA TUATAHI:

Ko te Tiriti o Waitangi

PRIORITY ONE:

Treaty of Waitangi

O Mātou Rautaki 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 te tau 2011 i mahi Te Komiti Kawanataka rātou ko te roopū whakahere o te Kura Matatini i te ōtira tuatahi o kā tikaka, ā, i whakaneke Te Aka Whāika Māori na kā tohutohu no te ōtira tuatahi o kā tikaka. He matua te ōtira tuatahi o kā tikaka hei ārahi o mātou mahi mo o mātou mārama, mo o mātou tūtuki kā hiahia o Kai Tahu/Māori.

I tērā tau 2011 i mutu te Ripota-a-tau Māori tuatahi ki Kā Rūnaka i te hui kei Puketeraki. He mahi anō tēnei tūmomo ripota i a tau, i a tau.

Measuring our Progress

In 2011, Komiti Kawanataka, with senior management, revised our Māori Strategic Framework taking into account the recommendations from the Cultural Audit. This strategic framework is the key document that guides our efforts to understand and meet the educational needs of Kai Tahu/Māori.

We also prepared our first formal report to Rūnaka, which we presented at a Council meeting held on Kati Huirapa Rūnaka ki Puketeraki in August, 2011.

Ko kā komiti e rua, arā Komiti Kawantaka, Komiti ki Waho, i whakamana ka rautaki o Te Kura Matatini, i whakautu rātou i o mātou mahi mo Kai Tahu/Māori.

He whakahoahoataka ki Te Tapuae o Rehua anō, he mahi tōtikia tēnā. Nā te Kaihautū a Catherine Savage i whakahaere tētahi hui mo te roopū whakahaere o Te Kura Matatini ki Otago.

Kua whakawhānui a mātou hoataka ki kā iwi nā tētahi whāi mahara ki Ngāti Whatua. Nā rātou te whakatuwherataka tētahi tari hou kei Tamaki Makaurau.

Ā tēnei tau ka timata te mahi whakatika mo te ōtira tuarua o kā tikaka, ko o mātou wawata mo tētahi kaupapa mo te ōtaira tuarua o kā tikaka he whakatākoto te tiaka hei whakamana te whakawarea o Kā Rūnaka.

Kā timata kā whakawarea ki kā umaka Māori, a Ko KUMA, Ko Ngai Tahu ētahi.

We are now reporting annually to Rūnaka, with this report being our first “annual report”.

Komiti Kawanataka and Komiti ki Waho were active in providing input into Polytechnic strategy, and in providing feedback on performance.

We maintained our engagement with Te Tapuae o Rehua, and benefited from a strategic workshop for all of our managers run by Kaihautū, Catherine Savage.

We entered into a Memorandum of Agreement with Ngāti Whatua, signalling our intent to work closely with them in relation to our new Auckland International Campus.

In 2012 we will commence planning for the 2013 Cultural Audit, and in particular want to establish a clear protocol for Rūnaka engagement in that process.

We will also be commencing formal engagement with Māori business, including Te Rūnaka o Ngai Tahu.



Our friends in the north

An important new connection has been established with Ngāti Whatua in light of the official opening of Otago Polytechnic's new Auckland International Campus.

A Memorandum of Agreement between the Iwi and the institute has sealed the relationship, in the spirit of cooperation and good faith.

The two parties will work together to support increased tertiary education opportunities for Māori whanau within the rohe of Ngāti Whatua, and will seek to pursue joint developments and research initiatives in areas of mutual interest.

The parties will meet from time to time to review progress and identify priority issues and tasks.

The MoA includes acknowledgement by Kai Tahu ki Arai-te-Uru that it is appropriate for Otago Polytechnic to develop relationships with other Iwi outside its tribal takiawa.

Ngāti Whatua Chief Executive Allan Pivac celebrates the opening of Otago Polytechnic's Auckland International Campus with Phil Ker (top) and Professor Khyla Russell (bottom).

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

Te Pae Haere

Kā kaimahi Māori i te tau 2011

Proportion of Māori staff (May, 2012)	5%
Proportion of new employees who identify as Māori	6%
Māori staff turnover rate	5%
Non-Māori staff turnover rate	7.3%

Hei tēnei wā, tokoiti kā kaimahi Māori ki roto i Te Kura Matatini ki Otago, e rite ana ki te tokomaha i te takiwā o Otago. He iti te tokomaha e wehe atu i Te Kura Matatini. Hei tēnei tau 2012, kia kaha haere a mātou tonono ki kā takata Māori mo kā tūraka ki Te Kura Matatini ki Otago.

Measuring our Progress

Māori staff in 2011

Currently the proportion of Māori staff at Otago Polytechnic at 5 per cent is below that of the local population, although we do enjoy a low Māori staff turnover rate. In 2012, we will be strengthening further our staff recruitment processes to endeavour to attract more Māori applicants for positions.

Komiti Kawanataka 2012 (back row: from left) Michael Collins, Professor Leoni Schmidt, Rebecca Williams, Jamie Te Hiwi, Professor Khylla Russell (front row: from left) Kathy Grant, Huata Holmes, Debbie Davie and Nicola Taylor.



Te mānawa reka o kā kaimahi Māori ki Te Kura Matatini ki Otago

Māori staff satisfaction compared with non-Māori staff at Otago Polytechnic

	Non-Māori				Māori			
	AGREE n	%	DISAGREE n	%	AGREE n	%	DISAGREE n	%
Overall, Otago Polytechnic is a great organisation to work in	388	97.2%	11	2.8%	23	95.8%	1	4.2%
Overall, Otago Polytechnic is a fun and enjoyable place to work	381	94.8%	21	5.2%	24	100.0%	0	0.0
I feel inspired to go the extra mile to help Otago Polytechnic succeed	374	93.3%	27	6.7%	24	100.0%	0	0.0
I am proud to tell others that I work for Otago Polytechnic	387	97.5%	10	2.5%	22	100.0%	0	0.0
I really care about the success of Otago Polytechnic	397	99.0%	4	1.0%	24	100.0%	0	0.0
I feel there is a future for me at Otago Polytechnic	359	91.1%	35	8.9%	22	91.7%	2	8.3%

I te tau 2011 i ai ki te rūri o te manawa reka o kā kaimahi Māori, he pai ake rātou ki te āhuataka o Te Kura Matatini ki Otago ki kā kaimahi Pākehā. He pai ake te hari o kā kaimahi Māori i te tau 2011 ki ērā atu tau. I ai ki kā kaimahi Māori he pārekareka to rātou mahi, he hono rātou ki te Kura Matatini, he pai hoki te whakatutukitaka i o rātou mahi. I roto i ētahi atu kaupapa i te rūri manawa reka, kaore he tino pai i kī rātou he taumaha te mahi, kāore te Kura Matatini he whakautu mo te kaha o te mahi. I ai ki ētahi, kaore e hono ki kā mema o te kaunihera, kaore e whakamōhiotia e ka kaiwhakahaere ki kā kaimahi Māori. Ko tētahi atu raruraru kāore he wā kia whakahakaka houtaka mo kā kaimahi Māori.

I ai ki te rūri manawa reka, he rerekētaka i kā kaimahi Māori ki kā kaimahi katoa: He pai te roa o te mahi, he pai ake kā kaimahi Māori i o rātou oraka mahi, heoti, kaore e taea e ratou te whakatā mai i te mahi; he matakana hoki rātou ki Te Kura Matatini.

Our 2011 staff satisfaction survey revealed that Māori staff are, overall, more satisfied with the work environment than non-Māori, with very positive results recorded by both groups. In fact, 2011 recorded our most positive Work Environment Survey results ever. Māori staff reported a very positive perception of enjoying their work, feeling that they belong and having a strong sense of personal achievement through their work – these areas were among several scoring 100 per cent satisfaction. In the areas where Māori staff reported lower levels of satisfaction (below 80 per cent), their appraisal was shared by non-Māori staff, in areas such as workload allocation, feeling adequately rewarded, the role of Council, communications from the Leadership Team and the ability to make use of professional development time.

In some areas there were discrepancies between Māori and non-Māori satisfaction levels: Māori staff were more satisfied with their hours of work. Overall, they reported feeling happier and more valued in their jobs and enjoyed a greater sense of wellbeing at work. However, they felt less able to take allocated leave (84 per cent compared with 92 per cent); and perceived a lower level of trust at Otago Polytechnic (80 per cent compared to 89 per cent).

STAFF PROFILE



Leading from the Heart

Professor Khyla Russell – Kāi Tahu; Kāti Mamoe; Waitaha; Rapuwai

Academically, Professor Khyla Russell could be described as a late developer – she already had a mokopuna by the time she began university study. Now, her pioneering role as a Māori academic leader has been recognised with her appointment as a full professor.

She grew up at Otakou – “the Kaik” – on the Otago Peninsula, a thriving and established Māori community. Her experiences of much of the South Island were from the sea, and her elders could navigate by the stars, “smelling the land as they neared the coast”. Anthropologists were fascinated by these traditional skills – and Professor Russell found the way in which these academics observed her whānau whanui equally interesting. “They watched us, so I thought it was fair to watch them right back.” An essay on the experience developed into a master’s thesis, which then evolved into a PhD.

The theme of challenging and reformulating understandings has remained through her career. Her roles for Ngai Tahu and the Ministry of Education centred on “enabling organisations to find ways of understanding Māori perspectives, so they can engage meaningfully with them”.

And she does just that at Otago Polytechnic, since she was appointed its Kaitohutohu in 2004. The position was borne of the Memorandum of Understanding with four Kāi Tahu rūnaka, to oversee the incorporation of the principles of Te Tiriti o Waitangi in day-to-day operations.

Professor Russell also advises and participates in a wide range of research projects, bringing Māori perspectives to disciplines from information technology to occupational therapy; undertakes her own research; and provides consultancy outside of the organisation.

“There is a lot of interest in the Kaitohutohu role among indigenous communities worldwide – whether a position such as this can make a real difference,” she observes.

She is confident it can. But it won’t happen overnight. “It is important to make things Māori more visible at the Polytechnic. It creates an environment where people are more likely to ask themselves, ‘How might my teaching or research – or the way I am eating my food – seem to Māori? Does this create an environment where Māori can live as Māori without having to apologise or change themselves to fit in?’”

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.

Please see the Appendix on page 32 for a full report of Māori academic achievement statistics.

Kai Tahu/
Māori
Students

Te Pae Haere

Ko te mea tuatahi te tautoko me te whai wāhi o kā ākoka Māori i kā ara, kā āhua o Te Kura Matatini ki Otago. I te tau 2011 i tautoko te Kaiārahi tokomaha kā ākoka Māori, ā, toru tekau ma waru. I wehe atu tekau ma waru kā ākoka Māori mai Te Kura Matatini, toko 9.4 kā EFTS ēnei. O rite tēnei wehetaka ki kā ākoka katoa, he iti te tokomaha i a tau e whā kua pahure. I ai ki ētahi he wehe ētahi na te kati o te putea mo kā ara whānui me te tipuraka o kā tohu mātauraka.

I taua wā, i whakawhānui kā ākoka Māori ki te Kura Matatini ki Otago i te tau 2011, tokomaha, ko 640, ara, tekau ōrau o kā ākoka. He nui ake te tokomaha i te nuika tākata o Otago, kei roto i o mātou tokomaha hiahia o waru ōrau.

EFTS me te tokomaha

	2008		2009		2010		2011	
	Māori	Non-Māori	Māori	Non-Māori	Māori	Non-Māori	Māori	Non-Māori
EFTS	260.4	3,157.3	321.3	3,175.5	377.0	3,303.4	367.6	3,211.3
Headcount	628	8,957	697	8,329	678	7,428	640	6,175

I whakamanawa mātou i ke kahahaere o kā ākoka Māori. He kahahaere kā ākoka Pākehā hoki, ekare, he āputa hoki. He tere ake te kahahaere o kāi Māori i Kāi Pākehā. Ka kaha haere kā mutuka.

Measuring our Progress

The support and success of Māori students is one of our highest priorities, across all areas of the Polytechnic. Our dedicated kaiārahi had 348 support contacts with Māori students in 2011. While the actual numbers of Māori decreased by 38 in 2011, the EFTS for Māori only reduced by 9.4. This mirrors the situation for students overall, where the actual number of students (headcount) has decreased each year for the last four years. This result reflects the removal of funding for, and the subsequent closure of, community education courses, and the growth of degree programmes.

Meanwhile, the proportion of Māori participation at Otago Polytechnic continues to increase, and in 2011, 640 Māori accounted for 10.3 per cent of our students, above both the proportion of the population in the region and our target of 8 per cent.

EFTS and headcounts

Above all, we are encouraged by the overall improvement in Māori learner performance. The performance of non-Māori has also improved – so there is still a gap – however the rate of improvement for Māori is faster than for non-Māori. In, particular, course completion rates continue to rise.

Tumomo whai ara, me te ōrau Kai Tahu, ōrau Māori i te tau 2011

Programme type and percentage of Māori and Kai Tahu successful completions, 2011

Programme Type	Non-Māori		Māori		Kai Tahu	
	Headcount	Successful Completions	Headcount	Successful Completions	Headcount	Successful Completions
Certificates	2549	74.2%	334	59.6%	86	63.9%
Diplomas	392	82.4%	49	71.4%	11	77.8%
Bachelors' Degrees	1585	88.6%	150	84.1%	26	89.1%
Graduate Certificates and Diplomas	150	84.8%	5	75.0%	1	100%
Postgraduate Certificates and Diplomas	98	87.3%	3	47.1%	0	0
Masters' Degrees	56	58.4%	4	48.3%	0	0

*Kaore anō kia ripota te mutuka o ēnei momo tohu, no reira koina te take o kā nama mutuka.

*Masters' successful completion rates are not reflective of actual performance, because of the reporting requirements for PBRF ie: all research courses are reported as incomplete until the qualification is completed.

He rerekē i waekanui kā ākoka Māori i roto i kā ara nui me ētahi atu i kā ara iti. Ā, ko Grow Safe tētahi, ko Food Safety Tētahi atu.

Ahako he pai ēnei hua ako pai, kia kimihia e mātou mo te whakapā ake te mau o kā ākoka Māori mai te whakaurutia atu ki te whakapōtatetaka.

Whakamutu kā tohu

Ko te whakaaturaka no te Tertiary Education Commission (TEC) tohu he pai ake 8.8 ōrau mo Kāi Pākehā, me he pai ake 11 ōrau mo Kāi Māori ki Te Kura Matatini ki Otago mai i te tau 2010 ki te tau 2011. He rerekētaka o 12.3 ōrau mo te whakamutuka i waekanui i kāi Māori rātou ko Kāi Pākehā.

Ko te āhuataka o kā EFTS no TEC, kaore tēnei āhuataka hei tohu o te akiatu o te mutukuka mo kā ākoka. Ko te kaupapa o te āhuataka ako i a tau, a, kei te whakarau te mututka ki te EFTS-a-tohu, a, ka rituaka i te EFTS kaota i taua tau.

Hei tauira:

$$\frac{89 \text{ Bachelor of Nursing (BN) degrees awarded} \times 3 \text{ EFTS}}{309.7 \text{ EFTS 2011}}$$

Heoi, kaore tēnei whātau hei whakamōhio tika mo ētahi rōopu i te ara. I ai ki a mātou koina take he tika ake ko te haereka te take pai ake.

I timata te mahi hei whakamārama te whakaaturaka o “kā whakahuihui me te ara”. Hei tauira ko te ara Tapuhi, he ara mo kā tau e toru; Iwa tekau ka iwa kā ākoka Māori I timata te ara in te tau 2009, ā, whitu tekau ma waru kua muihu te ara i te tau 2011. Ko te whakamutuka tika o whitu tekau ma iwa ōrau mo taua rōpū. Toko whitu nō Kāi Tahu, ā, kua mutu te kaota o rātou.

Nā tēnei tauira ka timata te ēnei momo mahi mo te katoa o kā whai ara.

Note: The difference between the 640 Māori (by headcount) and the 545 Māori enrolled in formal programmes is due to the remaining 95 Māori enrolling in courses, some of which were self-funded, that did not lead to a formal qualification. These include Grow Safe, delivered by the Central Otago Campus, and Food Safety courses delivered by the School of Hospitality.

While these are positive results for students completing their courses, we still need to find ways to improve retention of learners from the beginning of their studies through to graduation.

Qualification completion

The Tertiary Education Commission (TEC) qualification completion data indicates an 8.8 per cent improvement for non-Māori between 2010 and 2011, and an 11 per cent improvement for Māori for the same period at Otago Polytechnic. Their figures show a 12.3 per cent difference between the Māori qualification completion rates and that for non-Māori.

TEC uses an EFTS-weighted formula for qualification completions which does not give an accurate representation of learner’s qualification success. This formula is the sum of qualification completions in a given year, multiplied by the EFTS value of the qualification, divided by the EFTS delivered for the total number of course enrolments in that given year.

For example:

$$\frac{89 \text{ Bachelor of Nursing (BN) degrees awarded} \times 3 \text{ EFTS}}{309.7 \text{ EFTS 2011}}$$

However, this measure does not provide accurate information about any given group/cohort commencing in a programme, which for us is a more significant reflection of a learner’s journey and success.

We have begun to develop a process for better understanding our data in terms of “cohort qualification completion”. For example, the Bachelor of Nursing is a three-year programme; of the group of 99 learners who commenced the degree in 2009, 78 completed at the end of 2011, giving a 79 per cent successful completion rate for the original cohort. Seven were Māori with two Kai Tahu, all of whom completed in the minimum time, giving a 100 per cent cohort completion rate for Māori.

We are able to provide cohort qualification completion data for the Bachelor of Nursing, and are now working on the accuracy of cohort data for all programmes.



Models by Ali McD, photo courtesy of Seen in Dunedin.

GRADUATE PROFILE

Forward-thinking fashion

Fiona Clements – Kai Tahu
Bachelor of Design (Fashion)

A collection borne out of dismay with the amount of waste generated by the fashion industry has garnered national recognition for designer Fiona Clements.

“Everything has a life cycle. I believe that if you’re going to use something, you should use all of it.”

Fiona’s third-year collection Chimerical Conundra was carefully pieced together using fabric offcuts sourced from the Dunedin clothing stores, Adventure Outfitters and St Clair Design. Colourful knitted hoods with dinosaur patterns on them completed the looks.

“Sorting the pieces of fabric took ages. I lay the shapes on the floor so I could see their curves and how they could fit together. There was a bit of trial and error involved,” she says.

Her sustainable designs have already attracted considerable industry attention. She showed her collection at the 2012 iD Dunedin Fashion Show, after impressing a panel of fashion luminaries such as Margi Robertson and Charmaine Reveley.

And, she has been selected as a 2012 finalist in the Miromoda Fashion Design Awards in Wellington, a showcase for the country’s top emerging and established Māori designers. “I did a little dance and got a little bit excited when I found out,” Fiona admits, laughing.

She hopes the exposure and recognition she is gaining will encourage consumers and designers to think about creating and purchasing sustainably. “It’s not about trying to make people feel bad or guilty, but to think more about the way forward; consuming less for longer.”

GRADUATE PROFILE

Mr Fix-it

J'Cale Mason – Ngāpuhi Certificate in Automotive Engineering (Level 3)

Growing frustration over his car breaking down at inopportune times led J'Cale Mason to first consider a career in automotive engineering.

"It wasn't as if I loved cars since I was young or anything – I just wanted to be able to fix my own car!" he laughs.

Whatever his motivation, the career choice was clearly an inspired one; J'Cale's been described by his Programme Manager, Hamish Miller, as a "shining star" of the 2011 Certificate in Automotive Engineering (Level 3) class.

J'Cale started his academic career in 2010, achieving the Certificate in Basic Mechanical Engineering Trade Skills (Level 2). "But I realised it wasn't quite right for me for where I wanted to go, so I decided to do the automotive programme."

It proved to be a steep learning curve initially. "It didn't start out that well. It was difficult for me because I'd never worked with cars before. But as time progressed and I learned more, it got easier and easier and everything started to make sense."

He speaks enthusiastically about the way in which the programme is delivered: "I like to learn in a hands-on, practical way, so this programme was ideal for me. There was a good balance between the paperwork side and the practical side – the theory work was spread out throughout the year so it never became too overwhelming."

After impressing his lecturers with his positive attitude and commitment, J'Cale secured an apprenticeship working on buses and vans at Invercargill Passenger Transport in Dunedin – before he had even finished studying.

"I approached the company and spent my two-week break doing work experience there. I turned up on time, worked hard and they could tell I was keen, so they offered me an apprenticeship."

Six months into it, and he says, "It's really good. I started out just servicing the vehicles but now I get to do everything – and I'm working with great people who are really encouraging. It's all turned out really well."



Ko kā tauraka me te tātaritaka o kā rōpū i kā whai ara i te tau 2011 hei tohu kā whakamutuka mo kāi Pākehā 33.9, arā, toru mano, toru rau witu tekau ma whita kā tākata. Ko te whakamutuka mo kāi Māori rua tekau ma waru ōrau, arā whā rau me waru. Ko te whakamutuka mo Kai Tahu toru tekau ma tahi, arā, kotahi rau ma whā. Ko te katoa o kā whai ara ēnei taturaka. Hei tauira ko te the New Zealand Diploma in Business he ara kua whiriwhiri te tokomaha ia a rātou e mahi ana. Mēnā kua mutu rātou he roa te wā kua ako rātou.

The analysis of our cohort data for 2011 for all programmes shows a 33.9 per cent qualification completion rate for non-Māori, based on 3,377 individual students and a 28.7 per cent qualification completion rate for Māori based on 408 individuals. The cohort completion rate for Kai Tahu based on 104 students is 31.7 per cent. This data includes all students enrolled in Student Achievement Component (SAC)-funded courses: some are part-time, some have enrolled in a qualification to complete specific courses but have not yet completed the entire qualification. For example, the New Zealand Diploma in Business is a popular choice for many who are also in full employment. Learners target and enrol in courses specifically related to their employment, such as human resource courses. If they complete the qualification, they do so over a number of years. We are refining the calculations by separating full-time learners from part-time learners and this is work in progress.

Te whakamutuka o kā whai ara no TEC

TEC qualification completion rates 2008–2011

	2008	2009	2010	2011
Demographic	Rate	Rate	Rate	Rate
Otago Polytechnic	61.5%	64.5%	63.9%	73.0%
All	61.6%	64.5%	63.9%	73.0%
Māori	53.4%	45.8%	51.1%	62.0%
Non-Māori	62.3%	66.6%	65.5%	74.3%
Pasifika	45.9%	43.8%	56.7%	50.2%
Under 25	51.3%	58.4%	60.0%	66.9%

Te hari o kā ākoka Māori

Māori student satisfaction

	Non-Māori				Māori			
	SATISFIED %	n	DISSATISFIED %	n	SATISFIED %	n	DISSATISFIED %	n
Programme	90%	811	10%	94	95%	84	5%	4
Teaching	95%	861	5%	46	99%	86	1%	1
Otago Polytechnic	96%	878	4%	41	99%	88	1%	1
Environment	98%	888	2%	20	97%	84	3%	3

I ai ki te rura hari o 2011, hei tohu kei te toko te Manawa ake kā ākoka Māori i kā ākoka Pākehā. Heoi, he piki te nuika o kā ākoka kaota. Ko te whakapapa o te tokomaha o kā ākoka no kā iwi Māori me era atu whakapapa.

Our 2011 Programme Satisfaction Survey indicates that, overall, Māori students are more satisfied with their learning at Otago Polytechnic than non-Māori. However, satisfaction levels among both groups were extremely high. It should be noted that nearly all students who identify as Māori also identify with at least one other ethnicity, contributing to the closeness of the scores.

Mai i te paika ki te whakahirahira – Pūpuri i te āhuataka ako me te hua ako

I te tau 2010 he nui ake te rerekē i waekanui i kā ākoka Māori rātou ko kā ākoka Pākehā kei Te Kura Matatini ki Otago – ko te 77.5 ōrau ki te 65.7 ōrau, nā raire ka ata titiro mātou hei aha ētahi mahi pai hei piki te akiatu o kā ākoka Māori. I te tau o 2011 ka whakatu he rōpū ki te rakaahu ki te tātaritaka te tikaka rawa atu hei mau kā ākoka Māori. Kei raro ētahi tūtohu.

- > Kia timata ētahi rakahau hei toro kā rerekētaka o kā tari, kā kura i kā mea pai, me kā mea kaore he pai.
- > Kia timata he rōpū kaimahi hei tautoko i a rātou, kia tāuteute tētahi Kaimahi Kai Tahu/Māori hei whakaako kā kaimahi.
- > Kia titiro, kia whakarerekē kā rūri hei tohu o kā pūkeko Māori.
- > Kia timata tētahi mahi rīpota mo i a kura hei whakatohu kā ākoka Māori i whakamutu i a ara, hei whakatohu kā ākoka e wehe atu, hei whakatohu te whakamutuka o ētahi whai ara, Ko Te Mata a Ao Māori hoki, hei tohu te rūri o te hari o kā ākoka.
- > Kia kōkahu kā kaiārahi i kā kura katoa.
- > Kia timata kā rōpū ākona Māori ki roto Te Kura Matatini ki Otago.
- > Kia haka tētahi ipuraki hei whakatohu te tikaka pai mo kā ākoka Māori.

Hei tēnei tau 2012. Kia timata he whai ara whakauruka ki te kaha haere kā ākoka Māori.

Kā karahipi Māori

He mihi ki kā kaitako karahipi o mua, o naianei. Tuatoru kā tumomo karahipi Māori: Ko te Mana Pounamu, ko te Karahipi Rūnaka, ko Te Karahipi Matawaka. Ko ētahi karahipi mo kā ākoka no te Kura Atatwhai o Te Huikuitaka anō.

Good to Great Project – Retention and success for Māori learners

The considerable difference between the successful course completion rates of Māori and non-Māori students at Otago Polytechnic – 77.5 per cent for non-Māori and 65.7 per cent for Māori in 2010 – has prompted us to look hard at this issue. In 2011, we established a taskforce to research best practice for Māori learner retention and success, both within the institute and nationally.

The team analysed programme performance data, interviewed staff and students and reviewed relevant literature, and came up with a series of recommendations that have been, or are now being, implemented.

- > Initiate a research project exploring variables in Schools with both low and high success rates for Māori students.
- > Establish a pool of peer/cultural supervisors to mentor and support staff and employ a Kai Tahu/Māori educator or supervisor to train staff.
- > Modify Otago Polytechnic surveys and evaluations to include more questions about students' experiences of cultural inclusivity.
- > Generate an annual report outlining Māori student success and retention by School, staff completing the Certificate in Mata Ao Māori by School, and feedback from students about Schools' cultural inclusivity.
- > Introduce a Māori liaison position as a formal role in all Schools.
- > Establish Māori peer support groups within Schools and work towards a Polytechnic-wide Māori support group.
- > Create an online resource repository for staff induction with a focus on good practice guidelines for Māori learners.

In 2012, we will be implementing a targeted student recruitment programme to try and boost the numbers of Māori learners for 2013.

Scholarships for Māori

Otago Polytechnic is pleased to welcome scholarship recipients, and is proud of their success. There are three main categories of scholarships for Māori: Mana Pounamu, Runaka and Matawaka. Additionally, there are specific scholarships for Māori Midwifery students in honour of the late Dr Irihapeti Ramsden. Scholarship recipients in 2011 studied programmes Level 4 and above, and 11 were enrolled in degrees.

Kā Karahipi Māori 2011 Māori Scholarships 2011

Type	Number	Course Completion	Qualification Completion	Amount
Mana Pounamu	15	93%	6	\$87,212.78
Runaka	2	100%	2	\$12,325.00
Matawaka	4	95%	2	\$24,460.76
Irihapeti Ramsden for Midwifery	2	100%	0	\$12,655.50
Total	23		10	\$136,654.04

GRADUATE PROFILE

Drawing inspiration

Corin Anderson – Kai Tahu
Diploma in Architectural Draughting (Level 6)

Corin Anderson is living proof that hard work breeds success. The Architectural Draughting graduate says he just scraped through his first two years of study, before knuckling down and finishing near the top of his class in his third and final year. Now he's playing a role in the rebuild of Christchurch.

As a result of his drive and determination, Corin won the 2011 John Edmond Centennial Scholarship, awarded annually to the most improved student at the School of Architecture Building and Engineering.

"I had to put in the hard yards to get the result. I found the programme extremely challenging, but it was well worth the effort." Because the three-year programme includes two qualifications – the Diploma in Architectural Draughting (Level 6) and the National Diploma in Architectural Technology (Level 6) – Corin believes Otago Polytechnic graduates do much better in the industry than those from other institutions.

"You learn heaps. Knowing about the design side as well as the technical side is really useful and sets you up well for the workplace."

But Corin admits transitioning from study to work is a shock to the system. "Every workplace is so different. Your employer may have a different preference of drawing style than your lecturers, for example, so you need to be able to adapt."

Employed as an Architectural Technician for Dalman Architecture in Christchurch, Corin works alongside architects producing drawings for the buildings they design. "Due to the demands of the Christchurch earthquake rebuild, I will be producing full working drawings for various residential and commercial projects, which will increase my knowledge over a broad range of building types and designs."

He is temporarily acting as a consultant for Maxim Projects, which has been working with an insurance firm to assess buildings. "I have been producing drawings which can then be used for determining the costs of repairing or rebuilding damaged houses."

But what does Corin say the best thing about working is? "Having more money and more free time than when I was a student!" he laughs.



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. a. Kia whakaratotia kā tohu tauwhaiti hei tutuki kā hiahiatanga 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

I te tau 2011, i whakawahaka te whakahau ki te tono ki kā rakatahi te tohu Māori mo kā ako-a mahi.

Kei te haere tonu kā whāi ara i te reo me te tikaka hoki ki kā kaimahi o Te Kura Matatini ki Otago, ki te iwi whānui anō. Ko tētahi, ko Te Mata a Ao Māori. Ko kā whāi ara ki roto i taua whāi ara ko te mahi whakahaereka Māori, ko Te Tiriti o Waitangi, me te reo me onā tiaka mo te mahi. Ki te tutuki Te Mata a Ao Māori, ki te mau kā whiwhika wha tekau mai i te whiwhika rima tekau ma rima.

I timata Te Mata a Ao Māori i te tau 2008, i tērā tau 2011 ki whakatohutia kā paetahi tuatahi. Ko tētahi ko Catherine Lindsay, ko te Kaiwhakahere no Educational Development Centre. Nahana te kī “he timata o tetahi ara hou” i tautoko a Catherine ka whāi tohu mātauraka ki Te Kura Matatini ki Otago.



“Participation in this programme provided me with an opportunity to reflect on a wide range of issues in relation to Māori, starting with the impact of colonisation and Te Tiriti o Waitangi but also considering what this means for me both personally and professionally. I thoroughly enjoyed all of the courses in this programme, in particular the Natural World and also the opportunity to stay at a local papatipu marae which was a wonderful experience. Completion of this programme has been the beginning of a new journey for me and has provided me with greater insight into matters of concern to Māori.”

Catherine Lindsay

Measuring our Progress

In 2011, we continued to promote the inclusion of Māori content within our programmes. We launched a campaign to attract young Māori into our trades programmes, initiating our first kaupapa Māori programme.

Programmes focusing on tikaka and te reo Māori continue to be offered to Otago Polytechnic staff and members of the wider community. These include the Certificate in Mata ā Ao Māori, which may be delivered as short courses focusing on elements including ceremonies, the Treaty of Waitangi and te reo for the workplace. To successfully complete the Certificate, students are required to ‘achieve’ 40 credits from the 55 available credits in the programme schedule.

First offered in 2008, it was pleasing to celebrate our first 11 graduates from the programme in 2011. Among the graduates was Catherine Lindsay, Administrator at the Educational Development Centre, who describes the programme as “the beginning of a new journey” as she supports the development of educational priorities at Otago Polytechnic.

Ko kā whāi ara uru me whakamutuka

Certificate in Mata ā Ao Māori course participation and completions

Courses Delivered	2010		2011	
	Number of Participants	Successful Participants	Number of Participants	Successful Participants
Introduction to the Treaty of Waitangi	81	80	59	59
Introduction to Te Reo and Tikaka Māori	Not offered in 2010		19	18
After the Treaty, What Then?	15	15	18	18
Wānaka	22	22	18	18
Te Reo and Tikaka Māori for Ceremonial Use	26	23	19	18
Te Reo and Tikaka Māori for the Workplace	Not offered in 2010		12	10
Natural World	12	11	6	4

I tēnei tau 2011, ka titiro ki te mahi tētahi whāi ara hou e pā ana ki te mātauraka Māori mo te akoraka.

In 2012 we will be developing a course for inclusion in our Graduate Certificate in Tertiary Learning and Teaching on Māori pedagogy and bicultural practice.



Māori Trades Training

The establishment of Otago Polytechnic's Māori trades training initiative, Hit the Ground Running – Pakakē Ana tō Haere, heralded the introduction of the institute's first kaupapa Māori programme. Developed in collaboration with Te Rūnaka o Ōtākou, the Certificate in Foundation Studies (Level 2) (Akoraka Mahi Tini) is a 17-week programme to prepare students for further study in trades.

The programme has attracted 15 students, aged from 17 to over 30. Beginning in second semester, it incorporates te reo, tikaka and kawa in relation to the trades industries; karakia before projects begin and the role of watea in site management, for example.

Importantly, it also enables those carrying on the trades programmes to become familiar with the Polytechnic and form relationships to support their ongoing learning.

Plans are also underway to establish another kaupapa-based offering, Introduction to Tikaka and Te Reo for Trades, aimed at secondary school students.



GRADUATE PROFILE

Standing tall, reaching high

Rebecca Williams –
Tamaiti Whāngai (Kai Tahu)

The idea of returning to study after spending years cultivating a career can be daunting for a well-established professional – but the chance to gain formal recognition for existing knowledge, experience and skills is often an attractive prospect.

Otago Polytechnic's Capable NZ offers exactly that; the attributes a person has gained through years of work and life experience are assessed and used as credit towards a relevant qualification. And it takes much less time and money than traditional study.

Rebecca Williams, the Dunedin City Council's Events and Community Development Manager, admits she was hesitant when she first considered studying for a Bachelor of Applied Management (Strategic Management) through Capable NZ. "I wasn't sure how the process would work for me because I learn by asking questions and discussing ideas. But it turned out to be one of the richest experiences of my professional life."

Having previously been President of both the Otago and Aotearoa Polytechnic Students' Associations, and a Manager at the Dunedin Academy, Mrs Williams certainly had plenty of experience to draw from.

She found the process of considering her personal management style "very intensive, but really valuable. It allows you to articulate what you know and why you do things a certain way."

It was also time to reflect on her upbringing as tamaiti whāngai. "My Dad [Ted Parata] was really involved in the rūnaka [Kāti Huirapa ki Puketeraki], and I thought about the core values I gained from growing up in that environment and how I apply those to my work. That was such a rich experience. To be able to explore your own framework and what matters to you is really awesome.

"And I think the way in which Māori operate – thinking inter-generationally with a vision to the future – is relevant and valuable for all business."

As Chair of the Polytechnic's Komiti Kawanataka and a member of its Council, Mrs Williams also relished the opportunity to experience the institute in a different capacity. "It was really interesting to receive student emails and get a sense of contemporary student life. You forget what it's like to be a student – how full on it can be – so it was great to get that insight."



Photo courtesy of McRobie Studios, www.mcrobie.co.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 mārāma 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

Ko tētahi hā kai kē mo te Kura Matatini ki Otago, ko te whakauru o Te Aka Whāika Māori, ā, nā tēnei aka ko te rūri mo ka mātahi anō o te whakatutukitaka mahi i roto i kā kura, kā tari kotoa.

Kei raro ra ko kā whakatau mo ia kura, i a tari mai i te tau 2011. Ko kā take o kā whakatau ko te mahi o te whakauru tikaka, whakakaha te tiakaka i kā ara akoraka, me te mahi tautoko i kā ākoka Māori. I whakatakoto mātou kei te haere kā kaimahi katoa o Te Kura Matatini ki Otago ki te ara o Te Tiriti o Waitangi, me ētahi atu ara Māori.

Measuring our Progress

To ensure the integration of Māori cultural practices and values into our programmes is a focus across Otago Polytechnic, we have named implementation of the Māori Strategic Framework as a critical dimension for performance reviews of all of our schools and service areas.

The ratings we have given to each school and service area in 2011 are outlined in the following tables. Delivering on this framework considers efforts such as incorporating Māori protocol into daily activities, strengthening Māori-specific programme content and providing exceptional support to Māori learners. Staff are required to attend Treaty of Waitangi workshops and are strongly encouraged to undertake further professional development in Māori issues.

Evaluation on Implementation of Māori Strategic Framework

By Academic School

Implementation of Māori Strategic Framework	Rating
School of Architecture, Building and Engineering	Good
Dunedin School of Art	Very Good
Central Otago Campus	Good
Centre for Sustainable Practice	Developing
School of Design	Very Good
School of Foundation Learning	Good
School of Hospitality	Good
School of Information Technology	Good
School of Midwifery	Very Good

Implementation of Māori Strategic Framework	Rating
School of Natural Resources	Good
School of Nursing	Excellent
School of Occupational Therapy	Good
Otago Institute of Sport and Adventure	Very Good
School of Business / Community Learning Centres	Good
School of Social Services	Good
School of Veterinary Nursing	Good

Institutional Rating

Good



By Service Area

Implementation of Māori Strategic Framework	Rating
Academic Services	Very Good
Campus Services	Developing
Capable NZ	Good
Customer Services	Good
Finance and Contracts	Developing
Food Services	Developing
Human Resources	Very Good
Information Systems and Support	Good
Marketing, Communications and Customer Relations	Developing
Student Services	Good
Institutional Rating	Good

Ko te mea whakahirahira kei te pai haere mātou ki ēnei momo mahi a te tau e heke mai ana; ko tētahi me aka timata mātou i te mahi o kā tohu āori i ruka i kā pakitara, i roto i kā māra hoki me kā ikao e rua. Kei te haka kura hou te Wānaka Tākoro Mōrearea kei Te Kapua o Te Raki.

We are looking forward to improvements in each area in 2012; and in particular we are planning to complete our bicultural signage as well as storyboards of Kai Tahu history as it relates to the locations of our Otago Polytechnic campuses. There are particular opportunities to explore this for the new Otago Institute of Sport and Adventure as it develops in the former art gallery building at Logan Park.



Counsellor Maurice Vaughan answers student questions



STAFF PROFILE

Leading the way

Mereana Rapata-Hanning and Linda Kinniburgh

Otago Polytechnic leads the country in the retention of, and successful course completion by, Māori nursing students, outperforming Aotearoa's 15 other tertiary providers that offer nursing qualifications.

Our School of Nursing's 100 per cent retention rate and 98 per cent course completion score (out of 23 students) have been credited to the comprehensive support available to Māori students at the Institute. The national "Scorecard Initiative" was undertaken by Ngā Manukura o Āpōpō, a national workforce development programme for Māori nurses and midwives, to assess tertiary providers' responsiveness to Māori nursing students in 2010.

"Effective support mechanisms are crucial for ensuring successful outcomes for Māori students – and it's also important that they are visible," explains Principal Nursing Lecturer, Mereana Rapata-Hanning. "We ensure students know these opportunities are available, and we do so in a neutral way. Then they can decide for themselves if they are interested, and we will assist them if they are," she explains.

The percentage of Māori nurses in Aotearoa is now less than it was 20 years ago. Yet, as Ngā Manukura o Āpōpō's

report notes, their provision is essential if Māori are to have equitable access to New Zealand health services.

Linda Kinniburgh, Head of the School of Nursing, says it is critical that educators provide a culturally comfortable environment where Māori world views are integrated into students' learning. "All students complete a Treaty of Waitangi workshop which outlines the Treaty obligations of the Crown, and the relationships the Polytechnic, nursing bodies such as the Nursing Council of New Zealand and district health boards have with tangata whenua. It is important students understand the environment in which we work and live, and the Māori concepts and contexts that apply to everyday life as a nurse."

Mereana Rapata-Hanning recognises the challenges faced by many Māori students. "They are often coming from whānau where socio-economic advantages are not a given. It can be tough for all students trying to complete a three-year degree, especially so for Māori. All of the staff within our school work hard to ensure an inclusive and culturally-safe environment for every student."

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 Objective

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 rakahau 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 whakatauria 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

He kaha ake te tau o 2011 mo kā whakaputaka mai i kā kairakahau Māori no Te Kura Matatini ki Otago. Rua tekau ma iwa kā putataka nō tekau ma wha kā kairakahau, tokotoru nō Kai Tahu. Ko ēnei putaka kai roto ētahi wāhaka mo te pukapuka, kā whakakiteka, kā tuhi pānui i kā rīpota mātauraka me ētahi hui mātauraka. Tekau ma toru o ēnei momo puūtaka e pā ana ki kā kauapa whakahirahira mo te iwi whānui, arā, ki tahutaka, te whakatautetia e kā ākoka Māori, me te whakatoroa te aratakina Māori.

Kā whakaputaka mai i kā kairakahau Māori

Measuring our Progress

2011 was our strongest-ever year for research by Māori scholars, with 29 outputs by 14 researchers (three Kai Tahu), including book chapters, exhibitions, journal publications and conference contributions. Thirteen of these works directly related to Māori issues ranging from kai tahutaka to engaging Māori students and exploring Māori leadership and influence.

Research outputs by Māori researchers

	2007	2008	2009	2010	2011
Research outputs	19	13	15	16	29

Kia whakapūmau te pānuitaka mātauraka ko SCOPE mo kā kaupapa Kai Tahu i tera tau. Nā Huata Holmes te whakatuwherataka mo te pānuitaka. Ko kā kaupapa ki roto i tēnei pānuitaka mātauraka, ā, ko te hopu tītī, te kaha wāhine, me Te Mate Huka.

I taua wā, kā mahi tonu kā rakahau whakahirahira, kā rakahau hiraka e pā ana ki kā kaupapa Māori i 2012. Koinei ētahi, he rakahau mo te tākutataka nō Justine Camp i ruka i te hua i mate me te whānau, he pukapuka nō Sharleen Tuhiwai Howison mo te mātauraka, me te whakaputaka o te rakahau no Caroline McCaw i ruka i te mahi tauira me te mātauraka tuatoru.

We dedicated an issue of an Otago Polytechnic peer-reviewed journal to exploring indigenous issues relating to the visual arts with the publication of *SCOPE: Kaupapa Kai Tahu*. With an introduction and closing words by Huata Holmes, articles discuss the work of contemporary artists while touching upon topics including tītī, feminism and diabetes.

Meanwhile, further significant research projects focusing on Māori issues are on-going, and we look forward to providing updates in our 2012 report. These include doctoral research by Justine Camp, a book based on Dr Sharleen Tuhiwai Howison's thesis on work-integrated education, and Caroline McCaw's AKO Aotearoa-funded project, Māori Design and Tertiary Education.



Dr Sharleen Tuhiwai Howison

STAFF PROFILE

Research Directions

by Kaitohutohu Professor Khyla Russell

Many opportunities exist for Māori and Kai Tahu research at Otago Polytechnic, and it is exciting to hold a leadership role in this development. Since the appointment of Kai Tahu's Research and Development Leader Dr Emma Wyeth, we have begun a collaborative food development project incorporating Justine Camp's work on Māori diabetes intervention programme and potential benefits for Kai Tahu whānui. Meanwhile, Kai Tahu artist and School of Art graduate Simon Kaan and Ron Bull are working together on a research Kaihaukai project. The pair will travel to New Mexico in September to engage with mana whenua on food and food exchange and its cultural significance.

The Iwi Education strategy offers another area where more collaborative research can be undertaken in conjunction with Otago Polytechnic. The proposed Graduate Diploma and Master of Professional Practice offer opportunities for skills and knowledge to be recognised by the education system, and for professionals to carry out workplace-centred research.

In my personal capacity, I have the opportunity to reflect on my own role by participating in a proposed collection of essays, to be edited by Dr Fiona Cram and Dr Hazel Philips. Examining Māori working or studying in higher education, the collection offers a chance to consider women's roles within Iwi and knowledge structures. It also enables a discussion on the ways in which Māori seek or are sought to collaborate with Tauīwi counterparts, when they are obliged to include Māori researchers or advisors as part of their funding requirements, for example.

In 2012 we will be incorporating research opportunities into school research plans, as well as Kai Tahu/Māori research into our Research and Enterprise Strategic Framework; thereby strengthening our focus on Māori research.



Justine Camp



Ron Bull



STAFF PROFILE

Addressing pneumonia

Megan Gibbons – Ngā Puhi

Many New Zealanders would be stunned to hear that the child pneumonia hospitalisation rate among Aotearoa's Māori and Pacific populations is similar to that of developing countries.

Globally, the World Health Organisation attributes 21 per cent of deaths in children under five to a primary diagnosis of pneumonia.

Megan Gibbons, Programme Manager/Research Coordinator at the Otago Institute of Sport, is currently completing a PhD in paediatric nutrition at the University of Auckland; as part of her research, she investigated New Zealand's high rate of child-pneumonia.

Her team conducted a case-control study of children younger than five years old who were residing in Auckland. The "cases" were children presenting at hospital with pneumonia, and the "controls" were randomly-selected children living in the community.

Through analysing the impact of various risk factors, the study found that "children need to be breastfed, and they need to spend time outside getting vitamin D. Mould or mildew in children's bedrooms was a high risk factor as well". Identification of these "controllable risk factors" will hopefully lead to improvements in national policies, primary care and prevention of hospitalisation.

Megan Gibbons presented the findings at the 2011 New Zealand Nutrition Society Conference in Queenstown, and the information will be passed on to a bigger study called Growing Up in New Zealand. "This study is huge; it consists of following 8,000 children from birth until their 30s or 40s, to see how we can engage intervention."

As a lecturer, she believes it is helpful for students to have teachers who double as active academics. "It means that we're using research to inform teaching, which provides meaty material for students."

Māori Report: Key Educational Performance Measures (2008–2011)

Education Participation

	Target %	2008 (Total EFTS: 3,417.8)			2009 (Total EFTS: 3,496.8)			2010 (Total EFTS: 3,680.4)			2011 (Total EFTS: 3,578.9)		
		Rate %	HC	EFTS	Rate %	HC	EFTS	Rate %	HC	EFTS	Rate %	HC	EFTS
Māori													
All Levels	8	7.6	628	260.4	9.2	697	321.3	10.3	678	377.0	10.3	640	367.6
Level 0		0.2	79	4.7	0.1	70	3.2	0.1	39	1.9	0.3	92	9.6
Levels 1-3	2	1.7	304	56.5	2.4	441	82.0	2.2	326	80.6	2.0	219	69.7
Level 4 and above	6	5.8	333	199.3	6.8	353	236.2	8.0	397	294.6	8.1	382	288.2
Kai Tahu													
All Levels	NA	2.2	151	73.9	2.3	156	78.7	2.5	149	92.9	2.3	142	81.4
Level 0		0.0	15	0.9	0.0	15	0.4	0.0	7	0.2	0.0	17	0.4
Levels 1-3		0.3	58	11.4	0.6	84	22.3	0.6	54	20.1	0.6	54	21.3
Level 4 and above		1.8	88	61.6	1.6	81	56.1	2.0	100	72.5	1.7	79	59.8
Non-Māori													
All Levels	NA	92.4	8957	3157.3	90.8	8329	3175.5	89.8	7428	3303.4	89.7	6175	3211.3
Level 0		1.9	1237	64.1	1.5	1132	51.8	1.4	926	51.1	1.4	1101	50.2
Levels 1-3	25	17.9	1664	612.5	18.3	1681	639.5	16.2	1548	597.0	13.5	809	482.3
Level 4 and above	75	72.6	4587	2480.8	71.0	4201	2484.2	72.2	4269	2655.3	74.9	3924	2678.8
Māori Under 25													
All Levels	NA	4.9	330	168.0	5.7	379	200.4	7.0	404	257.0	6.7	360	237.9
Level 0		0.1	53	3.5	0.1	48	2.1	0.03	20	1.0	0.2	49	7.3
Levels 1-3	9	0.9	124	32.1	1.4	231	48.1	1.5	188	54.7	1.3	113	47.2
Level 4 and above	54	3.9	197	132.4	4.3	200	150.1	5.5	248	201.2	5.1	227	183.4
Kai Tahu Under 25													
All Levels	NA	1.5	87	50.3	1.4	85	48.1	1.6	85	58.4	1.4	81	51.1
Level 0		0.0	12	0.7	0.0	12	0.3	0.0	3	0.1	0.0	4	0.2
Levels 1-3		0.2	25	7.4	0.4	44	13.3	0.3	29	12.0	0.4	30	13.9
Level 4 and above		1.2	57	42.2	1.0	48	34.6	1.3	61	46.3	1.0	50	37.1
Non-Māori Under 25													
All Levels	NA	56.9	3891	1945.6	56.9	3740	1990.6	57.9	3629	2130.8	58.6	3178	2096.8
Level 0		1.3	779	43.2	0.9	679	32.0	0.8	476	28.3	0.7	438	26.5
Levels 1-3	9	7.0	1050	239.8	8.6	1706	300.0	8.4	1065	308.8	9.1	826	324.1
Level 4 and above	54	48.7	2457	1662.7	47.4	2222	1658.6	48.7	2416	1793.7	48.8	2170	1746.2
Participation figures: includes all programme levels and all funding sources													

EFTS and Headcounts

	2008			2009			2010			2011		
	Māori	Kai Tahu	Non-Māori	Māori	Kai Tahu	Non-Māori	Māori	Kai Tahu	Non-Māori	Māori	Kai Tahu	Non-Māori
EFTS	260.43	73.85	3,157.34	321.32	78.71	3,175.46	377.00	92.85	3,303.40	367.58	81.41	3,211.32
Headcount	628	151	8,957	697	156	8,329	678	149	7,428	640	142	6,175

EFTS and Headcounts: 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 %	2008 %	2009 %	2010 %	2011 %
Māori					
Levels 1-9	65	62.0	60.8	64.1	70.0
Levels 1-3	52	48.6	43.9	49.8	50.5
Level 4 and above	70	65.7	66.7	68.0	74.7
Kai Tahu					
Levels 1-9	65	66.1	64.6	65.7	74.0
Levels 1-3	52	53.7	54.1	48.3	55.9
Level 4 and above	70	68.2	68.5	70.3	80.3
Non-Māori					
Levels 1-9	75	70.0	72.5	74.9	80.7
Levels 1-3	65	50.3	54.1	56.5	69.2
Level 4 and above	78	74.9	77.2	79.0	82.8
Māori Under 25					
Levels 1-9	72	61.3	61.6	63.7	68.9
Levels 1-3	65	48.9	45.2	48.7	55.7
Level 4 and above	78	64.3	66.9	67.8	72.3
Kai Tahu Under 25					
Levels 1-9	72	65.0	62.7	59.1	70.1
Levels 1-3	65	52.0	45.9	33.7	57.2
Level 4 and above	78	67.4	69.1	65.4	74.9
Non-Māori Under 25					
Levels 1-9	72	73.5	76.0	76.3	81.1
Levels 1-3	65	60.7	63.3	63.9	71.5
Level 4 and above	78	75.3	78.3	78.5	82.9

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

Course Retention

	Target %	2008 %	2009 %	2010 %	2011 %
Māori	85	74.6	74.4	73.6	79.8
Kai Tahu	85	79.0	72.8	76.6	82.2
Non-Māori	85	79.1	81.4	83.0	86.2

Course 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 %	2008 %	2009 %	2010 %	2011 %
Māori					
Levels 1-9		20.5	18.6	34.3	31.1
Levels 1-3	28	33.3	38.1	57.7	45.5
Level 4 and above		15.3	13.2	26.0	24.2
Kai Tahu					
Levels 1-9		27.8	9.5	34.6	29.3
Levels 1-3	28	50.0		60.0	40.0
Level 4 and above		16.7	11.1	18.8	25.8
Non-Māori					
Levels 1-9		15.1	16.1	16.5	20.3
Levels 1-3	28	27.7	34.5	37.3	38.3
Level 4 and above		11.3	11.5	12.1	14.0

Student Progression: 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 %	2008 %	2009 %	2010 %	2011 %
Māori					
Levels 1-9	48	57.0	50.3	51.0	56.2
Levels 1-3		60.1	29.7	31.6	38.3
Level 4 and above		55.7	62.9	63.7	65.3
Kai Tahu					
Levels 1-9	48	52.9	54.3	50.8	59.4
Levels 1-3		51.4	34.8	32.7	41.7
Level 4 and above		53.6	65.1	61.7	66.0
Non-Māori					
Levels 1-9	48	60.8	53.8	53.6	59.1
Levels 1-3		56.6	33.2	29.8	35.9
Levels 4 and above		62.8	66.3	68.2	68.0

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

Qualification Completion

	Target %	2008 %	2009 %	2010 %	2011 %
Māori					
Levels 1-9	40	53.0	45.7	51.0	65.2
Levels 1-3	30	27.1	22.7	40.7	41.8
Level 4 and above	55	60.5	53.2	53.5	70.1
Non-Māori					
Levels 1-9	66	62.0	66.4	65.3	77.0
Levels 1-3	35	31.3	27.1	47.4	59.0
Level 4 and above	73	69.3	75.9	68.8	79.8
Kai Tahu					
Levels 1-9	40	47.1	55.4	72.4	65.2
Levels 1-3	30	26.2	33.2	31.3	48.7
Level 4 and above	55	50.9	64.2	83.9	71.1

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

Successful Course Completions by Programme Category

	2008			2009			2010			2011		
	HC	EFTS	Completion %	HC	EFTS	Completion %	HC	EFTS	Completion %	HC	EFTS	Completion %
Certificates												
All	5502	1436.5	61.5	5055	1460.3	66.0	3929	1413.0	67.9	2883	1387.7	72.4
Māori	410	123.4	59.9	447	151.7	52.8	393	163.6	55.7	334	173.9	59.6
Kai Tahu	98	28.8	65.4	93	35.0	50.5	85	42.5	56.1	86	44.6	63.9
Non-Māori	5092	1313.1	61.7	4608	1308.6	67.5	3536	1249.5	69.5	2549	1213.8	74.2
All Under 25	2302	806.9	61.9	2298	861.8	65.8	1954	882.9	65.2	1697	964.8	71.1
Māori Under 25	214	75.2	58.0	240	89.9	51.5	236	111.2	53.7	207	124.5	59.0
Kai Tahu Under 25	55	20.6	65.5	50	20.8	44.6	49	26.2	46.2	58	29.9	59.3
Non-Māori Under 25	2088	731.7	62.3	2058	771.9	67.5	1718	771.8	66.8	1490	840.3	72.9
Diplomas												
All	658	444.9	67.9	636	435.5	69.9	655	479.5	72.1	441	299.9	81.0
Māori	61	50.9	49.4	64	53.3	58.6	82	69.5	70.0	49	37.3	71.4
Kai Tahu	13	11.2	32.5	11	8.9	61.7	23	18.5	61.7	11	9.1	77.9
Non-Māori	597	394.0	70.3	572	382.1	71.5	573	410.0	72.4	392	262.5	82.4
All Under 25	365	311.5	67.1	349	305.0	70.9	403	352.3	70.3	262	215.6	81.3
Māori Under 25	41	35.7	47.8	47	41.8	61.4	63	57.3	66.8	38	28.8	70.0
Kai Tahu Under 25	7	6.7	26.3	10	7.9	56.9	15	14.3	57.9	9	7.1	75.9
Non-Māori Under 25	324	275.7	69.6	302	263.1	72.4	340	295.1	71.0	224	186.8	83.1
Graduate Certificates and Diplomas												
All	116	30.6	69.7	142	39.7	73.6	136	39.1	72.0	155	50.5	84.7
Māori	5	1.6	100.0	4	2.5	86.4	6	3.4	82.7	5	0.5	75.0
Kai Tahu							1	0.5	50.0	1	0.1	100.0
Non-Māori	111	28.9	68.0	138	37.2	72.8	130	35.8	71.0	150	50.0	84.8
All Under 25	8	3.3	92.1	23	13.4	74.2	19	11.7	83.3	22	14.3	84.0
Māori Under 25	1	0.2	100.0	2	1.2	89.3	2	2.0	100.0	1	0.2	100.0
Kai Tahu Under 25												
Non-Māori Under 25	7	3.1	91.5	21	12.2	72.7	17	9.7	79.8	21	14.1	83.8
Bachelors												
All	1457	1090.7	85.3	1546	1157.8	84.2	1625	1328.0	86.3	1735	1480.4	88.2
Māori	69	59.7	80.7	96	80.0	78.5	118	102.6	81.7	150	130.6	84.1
Kai Tahu	28	26.3	82.4	29	24.9	78.2	25	21.4	88.9	26	24.7	89.1
Non-Māori	1388	1031.0	85.5	1450	1077.7	84.6	1507	1225.5	86.6	1585	1349.8	88.6
All Under 25	882	784.8	86.3	952	818.3	86.5	1033	923.3	87.8	1046	938.2	90.5
Māori Under 25	47	41.7	79.7	55	48.6	80.0	68	62.7	82.9	74	66.3	85.3
Kai Tahu Under 25	19	18.2	80.1	17	14.2	83.9	11	10.7	92.6	12	11.8	89.4
Non-Māori Under 25	835	743.2	86.6	897	769.8	86.9	965	860.6	88.2	972	871.9	90.9
Postgraduate Certificates and Diplomas												
All	126	25.4	82.1	116	28.5	91.5	104	27.7	90.6	101	29.8	86.3
Māori	4	0.6	80.0	5	2.0	100.0	6	1.8	92.7	3	0.7	47.1
Kai Tahu				1	0.5	100.0	1	0.4	100.0			
Non-Māori	122	24.8	82.1	111	26.5	90.9	98	25.9	90.5	98	29.0	87.3
All Under 25	17	2.8	77.9	16	3.8	86.8	7	2.7	89.1	5	2.5	93.2
Māori Under 25												
Kai Tahu Under 25												
Non-Māori Under 25	17	2.8	77.9	16	3.8	86.8	7	2.7	89.1	5	2.46	93.2
Masters												
All	95	36.9	28.9	69	32.3	27.5	58	25.6	33.4	60	27.5	57.8
Māori	5	2.8	47.2	2	1.5		3	1.5	5.0	4	1.8	48.3
Kai Tahu	2	1.3	63.3	1	0.5		1	0.3				
Non-Māori	90	34.1	27.4	67	30.8	28.8	55	24.1	35.1	56	25.7	58.4
All Under 25	4	2.7	50.8				2	0.7		2	1.9	80.9
Māori Under 25												
Kai Tahu Under 25												
Non-Māori Under 25	4	2.7	50.8				2	0.7		2	1.9	80.9

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

	2010			2011		
	Enrolled	Completed	%	Enrolled	Completed	%
Certificates						
All Students	560	334	59.6	594	364	61.3
Māori	71	35	49.3	85	44	51.8
Kai Tahu	22	12	54.6	20	12	60.0
Non-Māori	489	299	61.2	509	320	62.9
Diplomas						
All Students	340	140	41.2	317	143	45.1
Māori	60	22	36.7	45	18	40.0
Kai Tahu	14	6	42.9	11	5	45.5
Non-Māori	280	118	42.1	272	125	46.0
Graduate Certificates and Diplomas						
All Students	14	10	71.4	23	20	87.0
Māori	2	2	100.0			
Kai Tahu						
Non-Māori	12	8	66.7	23	20	87.0
Bachelors						
All Students	514	318	61.9	480	279	58.1
Māori	44	27	61.4	44	23	52.3
Kai Tahu	17	10	58.8	9	4	44.4
Non-Māori	472	291	61.7	436	256	58.7
Postgraduate Certificates and Diplomas						
All Students	5	4	80.0	4	3	75.0
Māori	1	1	100.0			
Kai Tahu						
Non-Māori	4	3	75.0	4	3	75.0
Masters						
All Students	10			3		
Māori						
Kai Tahu						
Non-Māori	10			3		

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

	2010			2011		
	Enrolled	Completed	%	Enrolled	Completed	%
Certificates						
All Students	2596	611	23.5	2098	763	36.4
Māori	290	62	21.4	255	74	29.0
Kai Tahu	68	19	27.9	68	24	35.3
Non-Māori	2307	549	23.8	1843	689	37.4
Diplomas						
All Students	596	174	29.2	561	180	32.1
Māori	75	25	33.3	71	21	29.6
Kai Tahu	17	7	41.2	19	6	31.6
Non-Māori	522	149	28.5	490	159	32.5
Graduate Certificates and Diplomas						
All Students	79	15	19.0	89	22	24.7
Māori	6	3	50.0	3		
Kai Tahu	1		0.0	1		
Non-Māori	73	12	16.4	86	22	25.6
Bachelors						
All Students	777	360	46.3	752	330	43.9
Māori	54	29	53.7	62	27	43.6
Kai Tahu	19	11	57.9	12	5	41.7
Non-Māori	725	331	45.7	691	303	43.9
Postgraduate Certificates and Diplomas						
All Students	71	14	19.7	64	17	26.6
Māori	4	1	25.0	1		
Kai Tahu						
Non-Māori	67	13	19.4	63	17	27.0
Masters						
All Students	22			9		
Māori	1					
Kai Tahu						
Non-Māori	21			9		

ARTIST PROFILE



Artist profile

Amber Bridgman – Kai Tahu, Kati Mamoe, Waitaha, Rabuvai

Dunedin-based Amber Bridgman has a varied creative background: she has produced, presented and directed for television, radio and film; she is a weaver and artist, and also designs and produces her own line of jewellery and clothing, Kahuwai. She is inspired by Māori traditional arts and being a mother.

Amber designed and created Rapaki Mawhitiwhiti, the traditional rain cape that features on the cover of this publication. Made from natural materials such as harakeke, pikao and corn husks, it also features natural dyes and whatu and mawhitiwhiti stitchwork.

“Rapaki were a vital piece of clothing used to protect southern Māori from the elements,” explains Amber. “This was especially true through the pass that crosses from the East to the West Coast. There, rapaki were often constructed quickly and worn for only a brief period before being left on the side of the track for the next traveller to use.”

Keeping it green

This Māori Annual Report is printed on Advanced Laser paper from BJBall. This is manufactured from “farmed trees”, purpose-grown under the strict environmental management system ISO 14001, assisting sustainable income opportunities for rural communities.

This is part of our effort to be as sustainable as we can in everything we create. And as the end-user, you are part of this process.

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