



**OTAGO**  
POLYTECHNIC  
Te Kura Matatini ki Otago

# Whakakaha te Hoataka

**Strengthening the Partnership**  
Māori Annual Report 2013

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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 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.

- > Ko te whāinga o tēnei whakaaetanga, ko te whaihua – ka tautokohia ngā taurira kia tutuki ō rātou wawata mātauranga
- > Ko te whāinga matua o tēnei whakaaetanga, ki roto i te rohe o Ōtāgo, ka tutuki ōrite ngā taurira Kai Tahu me ngā taurira Māori katoa ki tēnā, ki tēnā o ngā taurira, e ai ki te taurangi o te Tiriti o Waitangi
- > Kia whakapiki i te take hei ngaringari i ngā taurira Kai Tahu me ngā taurira 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.

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.

## 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.

- > 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.

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

## **Tēnā koutou katoa.**

It is a pleasure to report to our combined Rūnaka the progress made by Otago Polytechnic in implementing the Māori Strategic Framework in 2013.

The highlight of the year was undoubtedly the updating and re-signing of the Memorandum of Understanding between the Polytechnic and our four Ariteuru Papatipu Rūnaka, recognising the milestones that have been achieved over the last 10 years, and reaffirming the commitment to working closely together in the interests of Māori participation and success in vocational education.

Following closely in importance was our second evaluation of our performance against the aspirations detailed in that Framework. This evaluation comprised a thorough institutional self-assessment and brought external expertise to bear, identifying areas in which the Polytechnic can improve its performance. The recommendations of this external panel provide the basis of the “next steps” actions set out in this report.

We made significant progress in 2013 against the objectives detailed in the Māori Strategic Framework. There has been:

- > Further growth in Māori learner participation, with enrolments now up to 10.2 per cent of total students by head count, and 11.6 per cent by EFTS. Equally pleasing is the increased rate of progression of Māori learners to further study
- > Further reduction in the difference between Māori and non-Māori in terms of both successful course completions and qualification completions
- > Doubling of participation in our kaupapa Māori Foundation programme, Akoraka Mahi Tini
- > Very high levels of satisfaction expressed by both Māori staff and students, exceeding the satisfaction rates of non-Māori staff and students for the overall dimensions we measure
- > More than doubling Māori research outputs.

We are disappointed by the reduction in number of new staff who identify as Māori. Even though we have maintained Māori staff numbers at five per cent of total staffing, we would prefer that percentage to increase, matching the growth in Māori learners.

The significant progress that was made is undoubtedly the result of a great “team” effort – by all of our staff, but particularly by our Māori staff and Rūnaka members who continue to give generously of their time and energy. Thank you all. A special thanks goes to Rebecca Williams who has retired from the position of Chair of Komiti Kawanataka, consequent on completing her term as Rūnaka representative on the Otago Polytechnic Council. Welcome to David Higgins from Moeraki, who replaces Rebecca as both Komiti Chair and the appointee of the combined Rūnaka on the Council.



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 tohoku 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 Ōtepoti 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



It is with mixed emotions that I write this, my final report as Chair of Komiti Kawanataka. I have been the inaugural Chair of this Komiti and through this role I have increased my knowledge of things Māori, gained a new respect and appreciation of the challenges faced by many and developed deep friendships. Komiti Kawanataka has been the most rewarding komiti I have served on.

I am incredibly proud of the achievements made during my tenure as Chair. Improvements have been seen across the board for our Māori staff, students and community and 2013 has seen further improvements. The gap between Māori and non-Māori achievement and outcomes continues to reduce and it is my hope that one day there is no difference. Education is life changing and it is so important that Māori have the same opportunities and ability to succeed as others.

For me the highlights of 2013 were as follows:

- > The re-signing of the Memorandum of Understanding between Otago Polytechnic and the four Araiteuru Papatipu Rūnaka. This is the foundation document of the relationship and articulates our aspirations. We appreciated the support of our Rūnaka partners during this process
- > The second evaluation of performance against the Māori Strategic Framework. This work highlighted how far we had come and has given positive guidance on direction for the future
- > The establishment of Māori-centred services at Capable NZ continue to strengthen and grow. Capable NZ presents an awesome opportunity for Māori to certify their knowledge and experience – I encourage you to read Nola and Haydon's story on page 26
- > The publication of the 2013 Kai Tahu edition of *Scope*, with congratulations to Justine Camp as editor.

2013 saw Nicola Taylor and Leoni Schmidt step down from the Komiti. Leoni has been the academic staff representative on the Komiti for a number of years and helped us navigate the systems and processes of the institution. Thank you for your help and support Leoni. Nicola was an inaugural member of the Komiti and was also one of the two Rūnaka representatives on the Polytechnic Council, until the changes in the legislation reduced that number down to one. Nicola has been a committed and dedicated member of the Komiti and her knowledge and expertise has served the community well. Thank you for your support Nicola.

At the end of 2013 we welcomed Alistair Regan as the new academic staff member on the Komiti and Eleanor Murphy as one of the new combined Rūnaka representatives.

I believe that the greatest resource that Otago Polytechnic has is its staff, from the CEO down. Thank you to all of you who go out of your way to ensure that our Māori learners achieve their goals and aspirations. I want to pay particular tribute to the Māori staff who often have responsibilities above and beyond their job descriptions and who at times face the consequences of the lack of understanding of others. The results speak for themselves – keep doing what you are doing!

I believe the single best decision made for the advancement of Māori at and by the Otago Polytechnic was the appointment of Professor Khyla Russell as the Kaitohutohu. There are not many people who would have been able to do what Khyla has done and it is her unique skills and attributes that underpin the achievements that have been made. I will miss working with Khyla so closely.

Finally I would like to welcome David Higgins as the new Chair of Komiti Kawanataka. David is the Upoko of Te Rūnanga o Moeraki and brings a wealth of experience to the role. David, I hope you enjoy your association with Otago Polytechnic as much as I have and I wish you and your Komiti every success for the future.

**Nā Rebecca Williams**

Chair, Komiti Kawanataka

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



# 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 taura 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.



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

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

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

## Te Pae Haere

Kia whakaū te hoataka, kia mātaki anō  
te rautaki

Nā tō mātou takohanga ki ngā wawata mātauranga o te iwi Māori, ka kī te tau 2013 i whakatūturutanga me te whakaaroarotanga. I te Whiringa-ā-rangi te Whakaaetanga Mōhiotanga ki ngā Rūnaka e whā o Araiteuru i hainatia anōtia ai, tata tonu ki te tekau ngā tau kua pahure i tō mātou takohanga tuatahi ki roto i te Whakaaetanga matua i Kohi-tātea 2004.

## Measuring our Progress

Reaffirming relationships, reviewing  
strategy

Our commitment to the educational aspirations of Māori saw 2013 as a year of affirmation and reflection. Our Memorandum of Understanding with the four Araiteuru Rūnaka was re-signed in November, almost a decade since our shared commitment was declared in the original Memorandum of January 2004.



Ka whakaputa hoki i ngā tūtohutanga kia whakatūturu pai i ngā rautaki o Te Aka Whāika Māori hei rautaki whānui, hei tiaroaro ngā rautaki katoa o te kura nei, kia pai haere ai ngā taura me ngā kaimahi Māori 'ki te ora hei Māori'.

Ka whakarawe tonu te Whakaaetanga Mōhiotanga i tētahi taputapu kia whai wāhi te iwi Māori i roto i te kāwanatanga me ngā whakatau ki Te Kura Matatini ki Ōtāgo. Ko ngā tino hua e kaha aro ana, ko te whakawhitinga kōrero, ko te whakatipuranga, ko te aroturukinga i Te Aka Whāika Māori, ā, ko te Kāi Tahutaka, e whakaritea ana e Kā Rūnaka, te pūtake mō ngā mahi katoa o te kura nei.

## Ko te whakamātauria Te Aka Rautaki Māori

I mahi tahi Te Kura Matatini ki Ōtāgo, ngā Rūnaka, me ētahi kaiarotake ki roto, ki waho hoki o te kura nei i tētahi tirohanga hou o Te Aka Whāika Māori.

E whakaatu tēnei tirohanga, kua whakaahu whakamua Te Kura Matatini ki Ōtāgo ki te tutuki ngā wawata ki roto i ngā wāhanga matua, arā, i kaha tautokohia ngā taura, ā, kua whakapiki i te hua mātauranga mō ngā taura Māori.

It also made recommendations to better ensure the Māori Strategic Framework initiatives are comprehensive and aligned across the organisation, to better enable Māori students and staff "to live as Māori".

The MoU continues to provide a meaningful mechanism for Māori participation in governance and decision-making at the Polytechnic. In particular, attention is given to effective communication, developing and monitoring our Māori Strategic Framework, and ensuring that Kai Tahutaka, as practised by Kā Rūnaka, is the basis for all Māori activities within the Polytechnic.

## Māori Strategic Framework evaluation

Otago Polytechnic undertook an organisation-wide review of our Māori Strategic Framework, which took place in consultation with our Rūnaka partners and involved internal and external evaluators.

This identified the considerable progress Otago Polytechnic has made towards achieving its ambitions for Māori achievement in critical areas including strengthened student support and improved academic results for Māori students.

## Next steps

- > Me arahina te whakahonohono i waenganui i ngā Kura me te Papatipu Rūnaka kia whakaahu whakamua i ō rātou whāinga me ngā wawata mō te mātauranga Kai Tahu, mō te mātauranga Māori hoki ki Ōtāgo
- > Me tino whakakaha te Learning and Teaching Strategic Framework me te mahere marau mātauranga i te mātauranga Kai Tahu, i te mātauranga Māori hoki
- > Me arotake i ngā mahi a ngā kaimahi ki roto i te tari Kaitohutohu, nā te whakawhānui o ngā takohanga o te tari e pā ana ki te whakatinanahanga o Te Aka Whāika Māori.
- > Facilitate stronger relationships between Schools and the Papatipu Rūnaka, to help progress their objectives and aspirations for Kai Tahu/Māori education in Otago
- > Ensure both the Learning and Teaching Strategic Framework and the curriculum-design process more strongly emphasise the provision of matauraka Kai Tahu/Māori
- > Review current staffing levels within the Kaitohutohu Office in light of its increasing responsibilities around the implementation of the Māori Strategic Framework.



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. N ā 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 2013

E ōrite haere ana te rahi o ngā kaimahi Māori o Te Kura Matatini ki Ōtāgo i te tau 2013. Neke atu i te rima paihēneti te rahi o ngā kaimahi Māori o te kura nei. He ōrite tēnei ki te tau 2012. Koinei he tairitenga ki te iwi Māori o tēnei rohe.

He tokoiti ake tonu ngā kaimahi Māori e wehe ana i ētahi atu kaimahi, he tohu pai tēnei, he wāhi pai te Kura Matatini ki Ōtāgo mō ngā kaimahi Māori. Heoi, kua kaha tokoiti atu te ngā kaimahi hou e tautuhitia ana hei Māori, i muri i te tokomaha i tautuhitia i te tau 2012.

## Measuring our Progress

### Māori staff in 2013

The size of Otago Polytechnic's Māori staff community remained constant in 2013, with Māori employees making up just over five per cent of the institute's workforce – the same proportion as reported in 2012. This figure also reflects the population of Māori in our wider rohe.

The turnover rate for Māori employees continues to be lower than that of non-Māori staff, which is an encouraging sign that Otago Polytechnic offers a desirable work environment for Māori. However, there has been a significant drop in the number of new employees who identify as Māori, after the very high figure reported in 2012.

|   | 2012 | 2013 |
|---|------|------|
| Proportion of Māori staff                         | 5%   | 5%   |
| Proportion of new employees who identify as Māori | 13%  | 3%   |
| Māori staff turnover rate                         | 4%   | 5%   |
| Non-Māori staff turnover rate                     | 9%   | 7%   |

Komiti Kawanataka 2013 (back row: from left) Michael Collins, Professor Leoni Schmidt, Rebecca Williams, Jamie Te Hiwi, Professor Khyla Russell (front row: from left) Kathy Grant, Huata Holmes, Debbie Davie and Nicola Taylor.



## Te Mānawa o ngā kaimahi Māori i 2013

Ko ngā hua o te Work Environment Survey i te tau 2013 e whakaaturia ana, he tinō mānawa ngā kaimahi Māori – i waenganui i te 96 ki 100 paihēneti. He nui ake ēnei tatauranga i ērā i te tau 2012.

Ahakoia he tino pai ngā tatauranga mānawa o ngā kaimahi Pākehā, he mānawa ake ngā kaimahi Māori ki ngā wāhi katoa.

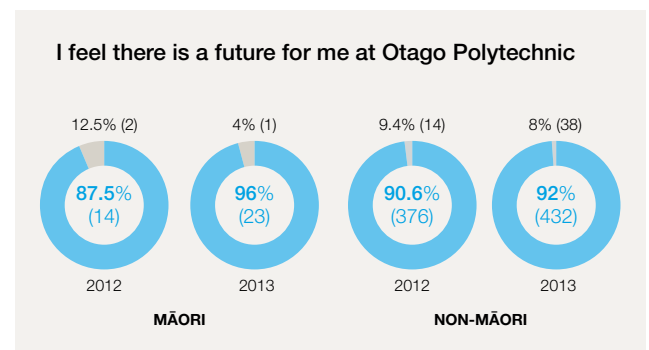
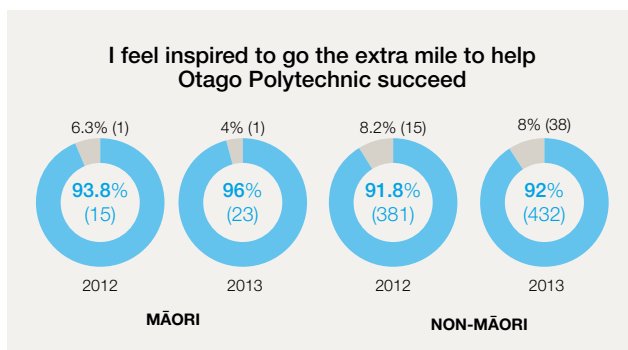
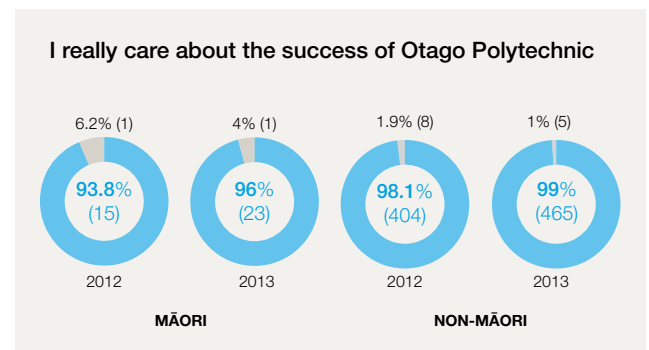
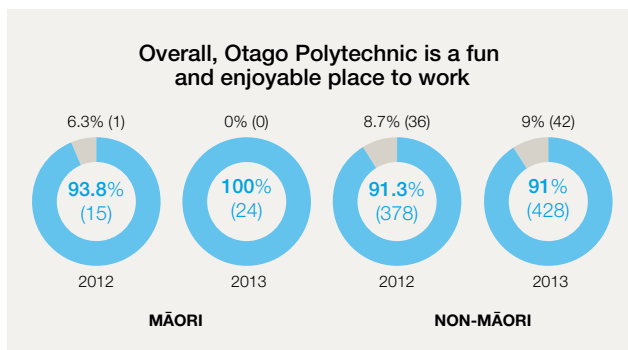
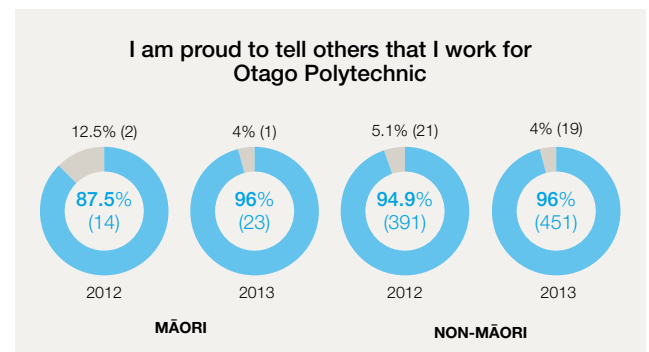
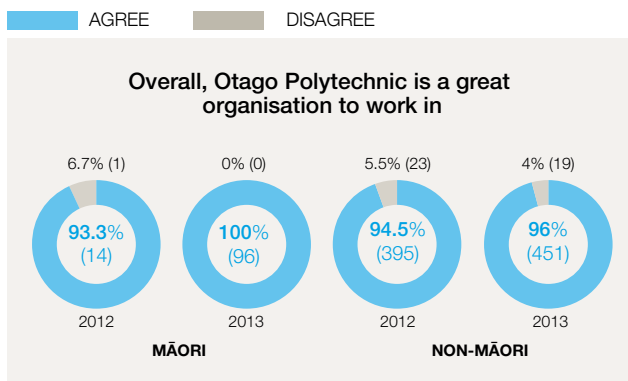
He tohu whakatiāina, i whakaae katoa ngā kaimahi Māori (e 24 ngā kaimahi Māori), he mahi pai, he wāhi mahi harikoa te Kura Matatini ki Ōtago.

## Satisfaction of Māori staff in 2013

The results of the 2013 Work Environment Survey show Māori staff satisfaction at very high levels – between 96 and 100 per cent. There was an increase in satisfaction rates from 2012 across all of the categories surveyed.

Although non-Māori staff satisfaction rates are also very high – all above 90 per cent – overall, Māori staff members report a higher level of satisfaction.

It is encouraging that all 24 Māori staff agreed that Otago Polytechnic is a great organisation to work in, and that it is a fun and enjoyable place to work.



## STAFF PROFILE



# A paramount expression of being Māori

“Manaakitaka is probably one of a handful of concepts that is understood by all Māori with any inclination of who they are,” says Richard Kerr-Bell, an Academic Leader at the Polytechnic’s Capable NZ.

“It’s one that is vital to get right and a lot of importance is placed on it.”

Manaakitaka is commonly translated to English as hospitality; Richard says that’s a good place to start, but it is more than that.

“A kaumatua once explained to me that manaakitaka comes from *mana-a-kī*, meaning to be full of mana,” he explains. “So it’s the idea that your ability to provide – whatever and however it is that you are providing – speaks of your own energy, your spiritual quality.”

“Then there’s the question of responding to guests in Aotearoa New Zealand in a Māori context given that this is

part of who we are in these islands,” he continues. “I think it’s incumbent on all of us who belong to this nation to really understand and be able to play an appropriate part in manaakitaka.”

Richard is Ngāpuhi and grew up in Tokoroa, but has lived in Dunedin for more than 20 years. He says he felt moved as he reflected on his experiences of being offered manaakitaka by Kai Tahu people.

He says most people, no matter their culture, have ways of making others feel welcome, using the analogy of having a relative arrive to stay at his home recently.

“My son wanted to stay in the lounge and do his own thing, but he knew he had to come out and be a part of us welcoming the rellies before he could go back to playing,” he says. “As long as people understand there’s a role for all to play in making people feel welcome, things work better for everyone.”



## Next steps

- > Me ū ki te rautaki e pā ana ki te kimi kaimahi Kai Tahu, ki te kimi kaimahi Māori, ā, me mahi hoki ēnei i ngā tūranga whakahaere
- > Me whakarongo ki ngā whakaaro, ki ngā tohutohu o waho kia noho pai ai ngā kaimahi Kai Tahu me ngā kaimahi Māori hei Māori ki runga i te kura nei, kia whakamōhio ai i ngā takohanga ki ō rātou whānau, ki ō rātou hapū, ki ō rātou iwi, kia whakamana ōrite ai i tō rātou whakaaro ki ērā o ngā kaimahi auraki.
- > Maintain a strategic focus on recruiting Kai Tahu/Māori staff, including to management positions
- > Take external advice to more effectively ensure Kai Tahu/Māori staff can “live as Māori” on campus, that their obligations and responsibilities to their whānau/hapū/iwi are recognised, and that their voice is given equal status to that of mainstream staff.

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

Kei te tipu haere te tokomaha o ngā taura Māori ki Te Kura Matatini o Otago, 10.2 paihēneti ngā taura Māori nā te nama o ngā tāngata, ā, 11.6 paihēneti nā EFTS. He nui ake ēnei tatauranga i ngā Māori o te hāpori whānui ki te rohe nei, ā, he nui ake i tō mātou wawata, arā, i te waru paihēneti.

Mai i te tau 2011 ki 2013, e 6.7 paihēneti te whakapikinga o ngā taura Māori i raro i te pakeke 25, heoi, 1.4 te whakahekenga o ngā taura tauwi o tēnei pakeketanga i taua wā.

He tokomaha ake ngā Māori e whakatutuki ana i ngā tohu, e uru hoki ana ki roto i ngā tohu pīnakitanga. I te tau 2013, e 74.5 paihēneti ngā taura Māori i whakaoti i ngā akoranga ki ngā taumata katoa, e 4.5 paihēneti te whakapiki mai i te tau 2011, engari, 0.8 paihēneti te whakaheke mai i te tau 2012. Kua iti haere te ango ki waenganui i ngā taura Māori me ngā taura tauwi, he 4.9 paihēneti te ango, e 3.1 paihēneti te whakahekenga mai i te tau 2012. He āhua iti ake te ango mō ngā akoranga i te Taumata 4, neke atu rānei, e 4.2 paihēneti te ango. He nui ake te whakaheke a ngā tauwi e whakatutuki ana i ngā tohu, arā, e 3.9 paihēneti te whakaheke, mai i te tau 2012 ki 2013. He tokomaha ake ngā Māori e whai haere ana i ngā tohu pīnakitanga i ētahi atu taura – e 25 paihēneti ngā taura Māori, 18.1 paihēneti ngā tauwi i te tau 2013.

Tahi paihēneti te whakapikinga o te whakauru o ngā taura Māori mai i te tau 2012 ki 2013, 1.3 paihēneti te whakapikinga o ngā tau e toru. Rite tonu ki ngā tau o mua, nō ngā Taumata 4, neke atu rānei, tēnei whakapikinga, e 9.7 paihēneti ngā taura Māori nō ēnei taumata. E 3.1 paihēneti o ngā Taumata 4, neke atu rānei, nō Kāi Tahu. I te tau 2012 ki 2013, he āhua ōrite tēnei whakapikinga i ngā taura Māori katoa, 0.9 paihēneti te whakapikinga.

E whakapiki tonu tatauranga puritanga o ngā taura Māori mō ngā tau e toru, ā, kua tutuki te whāinga ki 85 paihēneti. E tata ana te tatauranga puritanga o ngā taura Kāi Tahu, 0.15 paihēneti i raro i te whāinga.

## Measuring our Progress

The proportion of Māori students at the Polytechnic continues to increase, with Māori accounting for 10.2 per cent of students by headcount, and 11.6 per cent of EFTS. These are higher than the proportion of Māori in the general population of the region and above our target of eight per cent.

The number of Māori students aged below 25 increased 6.7 per cent from 2011 to 2013, compared with a 1.4 per cent decrease in the number of non-Māori of this age group over the same period.

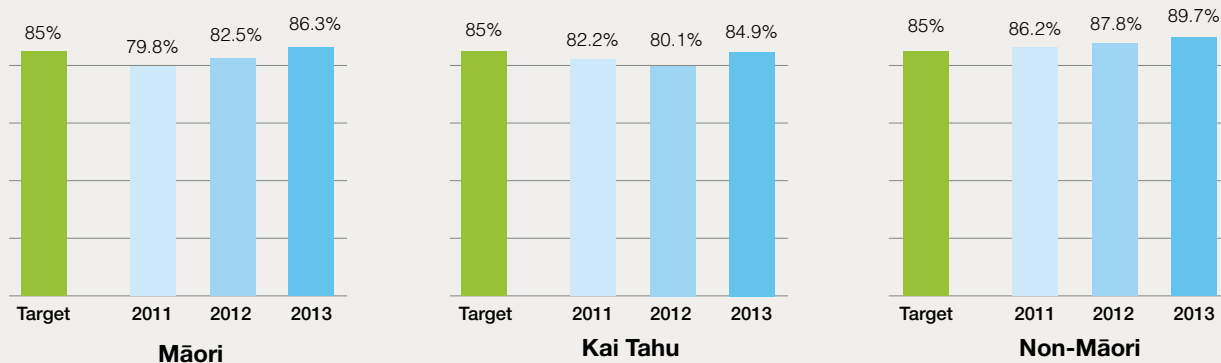
More Māori are successfully completing qualifications and enrolling in higher-level qualifications. Māori course completion for all levels in 2013 is 74.5 per cent, which is an increase of 4.5 per cent from 2011 but a slight decrease of 0.8 per cent from 2012. Non-Māori course completions for all levels had a larger decrease of 3.9 per cent between 2012 and 2013. There is a narrowing gap for course completions between Māori and non-Māori of 4.9 per cent, a reduction of 3.1 per cent from 2012. The gap is slightly less for programmes at Level 4 and above, where it sits at 4.2 per cent. Māori are also progressing to higher-level qualifications at a greater rate than other students – 25 per cent of Māori compared with 18.1 per cent of non-Māori in 2013.

There has been a one per cent increase in Māori participation between 2012 and 2013, bringing the three-year increase to 1.3 per cent. As in previous years, this increase is in programmes Level 4 and higher, accounting for 9.7 per cent of Māori participation. In Level 4 and above, 3.1 per cent of this participation is Kai Tahu, which had a similar increase between 2012 and 2013, at 0.9 per cent of the overall Māori figure.

Māori course retention continues to show improvement over a three-year period and has now reached our target of 85 per cent. The Kai Tahu course retention rate is just 0.15 per cent below this target.

Please refer to the appendix for further information.

### Course Retention



## EFTS me te tokomaha

I te tau 2013, he tokomaha ake ngā taura Māori, ngā taura Kāi Tahu (e ai ki ngā EFTS, e ai ki te nama o ngā taura hoki), i te tau 2012, he tokoiti atu tēnei.

I te tau 2013, e 54 ngā taura Māori tāpiri, e 25 ngā taura Kāi Tahu tāpiri (e ai ki te nama o ngā taura, ā, e 65 ngā taura Māori tāpiri e ai ki ngā EFTS.

I taua wā, e 70 paihēneti ngā taura Māori, e ai ki te nama o ngā taura, e 83 ngā taura Māori e ai ki ngā EFTS e whakauru ana ki ngā akoranga i te Taumata 4, neke atu rānei.

## EFTS and headcounts

There was an increase in the number of Māori and Kai Tahu students by both EFTS and headcount in 2013, after the drop in numbers reported in 2012.

There were 54 more Māori students and 25 more Kai Tahu students by headcount in 2013, and 65 extra Māori EFTS.

Meanwhile, 70 per cent of Māori students by headcount and 83 per cent of Māori EFTS are enrolled in programmes at Level 4 or higher.





## Tumomo whai ara, me te ōrau Kai Tahu, ōrau Māori i te tau 2013

I roto ngā taurira Māori i ngā akoranga 75 o Te Kura Matatini ki Otago (129 ngā akoranga katoa), mai i 0.04 ki 31.37 EFTS. 10, neke atu rānei, ngā Māori (EFTS) ki roto i ngā akoranga 14, i waenganui i te rima ki te 10 ngā Māori (EFTS) ki ngā akoranga anō e 5.

Kei te tohu paetahi Occupational Therapy te tokomaha o ngā taurira Māori (EFTS), kei tēnei tohu hoki te tino whakatutukitanga mō ngā taurira Māori, e 97 paihēneti; he nui ake i te 6.8 paihēneti i ngā taurira tauwiwi i whakatutuki i tēnei tohu.

## Programme type and percentage of successful Māori and Kai Tahu completions 2013

75 of Otago Polytechnic's 129 programmes had Māori students, ranging in number from 0.04–31.37 EFTS. There were 14 programmes with 10 or more Māori EFTS and another five programmes with between five and 10 Māori EFTS.

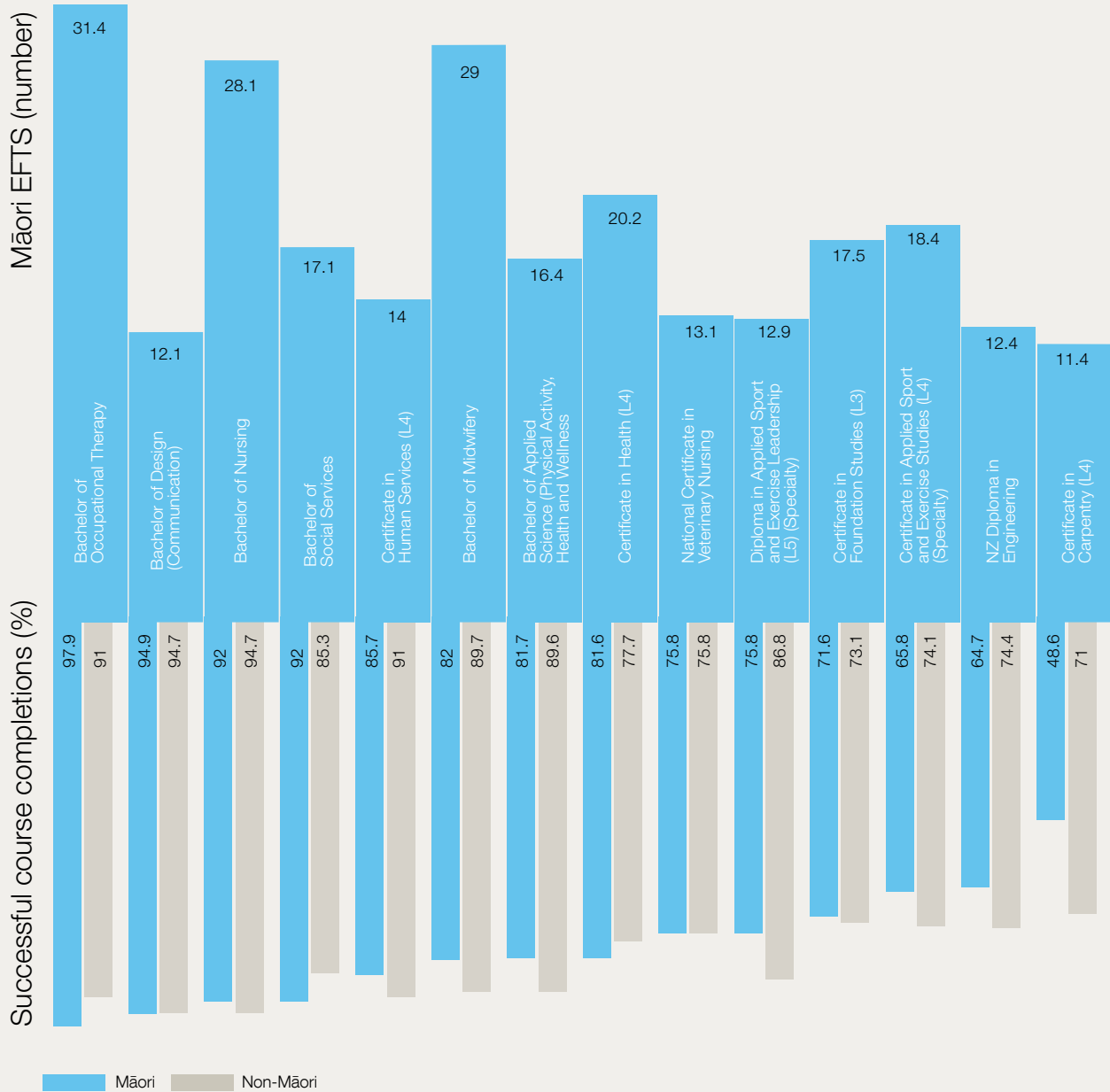
The Bachelor of Occupational Therapy has the highest Māori EFTS as well as the best course completion rate for Māori at 97 per cent; 6.8 per cent higher than the non-Māori course completion rate for this degree.

| Programme Type                         | 2011    |             |            | 2012    |             |            | 2013    |             |            |
|--|---------|-------------|------------|---------|-------------|------------|---------|-------------|------------|
|  | Māori % | Non-Māori % | Kai Tahu % | Māori % | Non-Māori % | Kai Tahu % | Māori % | Non-Māori % | Kai Tahu % |
| Certificates                           | 49.1    | 66.2        | 51.4       | 55.8    | 71.7        | 46.1       | 61.1    | 71.7        | 55         |
| Diplomas                               | 106.3   | 87          | 125.2      | 59.7    | 77.5        | 80.5       | 59.4    | 68.9        | 90.8       |
| Bachelors' Degrees                     | 72.7    | 82.9        | 85.1       | 98.2    | 98.9        | 83.7       | 90.5    | 91          | 53         |
| Graduate Certificates and Diplomas     | 0.0     | 81          | NA         | 31.6    | 72          | 0.0        | 57.8    | 60.9        | 126.3      |
| Postgraduate Certificates and Diplomas | 211.7   | 103.3       | NA         | 49.6    | 95.7        | 0.0        | 137.4   | 111.1       | 0.0        |
| Masters' Degrees                       | 108.7   | 127.8       | NA         | 45.3    | 95.6        | NA         | 104.9   | 65.7        | 166.7      |

**Please note:** Figures above 100% are due to a greater number of students completing a qualification in a given year than the number of EFTS expected to complete that qualification that year.

## Course completions for programmes with high Māori EFTS\*

\*Programmes with 10 or more Māori EFTS



## Te whakatutuki tohu

I whakaatu te raraunga whakaotinga tohu o te āhuatanga EFTS nō Te Amorangi Mātauranga Matua, he pai ngā hua i te tau 2013, nā te whakaurunga tonu o ngā akoranga matarau ia tau, ia tau.

Kei te whakamōhio tēnei āhuatanga i te whakapikinga mō ngā tauira Māori (e 8.3 paihēneti) mai i ngā Taumata 1-9, i waenganui i te tau 2011 me 2013, e 2.9 paihēneti te whakapikinga mō ngā tauwiwi i taua wā.

Ko te wāhanga whakapai mō ngā Māori mai i te tau 2011 ki 2013, kei ngā akoranga mai i te Taumata 1-3, e 17.6 paihēneti te whakapikinga o te whakaotinga tohu. 10.5 paihēneti te whakapikinga o te whakaotinga tohu o ngā tauwiwi.

Ināianei, he iti iho i te kotahi paihēneti te rerekētanga o ngā Māori me ngā tauwiwi e whiwhi tonu ana. Mō ngā whakaotinga katoa, i te tau 2012, e 98.2 paihēneti te tatauranga whakamutunga, he iti iho i te 0.7 paihēneti tēnei i te tatauranga mō ngā tauwiwi. I te tau 2013, 0.5 paihēneti te rerekētanga.

## Qualification completion

Qualification completion data using the Tertiary Education Commission (TEC) EFTS-weighted formula continue to have meaningful results in 2013 due to relative stability in enrolments for each year of Otago Polytechnic's multi-year programmes.

This formula indicates an 8.3 per cent improvement for Māori in programmes from Levels 1-9 between 2011 and 2013, compared with a 2.9 per cent improvement for non-Māori in the same period.

The most significant area of improvement for Māori from 2011 to 2013 is in programmes from Levels 1-3, where the qualification completion rate improved by 17.6 per cent. The improvement in non-Māori qualification completions was 10.5 per cent over the same period.

There is now less than one per cent difference in degree qualifications for Māori compared with non-Māori. Including late completions, the final figure for 2012 of 98.2 percent was 0.7 percent less than the figure for non-Māori. In 2013, that difference is now just 0.5 per cent.

## Ko kā otika o kā tohu nō TEC 2011 – 2013

## TEC qualification completion rates 2011 – 2013

| EFTS-Weighted      | Target | 2011 | 2012 | 2013 |
|--------------------|--------|------|------|------|
|                    | %      | %    | %    | %    |
| <b>Māori</b>       |        |      |      |      |
| Levels 1-9         | 40     | 66.6 | 73   | 74.8 |
| Levels 1-3         | 30     | 39   | 46.1 | 56.6 |
| Levels 4 and above | 55     | 72.1 | 78.5 | 76.4 |
| <b>Non-Māori</b>   |        |      |      |      |
| Levels 1-9         | 66     | 77.9 | 85.9 | 80.7 |
| Levels 1-3         | 35     | 57.4 | 64.1 | 67.0 |
| Levels 4 and above | 73     | 80.8 | 88.6 | 81.6 |
| <b>Kai Tahu</b>    |        |      |      |      |
| Levels 1-9         |        | 73.1 | 61.5 | 59.4 |
| Levels 1-3         |        | 42.7 | 45   | 56.7 |
| Levels 4 and above |        | 81.6 | 65.8 | 59.7 |

**He pitopito kōrero:** Kia panoni ngā EFTS mō tētahi tau o tētahi tohu matarau, ka whakakotititia ki runga, ki raro rānei, ngā tatauranga whakaotinga tohu. Ko te āhuatanga EFTS mō ngā whakaotinga tohu, ko te tapeke o ngā whakaotinga tohu, ka rea ana te hua EFTS o te tohu, kātahi ka rītuatia tēnei e te EFTS mō ngā tauira katoa i whakauru i ngā tohu i taua tau.

**Please note:** Any significant change to the number of EFTS in one year of a multi-year qualification distorts the qualification completions either up or down. The EFTS-weighted formula for qualification completions 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.



## Te whakatutuki tohu ā-wehenga hunga

Ko te whakaotinga tohu he whakamārama mō te haerenga me te whakatutukitanga o te taura, ā, kei te whakapakari tonu mātou i tō mātou tukunga a roto kia āta whakamōhio ai i ngā raraunga. E meiha ana ngā tauranga whakaotinga tohu tau-takitahi i ngā taura e tīmata ana i ngā tohu, ā, i whakaoti i tō rātou tohu i te wā paku, E meiha ana ngā tauranga whakaotinga tohu tau-takimano i ngā taura e whakaoti ana i te tau kei te heke mai.

I whakamōhioia e te rarautanga tātaritanga mō te tau 2013, he iti iho i te 6.1 paihēneti te tātauranga whakaoti o ngā taura Māori i ngā taura tauwiwi. Kei te taumata tohu paetahi, he iti iho i te 4.7 paihēneti te tātauranga whakaoti o ngā taura Māori i ngā taura tauwiwi, ahakoa e ono paihēneti te whakapikinga o ngā tohu paetahi whakaoti Māori i waenganui i te tau 2011 ki 2013. E 4.6 paihēneti te whakapikinga mō ngā tauwiwi i taua wā.

Kia arotake i ngā raraunga whakatotinga tohu o ngā taura katoa, ka takahuri te anga i waenganui i ngā taura tauwiwi me ngā taura Māori, e 40.2 paihēneti ngā taura Māori, he nui ake i te rima paihēneti i ngā taura tauwiwi. 15.5 paihēneti te whakapikinga mai i te tau 2011 ki 2013. E 8 paihēneti te whakapikinga mō ngā taura tauwiwi i taua wā.

## Cohort qualification completions

Cohort qualification completion is a significant reflection of a learner's journey and success, and we are continuing to refine our internal process to better understand this data. The single-year cohort completion rate measures the number of students who started in a given year and completed their qualification in the minimum timeframe, while the +1 year measure accounts for those who completed their qualification in the following year.

The analysis of our full-time cohort data for 2013 indicates the number of Māori completions is 6.1 per cent below that of non-Māori. At degree-level, the cohort completion rate for Māori is 4.7 per cent below that of non-Māori, although there has been a six per cent improvement in Māori degree completions between 2011 and 2013. The non-Māori improvement rate for the same period was 4.6 per cent.

When all the student cohort completion data is viewed, the gap between non-Māori and Māori is reversed with the Māori rate at 40.2 per cent, five per cent greater than that of non-Māori. This is an improvement of 15.5 per cent between 2011 and 2013. The non-Māori improvement rate for the same period was eight per cent.

## Te whakamutuka o kā whai ara no TEC

## Cohort completion data for all students and for full-time students

| Overall – All Students     | Cohort Completions Due 2011 |                           | Cohort Completions Due 2012 |                           | Cohort Completions Due 2013 |
|----------------------------|-----------------------------|---------------------------|-----------------------------|---------------------------|-----------------------------|
|                            | Completion Rate %           | Completion Rate (+ 1Yr) % | Completion Rate %           | Completion Rate (+ 1Yr) % | Completion Rate %           |
| All Students               | 26.9                        | 32.5                      | 32.2                        | 35.8                      | 35.6                        |
| Māori Students             | 24.7                        | 27.9                      | 31.8                        | 36                        | 40.2                        |
| Kai Tahu Students          | 26.9                        | 30.3                      | 29.5                        | 32                        | 44.4                        |
| Pasifika Students          | 27.6                        | 36.2                      | 35.7                        | 41.1                      | 36.4                        |
| Non-Māori Students         | 27.1                        | 33                        | 32.2                        | 35.8                      | 35.1                        |
| Non-Māori and Non-Pasifika | 27.1                        | 33                        | 32.1                        | 35.6                      | 35.1                        |

| Overall – Full-time Students | Cohort Completions Due 2011 |                           | Cohort Completions Due 2012 |                           | Cohort Completions Due 2013 |
|------------------------------|-----------------------------|---------------------------|-----------------------------|---------------------------|-----------------------------|
|                              | Completion Rate %           | Completion Rate (+ 1Yr) % | Completion Rate %           | Completion Rate (+ 1Yr) % | Completion Rate %           |
| All Students                 | 61.3                        | 65.3                      | 59.3                        | 62.1                      | 61.6                        |
| Māori Students               | 53.3                        | 54.6                      | 47.4                        | 49.4                      | 56.2                        |
| Kai Tahu Students            | 48.6                        | 48.6                      | 35.1                        | 35.1                      | 56.7                        |
| Pasifika Students            | 38.9                        | 44.4                      | 42.1                        | 43.9                      | 45.9                        |
| Non-Māori Students           | 62.4                        | 66.6                      | 60.8                        | 63.6                      | 62.3                        |
| Non-Māori and Non-Pasifika   | 62.9                        | 67.1                      | 61.2                        | 64.1                      | 62.9                        |

## Te hari o kā ākoka Māori

E ai ki te tirohanga 2013 e pā ana ki te ngata o ngā tauira, he ngata ake ngā tauira Māori i ngā tauira tauiwi e pā ana ki ō rātou wheako whaiaro, i ngā wāhanga e whā.

He pai ake ngā tauranga o ngā tauira Māori i ngā tauira tauiwi e pā ana ki ō rātou ngata, e 94 paihēneti mō ngā tauira Kāi Tahu, e 93 paihēneti mō ngā tauira Māori, e 93 paihēneti mō ngā tauira tauiwi.

Kua whakapiki ake te tauranga ngata mō ngā tauira Māori i ngā wāhanga katoa, haungā i te wāhanga e pā ana ki painga o ngā akoranga, 0.5 paihēneti te whakaitinga mai i te tau 2012 ki 91 paihēneti.

Kua whakapiki ake te ngata o ngā tauira Kāi Tahu i ngā wāhanga katoa i te tau 2013. Ko te painga o ngā kaiako te whakapikinga matua, tata ki te 10 paihēneti te whakapikinga.

He tohu whakatītina, 100 paihēneti ngā tauira Kāi Tahu e ngata ana ki te Kura Matatini ki Otago, ki te wāhi haumarua ki te ako.

## Māori student satisfaction

Our 2013 Student Satisfaction Survey shows Māori students are more satisfied with their experience at Otago Polytechnic than non-Māori students in all four areas reported.

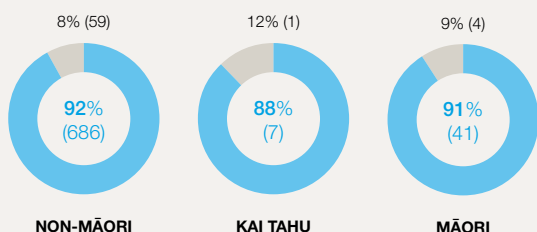
Overall, Kai Tahu and Māori student satisfaction rates are 94 per cent and 93 per cent respectively, compared with 93 per cent satisfaction recorded among non-Māori respondents.

Māori student satisfaction levels have increased across the board, with the sole exception of the programme quality category which dropped 0.5 per cent from 2012 to sit at 91 per cent.

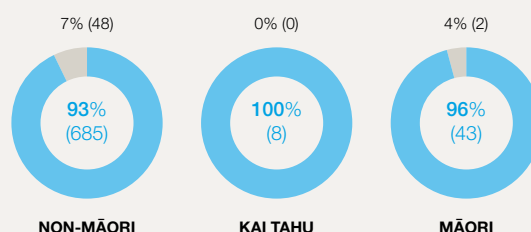
Kai Tahu satisfaction levels have increased in all four areas in 2013, most notably in the teaching quality category which has improved almost 10 per cent.

It is encouraging to note that a full 100 per cent of Kai Tahu respondents are satisfied with Otago Polytechnic overall and with our safe learning environment.

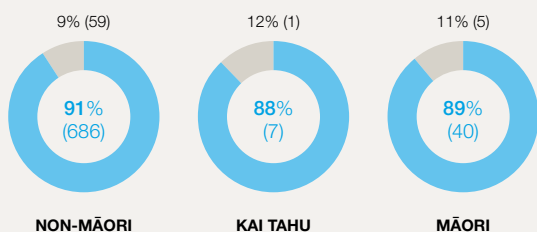
### Have you been satisfied with the quality of the programme this year?



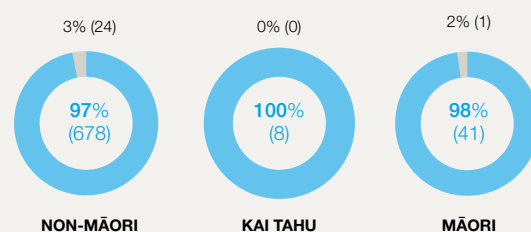
### Have you been satisfied with Otago Polytechnic this year?



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



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





## Kā karahipi Māori

Kei te harikoa Te Kura Matatini ki Otago ki te tautoko i ngā karahipi mō ngā taura Māori, kei te whakahīhī hoki e pā ana ki te whakatutukitanga o ngā taura e whiwhi karahipi ana. E toru ngā wāhanga matua mō ngā karahipi Māori: ko te Mana Pounamu, ko te Rūnaka, ko te Matawaka.

Waihoki he tokomaha ngā taura Māori e whiwhi karahipi ana i te Otago Polytechnic Principal's Scholarship, ā, he karahipi mō ngā taura Māori e whai mātauranga ana i te tohu kaiwhakawhānau, kia hōnoretia a Dr. Irihapeti Ramsden.

17 ngā taura Māori e whiwhi karahipi ana i te tau 2013, e ako ana te katoa i te Taumata 4, neke atu rānei. 11 ngā taura e whakauru ana i ngā tohu paetahi.

## Scholarships for Māori

Otago Polytechnic is pleased to support scholarships for Māori and is proud of our scholarship students' success. There are three main categories of scholarships for Māori: Mana Pounamu, Rūnaka and Matawaka.

Additionally, a number of Māori are awarded Otago Polytechnic Principal's Scholarships, and there are scholarships for Māori Midwifery students in honour of the late Dr Irihapeti Ramsden.

There were 17 Māori Scholarship recipients in 2013, all of whom studied programmes at Level 4 and higher. Eleven of these students were enrolled in degrees.

### Māori Scholarships 2013

| Type                            | Number    | Course Completion % | Qualification Completion | Amount \$          |
|---------------------------------|-----------|---------------------|--------------------------|--------------------|
| Mana Pounamu                    | 8         | 79                  | 0                        | \$51,776.4         |
| Rūnaka                          | 4         | 100                 | 2                        | \$20,901.2         |
| Matawaka                        | 0         | 0.0                 | 0                        | \$0.0              |
| Māori Trades                    | 4         | 88                  | 1                        | \$6,000            |
| Irihapeti Ramsden for Midwifery | 1         | 50                  | 0                        | \$6,587.3          |
| <b>Total</b>                    | <b>17</b> | <b>82%</b>          | <b>3</b>                 | <b>\$85,264.85</b> |

## Next steps

- > Me whakatū i tētahi tūranga mō tētahi taura Kāi Tahu/ Māori ki te Komiti Taura o te Kaunihera o te Kura Matatini ki Ōtāgo
- > Me whakarite i tētahi hui kānohi ki te kānohi mō ngā taura me te Leadership Team.
- > Appoint one Kai Tahu/Māori student leadership position within the Student Subcommittee of the Otago Polytechnic Council
- > Organise an annual face-to-face meeting between Māori students and Leadership Team.

## STUDENT PROFILE

# Bright futures

Georgia-Rae Flack – Kai Tahu, Kāti Mamoe, Waitaha  
Takiwai Russell-Camp – Kai Tahu, Kāti Mamoe, Waitaha

Despite their shared passion for the creative arts, Georgia-Rae Flack and Takiwai Russell-Camp have chosen to embark on very different fields of study as they move towards their future careers.

Georgia-Rae is studying a Bachelor of Nursing after deciding to keep her artistic pursuits, such as sewing and painting, as hobbies.

Before beginning her Nursing studies, she completed the Certificate in Health (Level 4) to ensure she had the right foundation knowledge to enter the degree.

"I'm really glad I picked Nursing," she says. "I was drawn to the field because I want to help other people, and I've been so happy with my choice."

Takiwai has decided to pursue further study in the arts, and is now undertaking a Bachelor of Visual Arts at the Dunedin School of Art.

"We try all the studio disciplines in the first semester, so there are subjects I like and there are others I don't like so much," she laughs. "Painting is definitely not for me! But Screenprinting is awesome and I plan to focus more on that next year, along with Photography and possibly Jewellery and Metalsmithing."

The young women, who each won Rūnaka Scholarships in 2013, are enjoying their time at Otago Polytechnic.

"My lecturers are really on to it," says Georgia-Rae, "and my classmates are a great group of people. It's amazing how close we've become in such a short space of time, actually."

Takiwai is also getting on well with her fellow students, although her class is split into different subject groups for the first semester so she hasn't been able to get to know them all properly yet.

"I have also been attending the weekly free lunches at Poho [the Māori student common room], and it's been really good to meet and get to know other Māori students around campus," she says.

While Takiwai isn't entirely sure yet what the future holds for her career-wise, she is looking forward to exploring the artistic possibilities in the years to come.

Georgia-Rae wants to pursue a nursing career, but is keen to do some travelling first.

"I think I'll always come back to the Karitane community where I'm from, though," she says. "I love it there."



## STUDENT PROFILE



# Leagues ahead

Manassah Kutia – Ngāti Porou, Ngāti Kahungunu ki Heretaunga

Otago rugby league representative Manassah Kutia started his academic studies at a university before deciding it wasn't the right learning environment for him.

But he still wanted to get a degree, so he looked to Otago Polytechnic's Institute of Sport and Adventure to see what it could offer him.

"I have always been interested in health, fitness and looking after myself, and wanted to help others adopt healthier lifestyles so they can live longer, more productive lives," explains Manassah, who grew up in Hamilton and Ngaruawahia.

He enrolled in the Bachelor of Applied Science (Physical Activity, Health and Wellness), and welcomed the Polytechnic's commitment to experiential learning.

"I really liked the fact that it wasn't just theory, but also a lot of practical work," he recalls. "The learning environment was great and the lecturers were very helpful."

As a Māori student, Manassah felt well-supported by the Polytechnic.

"Many opportunities are given to Māori students to help us succeed and aim high in life," he says. "It's up to the individual to take those opportunities and make the most of them."

And he has some powerful words of advice to other Māori who are contemplating tertiary study.

"Education is important for you, your family and future. Doors will open up to you that may have previously been closed, and you will have more options to choose from in your life.

"At times it will be hard, but in the long run it will be worth it and you will be glad that you took the plunge."

Since graduating, Manassah is enjoying his full-time role at Moana House in Dunedin, a residential therapeutic community that offers support and treatment to male offenders and men with drug and alcohol addictions.



STUDENT PROFILE

# A capable family

Nola Tipa – Ngāi Tahu  
Haydon Richards – Ngāi Tahu

Their careers may be in disparate fields, but mother and son Nola Tipa and Haydon Richards both embarked on the same qualification at the same time: the Master of Professional Practice at Otago Polytechnic’s Capable NZ.

The pair was drawn to Capable NZ’s assessment of prior learning (APL) process, which credits people for their learning and experience as they work towards a formal qualification.

Nola left school at the tender age of 14, but after an adult career dedicated to education, she is now the Programme Leader of Education for Te Rūnanga o Ngāi Tahu.

“I was one of many students who didn’t adapt well to high school,” recalls Nola. “But when I had children, I didn’t want them to end up like me – to have ability but no pieces of paper to prove it. I became very involved in their education from the start.”

That journey began at a Kaitangata Playcentre, where Nola gained her first qualification in early childhood education, and continued when she gained a teaching degree and taught at her children’s primary and secondary schools.

After Nola won a scholarship to study te reo in Christchurch, the family relocated to the garden city.

There, she became a resource teacher of learning and behaviour, a path that led to her role at Te Rūnanga o Ngāi Tahu, which she describes as “diverse, challenging and fulfilling.”

“I decided to enrol at Capable NZ because I wanted to draw on my practical knowledge and experience of education as part of my Master’s study,” she explains.

“Something I’ve really appreciated is that Capable NZ offers support of Māori by Māori,” she adds. “Aspects of culture are innate and intrinsic, so I’ve found that assistance encouraging and very helpful.”

Nola’s son Haydon Richards is enjoying a distinguished career of his own, after establishing a business consultancy shortly after completing a Bachelor of Applied Management. His specialty is business development consultancy, a service he provides to Te Rūnanga o Ngāi Tahu and ECAN, Canterbury’s regional council.

“My role is varied and project-based, and when I first started my business I learned a great deal in a short space of time,” Haydon explains. “I was drawn to Capable NZ because it could formally recognise this depth of experience.”

The fact he could continue working – and draw on that work as part of his qualification – appealed.

“I really enjoyed the critical thinking involved in reflecting on my journey so far,” he says, “examining how I got to where I am now and where I’m heading in future.”

Haydon became Capable NZ’s first Master of Professional Practice graduate, completing his qualification with Distinction. Since then, he’s already embarked on his PhD in indigenous economic development.

Nola is now in the final stages of her master’s, and is full of praise for Capable NZ.

“I’m telling people about it left, right and centre!” she laughs.

“Something I’ve really appreciated is that Capable NZ offers support of Māori by Māori. Aspects of culture are innate and intrinsic, so I’ve found that assistance encouraging and very helpful.”

Nola Tipa  
Ngāi Tahu  
Master of Professional Practice

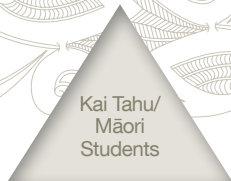


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Within Capable NZ we provide a service specifically for those who live and practise tikaka Māori – and the iwi and Māori organisations that support them.

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**STUDENT PROFILE**



# Reaching higher

Tori Bensemman – Ngāti Maniapoto

Tori Bensemman describes being the first in her whanau to undertake a tertiary education as “a big deal” – and she hopes her example can show others that higher education is both achievable and enjoyable.

Undertaking a Bachelor of Occupational Therapy, Tori speaks passionately about her chosen field.

“The diversity of occupational therapy is one of the things I love the most about it,” she explains. “The more I learn about the different areas I can work in, the more I’m interested in. First I was set on working in mental health, next I think I want to work with teenagers, and then I go and learn about something else and I change my mind again! I’m not quite ready to make up my mind yet.”

After growing up in Wanganui, Tori decided to study at Otago Polytechnic because of its excellent reputation.

“I had heard so many great things about my degree, including that it was so practical and hands on,” she says. “From speaking with employers, I found out that what they look for when they hire employees is people with

experience. And because that’s what Otago Polytechnic offers, it was a no brainer.”

Tori feels she is part of a great community here. She’s enjoyed the opportunities to network with other Māori students, including powhiri at the start of each year, weekly free lunches in the Māori student common room Poho, and Matariki events.

“I’m also on the Treaty Committee within the School of Occupational Therapy, so I am able to talk about some of the things that I need as a Māori student. In fact, I feel more supported because I do identify as Māori,” she says.

Tori is enthusiastic about the future opportunities for her education and career.

“I don’t just want to stop at being an occupational therapist; I want to push myself to be the best I can be. I want to complete my honours or a postgraduate qualification in occupational therapy, and eventually maybe even have my own practice focusing on Māori health.”

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 whakarotia 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

### Akoraka Mahi Tini

Ko Akoraka Mahi Tini tētahi tuapapa mātauranga, ā, kia ita i te reo me ngā tikanga Māori. Ko te tino whāinga o tēnei tohu, kia whakamana i ngā taura ki ngā taputapu hei piki ki ētahi atu tohu, hei whai mahi hoki. He tohu mō te katoa o ngā taura e whakaaro ana kia whai painga rātou i raro i te maru o tētahi akoranga kaupapa Māori.

E 25 ngā taura i uru ki te tohu Akoraka Mahi Tini i te tau 2013, 17 te roa o te hōtaka, kua tāpara ake tēnei i ngā taura i te tau 2012. Mai i ēnei, 19 ngā taura i whai mahi, i whai mātauranga anō.

## Measuring our Progress

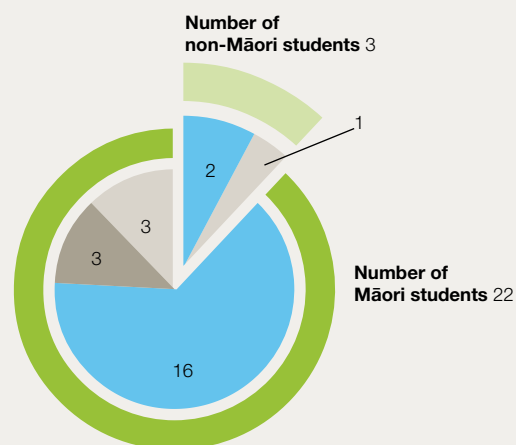
### Akoraka Mahi Tini

Akoraka Mahi Tini is a foundation programme in which te reo and tikaka Māori are embedded. Designed to empower Māori students with the necessary tools to staircase into further study or to move into employment with confidence, it is open to all students who feel they would benefit from a kaupapa Māori learning environment.

There were 25 students enrolled in the 17-week programme in 2013, more than double the number who participated in 2012. Of these, 19 are now known to be employed or undertaking additional study.

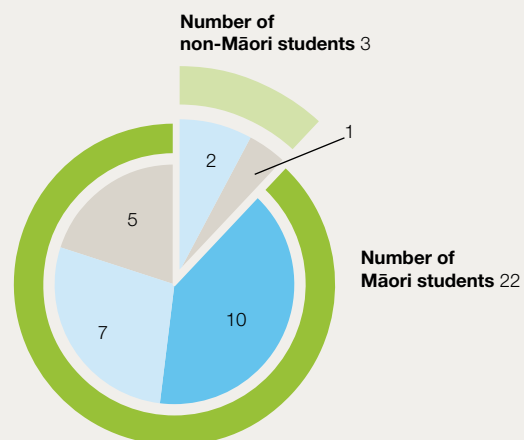
### Results of Akoraka Mahi Tini

Pass Fail Did not complete



### Outcome after completing Akoraka Mahi Tini

Further study Employment Not known







## STAFF PROFILE

# Relationships key to student success

A commitment to Māori student success has led staff at the School of Social Services on a journey of learning that has resulted in a major improvement in Māori achievement rates.

“The statistics were pretty clear – our Māori students were not succeeding at the same rate as other students,” explains the Head of School, Chris Williamson. “We all wanted our Māori students to succeed as well as anybody else. It’s an equity issue and a social justice issue.”

The School’s challenge was to identify and implement meaningful, effective changes. To facilitate this, tauwi staff members were guided through a series of workshops and hui, consulting with the Polytechnic’s Kaitohutohu Office and undertaking the Certificate in Mata ā Ao Māori courses.

“We learned there is a critical difference between the standard Western approach to working, in which interpersonal relationships tend to come out of the work

itself, and approaches that work for Māori,” explains Chris. “For example, one thing we changed was a stronger focus on building relationships with all of our students before beginning the content delivery.”

Another way this sense of community is fostered is through an overnight camp attended by staff and new students, at which students develop relationships with their peers, lecturers and support staff. Year Two students run workshops at the camp and talk to the new students about their experiences on the degree.

The results of such changes have been remarkable, with Māori student success rates climbing dramatically – there is no significant difference between the Māori student success rates and those of non-Māori.

“There’s still more we can do,” acknowledges Chris, “and we are committed to working with the Kaitohutohu Office to continue this journey.”

## Ko kā whāi ara uru me whakamutuka

Kei te tuku tonu te tohu Mata ā Ao Māori i ngā kōwhiringa mō ngā kaimahi ki te whakapiki i ō rātou mōhiotanga, i ō rātou hinengaro e pā ana ki ngā tikanga me ngā kawa. I te tau 2013, 15 ngā kaimahi i whakaoti i te Tohu, he tōtoru tēnei i ngā kaimahi i te tau 2012.

He tino nanu ngā whakatauranga angitu o ngā kaimahi mō te tohu, Te Reo me ngā Tikaka Māori, me te tohu Te Reo me ngā Tikanga for Ceremonial Use. Heoi, kua tau tonu te tokomaha i ēnei akoranga, engari, i te tūtaki ki ētahi āhuatanga e whakakati ana i te whakaotinga pai o ēnei akoranga.

## Certificate in Mata ā Ao Māori course participation and completions

The Certificate in Mata ā Ao Māori continues to offer staff the opportunity to advance their knowledge and awareness of tikaka and kawa. The Certificate was completed by 15 learners in 2013, triple the number who did so in 2012.

The low staff success rates recorded for the Introduction to Te Reo and Tikaka Māori, and Te Reo and Tikaka for Ceremonial Use are disappointing. However, the majority are still engaged in the courses, but encountered circumstances that prevented timely completion.

| Courses Delivered                          | 2012         |                         | 2013         |                         |
|--|--------------|-------------------------|--------------|-------------------------|
|  | Participants | Successful Participants | Participants | Successful Participants |
| Introduction to Treaty of Waitangi         | 57           | 57                      | 59           | 58                      |
| Introduction to Te Reo and Tikaka Māori    | 18           | 15                      | 26           | 16                      |
| After the Treaty, What Then?               | 21           | 21                      | 12           | 12                      |
| Wanaka                                     | 21           | 21                      | 12           | 12                      |
| Te Reo and Tikaka Māori for Ceremonial Use | 22           | 14                      | 21           | 11                      |
| Natural World                              | 15           | 13                      | 9            | 7                       |

## Next steps

- > Me akiaki i te tātaitanga o ngā kaimahi ki roto i ngā tohu Mata ā Ao Māori. Ka akiaki hoki ngā kaimahi e whakaoti ana i te tohu kit e whai i ētahi atu tohu mātauranga anō
- > Me mātai i te whakarato mō ētahi atu hōtaka i te reo, āe rānei mō ngā tauira Kāi Tahu, mō ngā tauira Māori hoki.
- > Encourage staff progression through Certificate in Mata ā Ao Māori courses, and consider further study options for those who successfully complete the Certificate
- > Investigate the provision of more programmes in Te Reo and/or targeted to Kai Tahu/Māori learners.

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

- Kia whakahiatetia Te Kura Matatini ki Otago ki te wānaka hei te whakarurutaka a tikaka mo ka ākoka, kā kaimahi Kai Tahu/Māori
- Kia whakauru ka tikaka Kai Tahu/Māori ki te āhuataka ako
- Kia whakapai te ara mo kā ākoka i mahi i te Ao Māori.

## Our Aspirations

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

## Te Pae Haere

### Kia whakatinana Te Aka Rautaki Māori

Hei tētahi mahi o te arotake ā-tau, e aromātai ana mātou i ia kura, i ia tari, i ia ratonga e pā ana ki tō rātou whakatinanatanga o Te Aka Whāika Māori. E whakarawe ana tēnei momo aromātai i ā mātou mahi whakakotahi o ngā tikanga Māori, o ngā whaihua hoki.

He ruarua ngā wāhanga o te aromātai nei, arā, ko te whakamahi i ngā tikanga Māori ia rā, ia rā, ko te awhi mō ngā taurira Māori, ko te whakakaha i ngā momo akoranga Māori i roto i ngā akoranga mātauranga. Me haere ngā kaimahi katoa ki ngā karaehe e pā ana ki te Tiriti o Waitangi, ā, ka kaha akiaki rātou ki te whakapakari anō i te reo me ngā tikaka Māori.

E rima ngā kura, ngā ratonga rānei i whakapai i ō rātou whakatauranga i te tau 2013, 12 ngā wāhanga i rite ki ngā whakatauranga i te tau 2012. E toru ngā wāhanga i iti ake ai, nā ngā whakaritenga tautuhi mō te arotake 2013 ēnei i whakaiti ai. He whakakotahitanga nō ētahi kura me ngā ratonga i te tau 2013 ngā taurira e rua i whakaiti ai, ahakoa te whakapikinga kē o ēnei taurira.

## Measuring our Progress

### 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. This assessment mechanism provides us with valuable information about our progress integrating Māori cultural practices and values

The evaluation process considers areas such as incorporating Māori protocol into daily activities, providing support to Māori learners and strengthening Māori content within our academic programmes. All staff members are required to attend Treaty of Waitangi workshops and are strongly encouraged to undertake further professional development in te reo and tikaka Māori.

Five schools or service areas improved their ratings in 2013, while 12 maintained their 2012 levels. Three areas received a lower rating, in part due to more exacting requirements for the 2013 evaluation. Additionally, some schools and service areas were combined in 2013 which reduced the ratings in two cases, despite improvements noted in both of these examples.

## Ratings for Implementation of Māori Strategic Framework

### By Academic School

| Implementation of Māori Strategic Framework     | Rating 2012 | Rating 2013 |
|---|-------------|-------------|
| School of Architecture Building and Engineering | Good        | Good        |
| Dunedin School of Art                           | Very Good   | Very Good   |
| Capable NZ                                      | Good        | Very Good   |
| Central Otago Campus                            | Good        | Developing  |
| School of Design                                | Good        | Good        |
| English Language Centre                         | NA          | Developing  |
| School of Hospitality                           | Very Good   | Very Good   |
| School of Information Technology                | Very Good   | Very Good   |
| School of Midwifery                             | Very Good   | Very Good   |
| School of Nursing                               | Excellent   | Excellent   |
| School of Occupational Therapy                  | Very Good   | Good        |
| Institute of Sport and Adventure                | Good        | Good        |
| School of Business / Digital Outreach           | Good        | Good        |
| School of Social Services                       | Very Good   | Very Good   |
| School of Veterinary Nursing                    | Good        | Very Good   |

## By Service Area

| Implementation of Māori Strategic Framework                                | Rating 2012 | Rating 2013 |
|--|-------------|-------------|
| Learning Environment (Campus Services and Information Systems and Support) | Very Good   | Good        |
| Customer Services  | Good        | Very Good   |
| Finance and Contracts  | Developing  | Developing  |
| Functions  | Good        | Very Good   |
| Human Resources  | Good        | Very Good   |
| Marketing and Communications   | Good        | Good        |
| Student Services   | Very Good   | Very Good   |
| Quality Services   | Excellent   | Excellent   |
| <b>Institutional Rating</b>  | <b>Good</b> | <b>Good</b> |

## Ko te āwhina o kā ākoka Māori

Ko te whakatutukinga o ngā taura tonu te mahi matua i ngā wāhi katoa o Te Kura Matatini ki Ōtāgo. I te tau 2013, e 690 ngā whai tautoko o ngā taura Māori ki ngā Kaiārahi me ngā Kaitautoko. He tino nui ake tēnei i te tau 2012, e 366 ngā whai tautoko o ngā taura, he whaitohu tēnei mō ngā pūmanawa tāngata e arotahi ana ki tēnei wāhanga o te mahi.

Ko tētahi arotahi matua i te tau 2013, kia whakakaha i te whakawhanaungatanga o ngā taura Māori, kia akiaki i ngā taura ki te whakakotahi, ki te whakahoahoa hoki. I kaha tautoko tēnei whakawhanaungatanga i te puritanga o ngā taura Māori, i te tutuki mātauranga o ngā taura Māori.

I tētahi hui o ngā taura Māori, ngā Kaiārahi me ngā Kaitautoko, i whakamōhiotia ngā kaimahi e pā ana ki ngā mate o ngā taura, arā, nā te kore pūtea te tokomaha i kore ai e kai. Nō reira, ia Wenerei, e taea ana e ngā taura Māori te kai ngā kai utukore ki te ruma mō ngā taura Māori, ko Poho. He kai parakuihi mā ngā taura ia rā hoki, e whakarawetia ana tēnei kai e te Tari Kaitohutohu.

## Māori Student Support

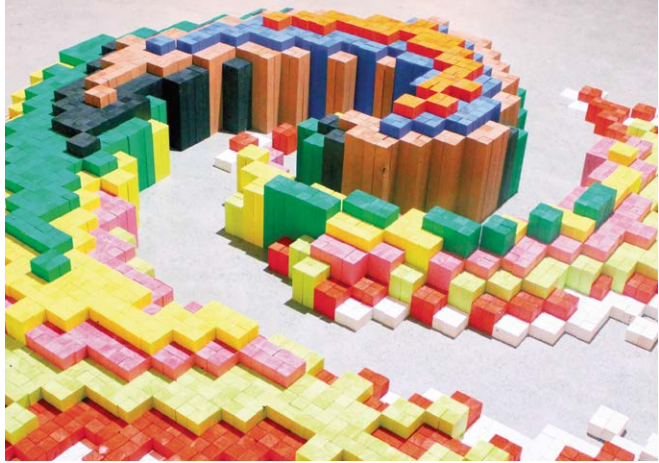
The success of Māori students continues to be a principal priority across all areas of Otago Polytechnic. Our Kaiārahi and Kaitautoko had 690 support contacts with Māori students in 2013, a significant increase on the 366 support contacts in 2012 reflecting the additional resources being directed in this area.

The major area of focus for 2013 was to continue to build and strengthen the community of Māori students, encouraging students to come together and get to know each other. This sense of belonging helps with Māori student retention and supports academic success.

At a hui with Māori students, our student support team learned that many were going without food in the days prior to being paid. As a result, Māori students can now gather to enjoy a free lunch with their fellow students on Wednesdays at the Māori student common room, Poho. Breakfast foods are also available in Poho daily, provided by the Kaitohutohu Office.

## Next steps

- > I te whanaketanga o ngā hōtaka me ngā akoranga, me kimi i ngā tohutohu tika e pā ana ki ngā mātauranga Kāi Tahu, ki ngā mātauranga Māori hoki
- > Me arotake i ngā ratonga awhina taura Māori, ka tirohia ētahi kaupapa mārāma, tika hoki mō te mahi awhina i ngā taura Māori
- > Me arotake i te tikanga whakatikaia raruraru kia whakamāori tika ai, ā, me tika whakamārāma ēnei tikanga ki ngā taura
- > Me whakatūtu i ngā whaitohu matua o tētahi wāhi akoranga, me whakawhanake i tētahi mahere kia tutuki ai ēnei whaitohu.
- > Seek appropriate advice on matauraka Kai Tahu/Māori when developing programmes and courses
- > Review our Māori student support services with a view to formulating clear and appropriate Māori models for pastoral care
- > Review our disputes resolution processes to ensure they are culturally appropriate, and more effectively communicate these processes to students
- > Confirm the key indicators of an inclusive learning environment, and develop an implementation plan to ensure we achieve them.



# Kā Honoka: Connections

The Dunedin School of Art's inaugural exhibition of works by its Kai Tahu alumni took place in September 2013, touching on themes of personal and cultural identity.

Entitled Kā Honoka (Connections), the exhibition featured 19 artists and artworks spanning four decades.

Many of the artists involved have national and international profiles, such as Rachael Rakena who recently exhibited at the Venice Biennale, and Professor Ross Hemera whose sculptures are on permanent display at Te Papa o Tongarewa.

Kā Honoka was curated by another renowned Kai Tahu artist, Simon Kaan, who is also the School's Māori Academic Advisor and Student Mentor.

In addition to celebrating the successes of Kai Tahu graduates, the wider exhibition project offered current students the opportunity to engage with contributing alumni, and future mentoring opportunities were identified.

**Featured artists:**

- Ross Hemera, Rachael Rakena, Simon Kaan, Sandra Kellian, Janina Dell, Kirsten Parkinson, Rose McLeod, Peter Murphy, Caitlin Donnelly, Nikki Cain, Victoria Deaker, James York, Amber Bridgeman, Phyllis Smith, Vicki Lenihan, Aroha Novak, Debbie Pratt, Ariana Kuti and David Green.

## 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 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 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

Kei te whakapakari tonu ngā kairangahau o Te Kura Matatini o Otago, i te tau 2013, 16 ngā kaimahi e mahi rangahau ana, e rima o ēnei i tuku i ngā kōpaki PBRF.

E 24 ngā rangahau i whakaputahia e ngā kairangahau Māori i te tau 2013, 10 noa iho i te tau 2012. 10 ngā whakaputanga rangahau e hāngai ana ki ngā take Māori, arā, ki ngā aria umanga ā-iwi, ki te tohatoha kai, ki ngā āhuatanga manaakitanga, ki ngā toi hoki.

He ruarau ngā kairangahau tauwiwi (arā, ehara rātou i te Māori) i whakaputa rangahau e pā ana ki ngā take Māori, e ono ngā whakaputanga rangahau. E hāngai ana ēnei ki te whakahaumanutanga o ngā reo taketake ki Aotearoa, ki Kōtira, ki ngā āhuatanga moe o ngā wāhine Māori, ki te whakawhanaketanga o tētahi momo whakapakari mō ngā kaimahi e pā ana ki te whakatutukitanga o ngā tauira Māori.

### Scope: Kaupapa Kai Tahu 2

I whakapuāwaitia tēnei pānui e te manawanui ki ngā wawata, ki ngā whakatutukinga mō ngā rangahau Māori nō Te Tari Kaitohutohu. 16 ngā atikara o tēnei putanga e hāngai ana ki te whakahirahiratanga o ngā mahi

Toi hei kimi i te tuakiri taketake, ki ngā whakakai hei wāhanga anō tō te wairua, ki ngā whakapapa o ngā mahi toi hei mātāpuna kia tātai whakapapa.

## Measuring our Progress

Otago Polytechnic's community of Māori researchers continued to develop in 2013 with 16 Māori staff engaged in research, five of whom submitted Performance-Based Research Fund (PBRF) portfolios.

There were 24 research outputs by Māori researchers in 2013, a significant increase on the 10 in 2012. Of these 24 outputs, 10 related to Māori issues, including traditional iwi business concepts, the exchanging of kai, experiences of manaakitanga, and the arts.

Several non-Māori Otago Polytechnic researchers contributed to the field of research on Māori-related topics, with six outputs produced. These included work on indigenous language revitalisation in Aotearoa and Scotland, sleep characteristics of pregnant Māori women, and developing a staff training package to support Māori educational achievement.

### Scope: Kaupapa Kai Tahu 2

The Otago Polytechnic research journal, *Scope*, published an edition dedicated to Kai Tahu and other iwi research in 2013; the second such issue in the publication's history.

Produced by the Kaitohutohu office and edited by Justine Camp, the journal was born out of a growing commitment to Māori research aspirations and achievements. The edition features 16 articles on diverse topics such as the importance of art and design in finding cultural identity, jewellery as an extension of wairua, and the genealogies of art as a source for reciting whakapapa.

### Next steps

- > Me tūtaki mātou ko kā Papatipu Rūnaka e pā ana ki te rautaki, Research and Enterprise, kia tautuhi ai i tō te Rūnaka wawata, kia whakaae ai i ētahi tikanga e hāngai ana ki te whakawhiti kōrero.
- > Meet with Ka Papatipu Rūnaka about our Research and Enterprise strategy, to identify Rūnaka aspirations and agree on engagement processes.



## STAFF PROFILE



# Glimpsing the past

## Professors Khyla Russell and Samuel Mann

An innovation that brings history to life, digitally recreating landscapes of times gone by, is the result of collaboration between Kai Tahu and Otago Polytechnic.

The Polytechnic's Professor of Information Technology, Samuel Mann, was interested in digitally rebuilding landscapes and settlements that are now vastly changed. Through the whakapapa, waiata and stories recounted to him by local rūnaka, he was able to bring past scenes to life using 3D game technology. This interactive simulation was called SimPā.

"SimPā reflected and explored the relationships between Kai Tahu whakapapa and landscape," explains the Polytechnic's Kaitohutohu, Professor Khyla Russell, "and all the ways in which we define the concept of whakapapa.

"We connect ourselves to landscapes and seascapes through whakapapa, and perceive of these places as being a part of ourselves," she says. "Over time, these scenes have changed enormously, but when you listen to the old stories and waiata, you can imagine what it was like."

One such story from Otākou describes a deafening birdsong right down to the shoreline – something Professor Russell herself remembers.

"As kids, there were lots of orchards – everybody had a few cows, pigs and chooks, and an orchard," she recalls. "We were only 25 minutes from town [Dunedin], but it was a different world."

One of the goals of the SimPā project was to facilitate cross- and inter-generational storytelling, and allow learning through play.

"This contemporary technology affords us a new means of imparting our stories to our iwi members," affirms Professor Russell, "wherever in the world they may be."

**Russell, K. & Mann, S.** (2013) The many indigenous bodies of Kai Tahu. In J. Fear-Seagal & R. Tillett (Eds.), *Indigenous Bodies: Reviewing, Relocating, Reclaiming*. Albany NY: SUNY Press. 179-190.

# Key Educational Performance Measures for Kai Tahu/Māori students

## Education Participation

|                           | Target % | 2011<br>(Total EFTS: 3,496.8) |      |       | 2012<br>(Total EFTS: 3,680.4) |      |       | 2013<br>(Total EFTS: 3,578.9) |      |       |
|---------------------------|----------|-------------------------------|------|-------|-------------------------------|------|-------|-------------------------------|------|-------|
|                           |          | Rate %                        | HC   | EFTS  | Rate %                        | HC   | EFTS  | Rate %                        | HC   | EFTS  |
| <b>Māori</b>              |          |                               |      |       |                               |      |       |                               |      |       |
| Levels 1-9                | 8        | 10.3                          | 640  | 367.5 | 10.6                          | 620  | 400   | 11.6                          | 674  | 465.3 |
| Level 0                   |          | 0.3                           | 92   | 9.6   | 0.1                           | 82   | 3.4   | 0.2                           | 81   | 6.7   |
| Levels 1-3                | 2        | 2.0                           | 219  | 69.7  | 2.0                           | 171  | 74.1  | 1.59                          | 125  | 63.9  |
| Level 4 and above         | 6        | 8.1                           | 382  | 288.2 | 8.5                           | 402  | 322.0 | 9.66                          | 476  | 388.1 |
| <b>Kai Tahu</b>           |          |                               |      |       |                               |      |       |                               |      |       |
| Levels 1-9                | NA       | 2.3                           | 142  | 81.4  | 2.8                           | 168  | 107.2 | 3.7                           | 193  | 150.1 |
| Level 0                   |          | 0.0                           | 17   | 0.4   | 0.0                           | 24   | 0.7   | 0.0                           | 18   | 1.1   |
| Levels 1-3                |          | 0.6                           | 54   | 21.3  | 0.6                           | 47   | 23.3  | 0.5                           | 40   | 21.6  |
| Level 4 and above         |          | 1.7                           | 79   | 59.8  | 2.2                           | 105  | 82.7  | 3.1                           | 138  | 125.8 |
| <b>Non-Māori</b>          |          |                               |      |       |                               |      |       |                               |      |       |
| Levels 1-9                | NA       | 89.8                          | 6175 | 3211  | 89.4                          | 5996 | 3378  | 89.4                          | 5931 | 3554  |
| Level 0                   |          | 1.4                           | 1101 | 50.2  | 1.4                           | 1184 | 54.1  | 1.6                           | 1181 | 64.1  |
| Levels 1-3                | 25       | 13.5                          | 809  | 482.3 | 10.9                          | 450  | 410.2 | 9.5                           | 396  | 383   |
| Level 4 and above         | 75       | 74.9                          | 3924 | 2678  | 77                            | 3955 | 2909  | 76.3                          | 4106 | 3068  |
| <b>Māori Under 25</b>     |          |                               |      |       |                               |      |       |                               |      |       |
| Levels 1-9                | NA       | 6.7                           | 360  | 237.8 | 6.7                           | 351  | 254   | 7.3                           | 378  | 292   |
| Level 0                   |          | 0.2                           | 49   | 7.3   | 0.0                           | 26   | 1.0   | 0.1                           | 31   | 3.5   |
| Levels 1-3                | 9        | 1.3                           | 113  | 47.2  | 1.4                           | 115  | 52.6  | 1.2                           | 87   | 46.6  |
| Level 4 and above         | 54       | 5.1                           | 227  | 183.4 | 5.3                           | 231  | 200.4 | 6.0                           | 263  | 239   |
| <b>Kai Tahu Under 25</b>  |          |                               |      |       |                               |      |       |                               |      |       |
| Levels 1-9                | NA       | 1.4                           | 81   | 51.1  | 1.9                           | 105  | 73.4  | 2.6                           | 121  | 105   |
| Level 0                   |          | 0.0                           | 4    | 0.2   | 0.0                           | 8    | 0.2   | 0.0                           | 6    | 0.4   |
| Levels 1-3                |          | 0.4                           | 30   | 13.9  | 0.5                           | 35   | 19    | 0.4                           | 25   | 15.5  |
| Level 4 and above         |          | 1.0                           | 50   | 37.1  | 1.4                           | 64   | 54.2  | 2.2                           | 94   | 88.8  |
| <b>Non-Māori Under 25</b> |          |                               |      |       |                               |      |       |                               |      |       |
| Levels 1-9                | NA       | 58.6                          | 3178 | 2096  | 58.8                          | 3155 | 2221  | 57.5                          | 3086 | 2310  |
| Level 0                   |          | 0.7                           | 438  | 26.5  | 0.7                           | 370  | 26.3  | 0.7                           | 389  | 28.7  |
| Levels 1-3                | 9        | 9.1                           | 826  | 324.1 | 7.7                           | 728  | 289.5 | 7.1                           | 486  | 287   |
| Level 4 and above         | 54       | 48.8                          | 2170 | 1746  | 50.4                          | 2235 | 1904  | 49.3                          | 2276 | 1982  |

Participation figures: includes all programme levels and all funding sources

## EFTS and Headcounts

|                  | 2011  |          |           | 2012  |          |           | 2013  |          |           |
|------------------|-------|----------|-----------|-------|----------|-----------|-------|----------|-----------|
|                  | Māori | Kai Tahu | Non-Māori | Māori | Kai Tahu | Non-Māori | Māori | Kai Tahu | Non-Māori |
| <b>EFTS</b>      | 367.5 | 81.4     | 3,211.3   | 399.9 | 107.2    | 3,378.6   | 465.3 | 105.2    | 3,554     |
| <b>Headcount</b> | 640   | 142      | 6,175     | 620   | 168      | 5,966     | 674   | 193      | 5,931     |

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 % | 2011% | 2012 % | 2013 % |
|---------------------------|----------|-------|--------|--------|
| <b>Māori</b>              |          |       |        |        |
| Levels 1-9                | 65       | 70    | 75.3   | 74.5   |
| Levels 1-3                | 52       | 50.5  | 66.1   | 64.2   |
| Level 4 and above         | 70       | 74.7  | 77.4   | 76.2   |
| <b>Kai Tahu</b>           |          |       |        |        |
| Levels 1-9                | 65       | 74    | 74     | 74.8   |
| Levels 1-3                | 52       | 55.9  | 65.2   | 64.4   |
| Level 4 and above         | 70       | 80.3  | 76.5   | 76.6   |
| <b>Non-Māori</b>          |          |       |        |        |
| Levels 1-9                | 75       | 80.7  | 83.3   | 79.4   |
| Levels 1-3                | 65       | 69.2  | 74.8   | 70.8   |
| Level 4 and above         | 78       | 82.8  | 84.5   | 80.4   |
| <b>Māori Under 25</b>     |          |       |        |        |
| Levels 1-9                | 72       | 68.9  | 73.1   | 75.6   |
| Levels 1-3                | 65       | 55.7  | 63.8   | 61.1   |
| Level 4 and above         | 78       | 72.3  | 75.6   | 78.4   |
| <b>Kai Tahu Under 25</b>  |          |       |        |        |
| Levels 1-9                | 72       | 70.1  | 70.5   | 75     |
| Levels 1-3                | 65       | 57.2  | 59.4   | 58.4   |
| Level 4 and above         | 78       | 74.9  | 74.3   | 77.9   |
| <b>Non-Māori Under 25</b> |          |       |        |        |
| Levels 1-9                | 72       | 81.1  | 83.6   | 79.8   |
| Levels 1-3                | 65       | 71.5  | 75.1   | 67.1   |
| Level 4 and above         | 78       | 82.9  | 84.9   | 81.6   |

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

## Course Retention

|                  | Target %  | 2011 % | 2012 % | 2013 % |
|------------------|-----------|--------|--------|--------|
| <b>Māori</b>     | <b>85</b> | 79.8   | 82.5   | 86.3   |
| <b>Kai Tahu</b>  | <b>85</b> | 82.2   | 80.1   | 84.9   |
| <b>Non-Māori</b> | <b>85</b> | 86.2   | 87.8   | 89.7   |

**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 % | 2011% | 2012 % | 2013 % |
|-------------------|----------|-------|--------|--------|
| <b>Māori</b>      |          |       |        |        |
| Levels 1-9        |          | 31.6  | 9.7    | 25     |
| Levels 1-3        | 28       | 45.5  | 10.8   | 53.9   |
| Level 4 and above |          | 25    | 7.1    | 14.6   |
| <b>Kai Tahu</b>   |          |       |        |        |
| Levels 1-9        |          | 29.3  | 17.3   | 31.3   |
| Levels 1-3        | 28       | 40    | 18.2   | 53.3   |
| Level 4 and above |          | 25.8  | 16.7   | 21.2   |
| <b>Non-Māori</b>  |          |       |        |        |
| Levels 1-9        |          | 20.4  | 13     | 18.1   |
| Levels 1-3        | 28       | 38.4  | 15.3   | 40.4   |
| Level 4 and above |          | 14.1  | 11     | 12     |

**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 % | 2011 % | 2012 % | 2013 % |
|--------------------|----------|--------|--------|--------|
| <b>Māori</b>       |          |        |        |        |
| Levels 1-9         | 48       | 56.2   | 60.7   | 66.9   |
| Levels 1-3         |          | 38.3   | 34.1   | 48.4   |
| Level 4 and above  |          | 65.3   | 70.2   | 72.6   |
| <b>Kai Tahu</b>    |          |        |        |        |
| Levels 1-9         | 48       | 59.4   | 66.7   | 59.7   |
| Levels 1-3         |          | 41.7   | 46     | 42.5   |
| Level 4 and above  |          | 66     | 76.6   | 66.4   |
| <b>Non-Māori</b>   |          |        |        |        |
| Levels 1-9         | 48       | 59.3   | 72.4   | 73.9   |
| Levels 1-3         |          | 35.9   | 50.5   | 53.7   |
| Levels 4 and above |          | 68.1   | 77     | 77.4   |

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

## Māori/Non-Maori Group

|                       | 2011 % | 2012 % | 2013 % |
|-----------------------|--------|--------|--------|
| <b>Māori</b>          |        |        |        |
| compared to non-Māori |        |        |        |
| Levels 1-9            | 10.7   | 8.0    | 4.9    |
| Levels 1-3            | 18.7   | 8.7    | 6.7    |
| Level 4 and above     | 8.1    | 7.0    | 4.2    |
| <b>Kai Tahu</b>       |        |        |        |
| compared to non-Māori |        |        |        |
| Levels 1-9            | 2.5    | 8.0    | 3.8    |
| Levels 1-3            | 13.3   | 9.6    | 6.4    |
| Level 4 and above     | 2.5    | 8.0    | 85.1   |

## TEC Qualification Completion Rate 2011 -2013

### Qualification Completions - EFTS Weighted

|                   | Target % | 2011 % | 2012 % | 2013 % |
|-------------------|----------|--------|--------|--------|
| <b>Māori</b>      |          |        |        |        |
| Levels 1-9        | 40       | 66.6   | 73     | 74.8   |
| Levels 1-3        | 30       | 39     | 46.1   | 56.6   |
| Level 4 and above | 55       | 72.1   | 78.6   | 76.4   |
| <b>Non-Māori</b>  |          |        |        |        |
| Levels 1-9        | 66       | 77.9   | 85.9   | 80.7   |
| Levels 1-3        | 35       | 57.4   | 64.1   | 68     |
| Level 4 and above | 73       | 80.8   | 88.6   | 81.6   |
| <b>Kai Tahu</b>   |          |        |        |        |
| Levels 1-9        |          | 73.1   | 61.5   | 59.4   |
| Levels 1-3        |          | 42.7   | 45     | 56.7   |
| Level 4 and above |          | 81.6   | 65.8   | 59.7   |

### Qualification Completions – Bachelors

|                  | Target %  | 2011 % | 2012 % | 2013 % |
|------------------|-----------|--------|--------|--------|
| <b>Māori</b>     | <b>40</b> | 72.7   | 98.2   | 90.5   |
| <b>Non-Māori</b> | <b>66</b> | 82.9   | 98.9   | 91     |
| <b>Kai Tahu</b>  |           | 85.1   | 83.7   | 53.1   |

### Qualification Completions – Graduate Certificates and Diplomas

|                  | Target %  | 2011 % | 2012 % | 2013 % |
|------------------|-----------|--------|--------|--------|
| <b>Māori</b>     | <b>40</b> | 0.0    | 31.6   | 57.8   |
| <b>Non-Māori</b> | <b>66</b> | 81.1   | 72     | 60.9   |
| <b>Kai Tahu</b>  |           |        | 0.0    | 126.3  |

### Qualification Completions – Certificates

|                  | Target %  | 2011 % | 2012 % | 2013 % |
|------------------|-----------|--------|--------|--------|
| <b>Māori</b>     | <b>40</b> | 49.1   | 55.8   | 61.1   |
| <b>Non-Māori</b> | <b>66</b> | 66.2   | 71.7   | 71.7   |
| <b>Kai Tahu</b>  |           | 51.4   | 46.1   | 55     |

### Qualification Completions – Postgraduate Certificates and Diplomas

|                  | Target %  | 2011 % | 2012 % | 2013 % |
|------------------|-----------|--------|--------|--------|
| <b>Māori</b>     | <b>40</b> | 211.7  | 49.6   | 137.4  |
| <b>Non-Māori</b> | <b>66</b> | 103.3  | 95.7   | 111.1  |
| <b>Kai Tahu</b>  |           |        | 0.0    | 0.0    |

### Qualification Completions – Diplomas

|                  | Target %  | 2011 % | 2012 % | 2013 % |
|------------------|-----------|--------|--------|--------|
| <b>Māori</b>     | <b>40</b> | 106.3  | 59.7   | 59.4   |
| <b>Non-Māori</b> | <b>66</b> | 87     | 77.5   | 68.9   |
| <b>Kai Tahu</b>  |           | 125.2  | 80.5   | 90.8   |

### Qualification Completions – Masters

|                  | Target %  | 2011 % | 2012 % | 2013 % |
|------------------|-----------|--------|--------|--------|
| <b>Māori</b>     | <b>40</b> | 108.7  | 45.3   | 104.9  |
| <b>Non-Māori</b> | <b>66</b> | 127.8  | 95.6   | 65.7   |
| <b>Kai Tahu</b>  |           |        |        | 166.7  |

### Cohort Completions (All Students)

|                            | 2011            |                           | 2012            |                           | 2013<br>Completion Rate |
|----------------------------|-----------------|---------------------------|-----------------|---------------------------|-------------------------|
|                            | Completion Rate | Completion Rate (+1 Year) | Completion Rate | Completion Rate (+1 Year) |                         |
| All Students               | 26.9            | 32.5                      | 32.2            | 35.8                      | 35.6                    |
| Māori                      | 24.7            | 27.9                      | 31.8            | 36.0                      | 40.2                    |
| Kai Tahu                   | 26.9            | 30.3                      | 29.5            | 32.0                      | 44.4                    |
| Pasifika                   | 27.6            | 36.2                      | 35.7            | 41.1                      | 36.4                    |
| Non-Māori                  | 27.1            | 33.0                      | 32.2            | 35.8                      | 35.1                    |
| Non-Māori and non-Pasifika | 27.1            | 33.0                      | 32.1            | 35.6                      | 35.1                    |

## Cohort Completions (Full-time Students)

|                            | 2011            |                           | 2012            |                           | 2013            |
|----------------------------|-----------------|---------------------------|-----------------|---------------------------|-----------------|
|                            | Completion Rate | Completion Rate (+1 Year) | Completion Rate | Completion Rate (+1 Year) | Completion Rate |
| All Students               | 61.3            | 65.2                      | 59.3            | 62.1                      | 61.6            |
| Māori                      | 53.3            | 54.6                      | 47.4            | 49.4                      | 56.2            |
| Kai Tahu                   | 48.6            | 48.6                      | 35.1            | 35.1                      | 56.7            |
| Pasifika                   | 38.9            | 44.4                      | 42.1            | 43.9                      | 45.9            |
| Non-Māori                  | 62.4            | 66.6                      | 60.8            | 63.6                      | 62.3            |
| Non-Māori and non-Pasifika | 62.9            | 67.1                      | 61.2            | 64.1                      | 62.9            |

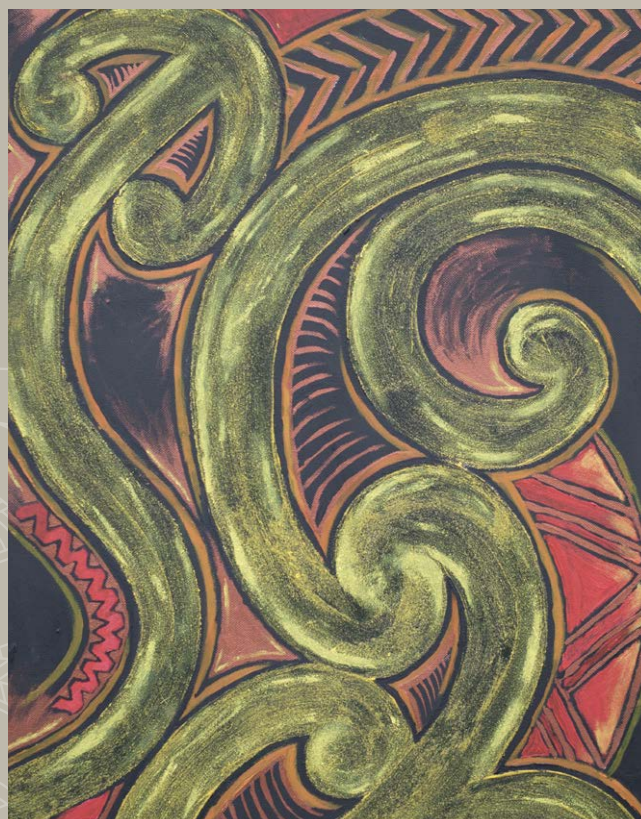
## Qualification Completions by Category and Ethnicity

|                                 | 2011            |                           | 2012            |                           | 2013            |
|---------------------------------|-----------------|---------------------------|-----------------|---------------------------|-----------------|
|                                 | Completion Rate | Completion Rate (+1 Year) | Completion Rate | Completion Rate (+1 Year) | Completion Rate |
| <b>Certificates</b>             |                 |                           |                 |                           |                 |
| All Students                    | 34.6            | 42.7                      | 40.4            | 43.3                      | 49.6            |
| Māori                           | 28.8            | 33.5                      | 37.0            | 39.5                      | 47.5            |
| Kai Tahu                        | 32.8            | 37.7                      | 32.8            | 35.9                      | 45.5            |
| Pasifika                        | 34.9            | 47.6                      | 44.3            | 47.1                      | 55.1            |
| Non-Māori and non-Pasifika      | 35.4            | 43.9                      | 40.8            | 43.8                      | 49.8            |
| <b>National Certificate</b>     |                 |                           |                 |                           |                 |
| All Students                    | 25.4            | 28.1                      | 43.1            | 45.9                      | 50.7            |
| Māori                           | 21.7            | 22.8                      | 38.0            | 39.4                      | 45.5            |
| Kai Tahu                        | 22.7            | 22.7                      | 35              | 35                        | 53.9            |
| Pasifika                        | 35.7            | 35.7                      | 40              | 40                        | 0.0             |
| Non-Māori and non-Pasifika      | 25.7            | 28.5                      | 43.6            | 46.6                      | 51.8            |
| <b>Graduate Certificate</b>     |                 |                           |                 |                           |                 |
| All Students                    | 100             | 100                       | 60              | 60                        | 0.0             |
| Māori                           | NA              | NA                        | NA              | NA                        | NA              |
| Kai Tahu                        | NA              | NA                        | NA              | NA                        | NA              |
| Pasifika                        | NA              | NA                        | NA              | NA                        | NA              |
| Non-Māori and non-Pasifika      | 100             | 100                       | 60              | 60                        | 0.0             |
| <b>Postgraduate Certificate</b> |                 |                           |                 |                           |                 |
| All Students                    | 22              | 32                        | 21.1            | 49.1                      | 19.2            |
| Māori                           | 0.0             | 0.0                       | 16.7            | 33.3                      | 0.0             |
| Kai Tahu                        | NA              | NA                        | NA              | NA                        | NA              |
| Pasifika                        | NA              | NA                        | NA              | NA                        | 0.0             |
| Non-Māori and non-Pasifika      | 22.5            | 32.7                      | 21.6            | 51                        | 20.4            |
| <b>Diploma</b>                  |                 |                           |                 |                           |                 |
| All Students                    | 22.1            | 34.1                      | 34.3            | 41.3                      | 26.4            |
| Māori                           | 17.9            | 21.4                      | 15.6            | 31.3                      | 29              |
| Kai Tahu                        | 0.0             | 0.0                       | 12.5            | 12.5                      | 33.3            |
| Pasifika                        | 16.7            | 25                        | 14.3            | 33.3                      | 20.7            |
| Non-Māori and non-Pasifika      | 23.0            | 36.1                      | 36.9            | 42.6                      | 26.2            |

## Qualification Completions by Category and Ethnicity

|                             | 2011            |                           | 2012            |                           | 2013            |
|-----------------------------|-----------------|---------------------------|-----------------|---------------------------|-----------------|
|                             | Completion Rate | Completion Rate (+1 Year) | Completion Rate | Completion Rate (+1 Year) | Completion Rate |
| <b>National Diploma</b>     |                 |                           |                 |                           |                 |
| All Students                | 58.0            | 60.2                      | 52.1            | 56.2                      | 58.2            |
| Māori                       | 61.5            | 61.5                      | 100             | 100                       | 33.3            |
| Kai Tahu                    | 40.0            | 40.0                      | 100             | 100                       | 33.3            |
| Pasifika                    | 0.0             | 0.0                       | 0.0             | 0.0                       | 50              |
| Non-Māori and non-Pasifika  | 58.1            | 60.8                      | 51.4            | 55.7                      | 63.2            |
| <b>New Zealand Diploma</b>  |                 |                           |                 |                           |                 |
| All Students                | 34              | 48.9                      | 25.7            | 39.2                      | 37.9            |
| Māori                       | 0.0             | 0.0                       | 33.3            | 50                        | 20.0            |
| Kai Tahu                    | NA              | NA                        | 0.0             | 0.0                       | 50.0            |
| Pasifika                    | NA              | NA                        | 25              | 50                        | NA              |
| Non-Māori and non-Pasifika  | 35.6            | 51.1                      | 24.2            | 37.9                      | 39.6            |
| <b>Graduate Diploma</b>     |                 |                           |                 |                           |                 |
| All Students                | 65.8            | 79                        | 49.1            | 63.6                      | 28.2            |
| Māori                       | 0.0             | 0.0                       | 33.3            | 66.7                      | 15.4            |
| Kai Tahu                    | NA              | NA                        | 0.0             | 100                       | 66.7            |
| Pasifika                    | NA              | NA                        | NA              | NA                        | 33.3            |
| Non-Māori and non-Pasifika  | 69.4            | 83.3                      | 50.0            | 63.5                      | 28.7            |
| <b>Postgraduate Diploma</b> |                 |                           |                 |                           |                 |
| All Students                | 50              | 66.7                      | 41.2            | 70.6                      | 27.3            |
| Māori                       | NA              | NA                        | 50              | 100                       | 0.0             |
| Kai Tahu                    | NA              | NA                        | NA              | NA                        | 0.0             |
| Pasifika                    | 100             | 100                       | NA              | NA                        | NA              |
| Non-Māori and non-Pasifika  | 43.8            | 62.5                      | 40.0            | 66.7                      | 28.6            |
| <b>Bachelor</b>             |                 |                           |                 |                           |                 |
| All Students                | 38.1            | 44.9                      | 46.0            | 50.2                      | 51.3            |
| Māori                       | 41.5            | 47.7                      | 45.5            | 48.5                      | 62.0            |
| Kai Tahu                    | 41.7            | 50                        | 55.6            | 55.6                      | 78.6            |
| Pasifika                    | 26.7            | 40                        | 46.2            | 46.2                      | 55              |
| Non-Māori and non-Pasifika  | 37.9            | 44.7                      | 46.1            | 50.4                      | 50              |
| <b>Bachelor Honors</b>      |                 |                           |                 |                           |                 |
| All Students                | 100             | 100                       | 60              | 80                        | 81.8            |
| Māori                       | NA              | NA                        | NA              | NA                        | NA              |
| Kai Tahu                    | NA              | NA                        | NA              | NA                        | NA              |
| Pasifika                    | NA              | NA                        | NA              | NA                        | NA              |
| Non-Māori and non-Pasifika  | 100             | 100                       | 60              | 80                        | 81.8            |
| <b>Masters</b>              |                 |                           |                 |                           |                 |
| All Students                | 0.0             | 50                        | 9.1             | 40.9                      | 3.6             |
| Māori                       | NA              | NA                        | 0.0             | 100                       | 0.0             |
| Kai Tahu                    | NA              | NA                        | NA              | NA                        | NA              |
| Pasifika                    | NA              | NA                        | NA              | NA                        | 0.0             |
| Non-Māori and non-Pasifika  | 0.0             | 50                        | 10              | 35                        | 4.0             |

## ARTIST PROFILE



# Artist profile

Dana Te Kanawa, née Russell – Kai Tahu, Kāti Mamoe, Waitaha

Dana was born in Dunedin (her whanau whakapapa to Otākou), and raised on a high country sheep station in the Ida Valley. A trained hairdresser and teacher, she has a long-standing passion for art, designing tattoos, logos and creating many beautiful paintings.

Her painting, *Ara āwhio*, describes her journey over the past few years, in which she completed her early childhood degree as an adult student while working and raising her three children. The work was inspired by a whakatauki that talks about achieving though an alternative path but with finesse; this also

aply reflects the fact that most of Otago Polytechnic's Māori enrolments come from second-chance and adult learners.

Dana also designed *Kotahitaka – Unity* – the design you can see as a watermark in this report. The motif was created especially for Otago Polytechnic, to appear on its website and elsewhere across its campuses. It explores the theme of blending and gathering, with the “four winds” representing the many directions our staff and students reach us from.

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.

We'd like to say a big thanks to Shaun Tahau for the translation, Dana Te Kanawa for the cover image and the design of Kotahitaka which features throughout (see profile above), Isabella Harrex for the majority of our photographs and Southern Colour Print. We give a special thanks to our Māori students who featured in this year's student stories and all Otago Polytechnic staff who contributed to this report.



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