



OTAGO
POLYTECHNIC
Te Kura Matatini ki Otago

Whakakaha te Hoataka

Strengthening the Partnership

Māori Annual Report 2012



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Mihi

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

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

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

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

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

He mihi tēnei mai i Te Kura Matatini ki Otago tātou ko Te Kōmiti Kawanataka ki a koutou kā iwi katoa nā mātou i te whakaaro me te kōrero, a tuhi, a waha hōki, i roto i kā hui rūnaka.



Memorandum of Understanding

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

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

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

From the Chief Executive and Council Chair

Introduction by Phil Ker and Kathy Grant

Tēnā koutou katoa.

Kei te rekareka māua ki te whakatakoto i tēnei 'Ripoata a-Tau' ki a koutou kā Rūnaka. Kei te tohu te ripoata nei i te akitu, i te whai wāhi o ā mātou ākonga Māori, me ngā wero kei mua i ā mātou.

Ko te mea pai rawa atu ko te pai haere o te whkatutuki a ngā ākonga Māori i ā rātou tohu. He tere ake te pai haere o ā mātou ākonga Māori i ā ngā Pākehā. Heoi anō, ahakoa kei te kati haere te ango waenganui i ngā Māori me ngā Pākehā e pā ana ki te mātauranga, ko te wero nui tonu ko te whai kia rite. Kei te angitū mātou ka taea e mātou tēnei wero nā ā mātou pūnaha tautoko i ngā ākonga Māori.

Kia mātua tutuki, me tokomaha ake ō mātou kaimahi Māori, waihoki, kia tokomaha ake ngā Māori i ngā mahi tūranga ārahi. Kei te rekareka mātou i te tokoiti rawa o ngā kaimahi Māori e wehe atu ana, ā, inā kēhoki te tokomaha ake o ngā kaimahi mātou e mea ana he Māori rātou. I te tau 2012 i whakawhānui mātou i te kapa tautoko ākonga Māori, ā, i tū tētahi kaimahi Māori i te tūru whakaārahi o 'Capable NZ' – tētahi o ngā kura tuatahi.

Āe mārika, ko tētahi mea pai o te tau 2012 ko te tīmatanga o tō mātou "rōpu whakangungu mahi Māori". Ahakoa he āhua tokoiti ngā ākonga, ina whakaritea ki tau kē, kua pā kaha hoki tēnei ki ngā kaimahi i te taha āwhina ki te whakapakari i te āhei kia tareka ngā mātua hiahia o ngā ākonga Māori.

Kia mihimihi kau noa i ngā tāngata katoa i āwhina i ā mātou mahi kia hua ai Te Kura Matatini ki Otago hei wāhi e Māori ai te mahi me te ako a te hunga Māori, kia eke.

Ka mihi ki:

- > Ngā mema o te Rūnaka i noho ai i tō mātou Kaunihera me tō mātou Komiti Kawanataka, e tohutohu ana i a mātou ki te taumata tiketike
- > Ō mātou kaimahi Māori, e ārahina ana e tō mātou Kaitohotohu, e Khyla Russell, nā tō rātou kaha ki te whakawātea i a rātou, nā tō rātou ruanukutanga.
- > Ō mātou kaimahi katoa i tere whakaae kia whakatūria tā mātou Aka Rautaki Māori

We are pleased to present this third annual report to our Rūnaka, which shows further progress in the participation and success of our Māori learners, as well as the challenges still ahead of us.

Most pleasing is the further overall improvement in successful course completions for our Māori learners, with this measure improving at a faster rate than that for non-Māori. However, while the gap between Māori and non-Māori educational performance continues to close, achieving parity of performance still remains our greatest challenge. We are confident that we will rise to this challenge, given the focus on and support systems for Māori learner success we now have in place.

Essential to our future success will be the expansion of our Māori workforce, and having more Māori in leadership roles. We are pleased that Māori staff turnover rates are very low, and that we are recruiting significantly more staff who identify as Māori. 2012 also saw the expansion of our Māori learner support team, and the appointment of a Māori staff member to a senior leadership role in Capable NZ – one of our flagship schools.

Undoubtedly a highlight for 2012 was the successful introduction of our Māori trades training initiative. Whilst numbers of learners were relatively low, this initiative has had significant impact on staff, helping to build stronger capability for meeting Māori learner needs.

We would like to take this opportunity to thank all who have contributed to our efforts to make Otago Polytechnic a place where Māori can work and learn as Māori, and be successful.

We look forward to the re-signing of our Memorandum of Understanding with our four Rūnaka, following the review of it in 2012, and anticipate this year's follow-up cultural audit, building on that of 2011.

Thanks to:

- > Rūnaka members who have served on our Council and Komiti Kawanataka, guiding us at the highest level
- > Our Māori staff, led by our Kaitohotohu Khyla Russell, who give so generously of their time and wisdom
- > Our staff, who have so willingly embraced the accountability for implementing our Māori Strategic Framework.



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 ratou 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 Maukaatua

I te taha o te awa ko Taieri

Kei te noho au kei Taieri inaianei

Ko Airihi rāua ko Ingarani kā Iwi

Ko Proctor te hapū

Ko Freeman rātou ko Proctor ko Marriott kā whānau

Ko Yvonne rāua ko Ernest kā mātua

Ko au tēnei

Ko Kathy tōhoku ikoa

Ko Stephen tōhoku hoa rakatira

Ko Michael rāua ko Rebecca a māua tamariki

Tokotahi ta māua tama mokopuna

Phil Ker
Chief Executive

Kathy Grant
Council Chair

From the Komiti Kawanataka

Introduction by Rebecca Williams



Ka haere tonu te manawanui o Te Kura Matatini ki Otago ki te hāpai i te MoU me te manawhenua. Anā anō kua pai ake ngā whātau mātauranga, ā, he pai te kite i te karapīpītanga o te angō i waenganui i ngā Māori me ngā Pākehā.

I kōrero tērā ripoata āku e pā ana ki te tātaritanga o te Aka Rautaki Māori. Kua oti tēnei mahi, ā, kua rūmākina te Aka Rautaki Māori hou ki roto i ngā hātepe o Te Kura Matatini ki Otago.

I tua atu i tēnei mahi, kua arotake te Komiti Kawanataka i te MoU kia hāngai ai ki ēnei rā. Kua whakatikahia ētahi mea, ā, kua whakaaetia e ngā Rūnaka e whā e pā. Kei te whakaritea tonuhia te hainatanga ināianei.

I te wā e tūhia ana te pūrongo nei, e arotakehia ana Te Kura Matatini ki Otago ki te tuarua o ana arotakenga taha ahurea, he aromatawai mā roto tonu, he aromatawai tā waho hoki i raro i a Cath Savage rāua ko Lynn Carter. Kei te waimarie mātou kei kōnei ēnei wāhine rangatira. I tū hoki a Lynn i te tira arotake tuatahi.

Ko tētahi mea whakaharahara o te tau, ko te mahi atu o te mahi nunui nō Boua Huata ki te Kura Matatini ko Otago. Nā, ki tēnā kaupapa, I whakatohu ki a ia te tohu teitei ko te Master of Professional Practice. He rā pai tēnā mo mātou, mōhona, mo tōhona whānau hoki.

I tēnei tau kua pōwhiri mātou i te mahi a te kaimahi hou ki Te Kura Matatini, ā, he pai te mahi tahi i ō rātau taha. Whakatau mai, Tama Tuirirangi (te kaiārahi), Brayden Murray (te kaitautoko), Richard Kerr-Bell hoki (te kaiārahi o te hōtaka “Master of Professional Practice” ki Capable NZ).

Mai i te wā o tērā ripoata kua tū tētahi arotakenga Pūtea Putanga Rangahau. Ko te take o tēnei pūtea ko te whakapūmau kia akiakihia, kia whiwhi hua hoki i ngā rangahau papai i te rāngai mātauranga matua. Kia mihimihia ngā kaimahi i eke i te arotakenga nei, me mātua mihi i a Justine Camp i tāna putanga tuatahi!

Kei te tuku karahipi tonu te Kura Matatini mō ā mātou akonga Māori, ā, he rekareka te kite; mai i ngā karahipi 25 i hoatu ai i te tau 2012, e 90 paihēneti ngā akonga i pāhi!

Ka huri tō mātou aro hei ngā wā e heke mai nei. Kua rihaina a Nicola Taylor, ā, kua tata pau taku tau whakamutunga hei Tiamana i Te Komiti Kawanataka. Nō inātata nei i tukua ai e au tētahi reta ki te Rūnaka e whakahau ana kia tūhia ēnei tūranga e te takirua. Ka noho māua ko Nicola ki konei kia mātua kitea ngā mema hou nei, kia mātua tukua hoki rāua ki roto i ngā kawenga o te mahi.

Te Kura Matatini ki Otago continues to demonstrate its commitment to the Memorandum of Understanding (MoU) with manawhenua. Once again there is improvement in most of the key educational performance measures and it is pleasing to see the gap between Māori and non-Māori decreasing.

My last report spoke of the review of the Māori Strategic Framework. This work has now been completed and the updated framework is embedded into the Polytechnic's processes.

In addition to this work, Komiti Kawanataka has reviewed the MoU to ensure that it is up to date and remains current. Adjustments have been made and these have been endorsed by each of the four Rūnaka. An appropriate signing function is currently being arranged.

At the time of writing, the institution is undertaking its second cultural audit, comprising an internal self-assessment and an external review by a panel of Cath Savage and Lynn Carter. We are very fortunate to have the services of both of these highly esteemed women, and Lynn was also part of the inaugural audit.

A highlight of the year was the recognition of Poua Huata's contribution to the Polytechnic when he was awarded an Honorary degree of Master of Professional Practice at the March graduation ceremony. It was a wonderful occasion and an honour to share it with him and his whānau.

Over the year we have welcomed a number of new staff to the Polytechnic and we are enjoying working with them. We welcome Tama Tuirirangi our Kaiārahi, Brayden Murray, a Kaitautoko and Richard Kerr-Bell, the Programme Leader for the Master of Professional Practice at Capable NZ.

There has also been a Performance-Based Research Fund (PBRF) round since the last report. The purpose of this fund is to ensure that excellent research in the tertiary education sector is encouraged and rewarded. I would like to take this opportunity to congratulate all staff who were successful in this round, particularly Justine Camp who achieved her first result!

The Polytechnic continues to offer a range of scholarships for our Māori learners and it is pleasing to note that of the 25 scholarships that were awarded in 2012, a 90 per cent course completion rate was achieved!

Going forward we are entering into a new phase. Nicola Taylor has handed in her resignation and I am entering my last year as Chair of Komiti Kawanataka. I have recently written to the Rūnaka suggesting that a joint appointment process be instigated. Both Nicola and I will remain until the new members have been appointed and a sufficient handover given.

Ka nui te mihi ki ngā mema katoa o Te Komiti Kawanataka me Te Komiti ki Waho i tō rātou pukumahi me tō rātou manawanui.

Kia mihia hoki ngā kaimahi o te Kura Matatini i te rite tonu o ā rātou mahi tautoko i ngā Māori kia tutuki ai ō rātou wawata mātauranga. Ka nui hoki te mihi ki ngā kaimahi Māori, inā, he nui ake tā rātou i mahi ai i tā te tūranga mahi i tohu ai.

Kua nui haere ngā tutukitanga o Te Kura Matatini ki Otago i ō ngā tau kua pāhure, ā, he rite tonu tana whai i ngā taumata tiketike o te mātauranga. Nā te pukumahi me te manawanui o te tokomaha, kua nui haere ngā tutukitanga, nāwhai hoki, nā te tino pukumahi o te Kaitohutohu me ōna kaimahi i tōna tari. Ka nui te mihi ki a Khyla rātou ko tōna tīma (arā, ko Debbie rātou ko Gina, ko Rachel, ko Justine).

I would like to take this opportunity to thank the members of both Komiti Kawanataka and Komiti ki Waho for their hard work and dedication.

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

Te Kura Matatini ki Otago has built on the successes of previous years and continues to strive for excellence. This is the result of the hard work and dedication of many people, not least of which is that of the Kaitohutohu and the staff in her office. To Khyla and her team (Debbie, Gina, Rachel and Justine), thank you, thank you, thank you.

Nā Rebecca Williams

Chair, Komiti Kawanataka

Otago Polytechnic's Māori Strategic Framework

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

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



KO TE MEA TUATAHI:

Ko te Tiriti
o Waitangi

PRIORITY ONE:

Treaty of
WaitangiO Mātou
Rautaki Whāika

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

Our Strategic
Objective

To have an effective partnership with Kai Tahu/Māori.

O Mātou Mānawa

- a. Kia tino mārama kā hiahia tauwhaiti-a-ako o Kai Tahu, o Kai Māori i roto i te takiwā o Araiteuru.
- b. Ka mahi tahi ki kā rūnaka i ruka i kā rautaki, i kā kaupapa me kā mahi kā mātātoa o Te Kura Matatini ki Otago, mēnā ka pīraki koutou.
- c. Kia whakarite ka tikaka Kai Tahu i raro i te tohutohu o Kai Tahu i kā whāi ara, i kā mahi i Te Kura Matatini ki Otago.

Our Aspirations

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

Te Pae Haere

Mō ētahi kaupapa, he tau hurihanga mō tō mātou tipuranga a 2012 i a mātou e whai ana kia tutuki ō mātou awhero mō te Aka Rautaki Māori. He āheinga kia whakaarohia tō mātou whanaketanga whakamua e pā ana ki te arotakenga taha ahurea o 2011; kia whakauru i ngā panonitanga me ngā whakapaitanga, kia whakawhiti; kia whakareri hoki mō te arotakenga hōmiromiro o 2013.

I te marama o Poutū-te-rangi i te tau 2011 i tāpaetia ki te Kura Matatini ki Otago te rīpoata whakarāpopoto i ngā taunaki o te Rīpoata a te Rōpū Arotake Ahurea, me te aha, i whakaaehia te

Measuring our Progress

In some respects, 2012 was a transitional year for our development as we take further steps to achieve our aspirations against the Māori Strategic Framework. It was an opportunity to consider the progress we have made in light of the 2011 cultural audit, embed changes and improvements and prepare for another intensive review in 2013.

In March 2011, a summary report of the recommendations taken from the document, *Report of the Cultural Audit Panel*, was presented to the Otago Polytechnic, almost all of which

ninga o aua taunaki. Mai i tērā wā, e hia kē ā mātou mahi i ngā tau 2011 me 2012 hei whakaea i ngā taunaki i whakaaetia rā, ā, kua whakarāpopoto mātou i ā mātou mahi mai i taua wā ki roto i te ripoata nei.

Whai i muri i te Arotakenga Taha Ahurea o 2011, hei whakautu hoki i ngā taunaki, i whakatau te Kura Matatini ki Otago ki te whakahou i tōna Aka Rautaki Māori hei te tau 2012, nā, kua tutuki.

I te pito whakapaunga o 2012, hei whakareri mō te arotakenga o 2013 i te Aka Rautaki Māori, i whakahuia tētahi rōpū nō roto mai i te Kura Matatini hei kōkiri i te mahi nei, arā, ko Mike Collins rātou ko Tākuta Margo Barton, Ko Ronda McLaren, Ko John Findlay, Ko Rachel Dibble, Ko Toihuarewa Khyla Russel hoki, ngā tāngata ki roto i te rōpū. I muri i te kōrero tahitanga ki Kā Papatipu Rūnaka, ka whakaingoatia te rōpū nei ko 'Te Rōpū Aromātai i te Aka Rautaki Māori'. Ko te mahi o tēnei rōpū he kōkiri i te arotakenga o te Aka Rautaki Māori i ngā wāhi katoa o te Kura Matatini, pūkenga mai, kaiwhakarātonga mai. Ka kohia, ka arotakehia hoki ngā whakahoki ki te aromātai o te tau 2013 e te Komiti Kawanataka, te Kaunihera, me tētahi rōpū nō waho e hui tahi ana me ngā kura me te hunga whakarātonga hei te marama o Mahuru o te tau 2013.

were accepted. Since then a number of actions have taken place during 2011 and 2012 that have addressed the agreed recommendations and a summary of our responses to date are outlined throughout this report.

In response to key recommendations from the 2011 Cultural Audit, Otago Polytechnic made a commitment to review its Māori Strategic Framework (MSF) in 2012, and this was achieved.

Toward the end of 2012, and in preparation for the 2013 review of the MSF, an internal panel was convened to oversee this work including; Mike Collins, Dr Margo Barton, Ronda McLaren, John Findlay, Rachel Dibble and Professor Khyla Russell. After consultation with Kā Papatipu Rūnaka, this team was named the 'Māori Strategic Framework Evaluation Internal Panel'. The panel's role is to oversee the evaluation of the MSF across all of the academic schools and service areas. The feedback gathered from the 2013 evaluation of the MSF will be collated and reviewed by Leadership Team, Komiti Kawanataka, Council and by an external panel who will also meet with various schools and service areas during September 2013.

2011 Cultural Audit Recommendations



Recommendation: That the Treaty of Waitangi Unit participate more closely with the Office of the Kaitohutohu, and that one position be increased to 1 FTE in the EDC (ideally a Kai Tahu staff member), to work full-time in the Treaty of Waitangi Unit's role with staff and Schools/Departments.

Achieved: A closer working relationship between the Treaty of Waitangi Unit (TETU) and EDC and Kaitohutohu office was achieved. During 2012, EDC was disestablished and a new staff development team established, however staff continue to work in regard to shared KPIs and in support of the MoU and MSF.



Recommendation: That the four Papatipu Rūnaka are involved in any future cultural audit process.

Ongoing: The four Papatipu Rūnaka have been involved in this current process. This is supported by Komiti ki Waho and Komiti ki Kawanataka.

Recommendation: That there is an increase in the resourcing of the Office of the Kaitohutohu to enable a more efficient implementation of the MSF across the areas of responsibility, and to progress the implementation of the MSF.



Achieved: As of 2012, there was an overall increase in the Kaitohutohu support team, from 0.8 to 1.4 FTE.



Recommendation: That the current Executive Assistant (EA) role is re-defined to 0.8FTE, fully utilised within the Office of the Kaitohutohu, and the skills of the incumbent are utilised to provide an extra resource for the Office of the Kaitohutohu.

Achieved: This was completed with the EA role increasing to 0.8 FTE. Existing staff have opportunities to utilise their skills in the implementation of the MSF.



Recommendation: That more emphasis is given to the post-Treaty relationship between Otago Polytechnic and Rūnaka that fully realises the reciprocal nature of the MoU and the Treaty partnership with Kai Tahu and the four Papatipu Rūnaka.

Achieved, ongoing: This has been an area of active engagement and there is a willingness to grow this relationship so the aspirations in the MSF are realised.



Recommendation: that an internal stocktake is carried out in one year's time, and a full audit is conducted in 2013.

Achieved: During 2012, an internal panel was convened in preparation for the 2013 MSF evaluation which follows on from the 2011 cultural audit. A timetable was established and this process should be completed by September 2013.

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

- Kia kaha haere kā kaimahi Kai Tahu/Māori i roto i kā tūmomo tari, kā tūmomo taumata ki Te Kura Matatini ki Otago.
- Nā kā kaimahi Kai Tahu/Māori te mahi whakaārahi i kā taumaha katoa ki Te Kura Matatini ki Otago.
- 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.
- 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

- To increase the number of Kai Tahu/Māori staff across the range of teams and levels within Otago Polytechnic.
- To have Māori staff providing leadership at all levels in the Polytechnic.
- To have a working environment in which Māori staff are valued and their contributions recognised.
- 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 2012

Measuring our Progress

Māori staff in 2012

	2011	2012
Proportion of Māori staff (May, 2012)	5%	5%
Proportion of new employees who identify as Māori	6%	13%
Māori staff turnover rate	5%	4%
Non-Māori staff turnover rate	7%	9%

I tokomaha haere ngā kaimahi Māori ki te Kura Matatini ki Otago. 13 ōrau o ngā kaimahi hou, i tohu mai he Māori rātou, ā, kua kaha ake te noho mai o ngā kaimahi Māori i ō rātou tūranga mahi. Ko ngā tūranga hou ko ngā kaimahi i roto i te taha whakaratonga kiritaki, ko ngā kaimahi i roto i te wāhi tautoko ākonga, pēnā i ngā kaiako e tautoko ana i ngā hōtaka kaupapa Māori, i te Akoraka Mahi Tini hoki. He nui ake te ōrau o ngā kaimahi Māori hou i ngā tūranga pūmau i te ōrau o ngā Māori i te wāhi nei (5 ōrau), nā, he tohu whakaihiihi tērā i te tirohanga ki te Kura Matatini e kaha haere ana tōna tirohia hei wāhi mahi pai mō ngā Māori.

Otago Polytechnic grew its Māori staff community, with 13 per cent of new staff identifying as Māori, and the improved retention of Māori staff. New appointments included staff in customer services and student support areas, as well as lecturers to support initiatives such as the kaupapa Māori based trades programme, the Certificate in Foundation Studies (Level 2) (Akoraka mahi tini). The proportion of Māori among our permanent new employees exceeds that of the local population (5 per cent) and is an encouraging endorsement that Otago Polytechnic is increasingly seen as a desirable place for Māori to work.

Komiti Kawanataka 2012 (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.



Satisfaction of Māori staff in 2012

He tino pai tonu ngā kitenga o WES, Te Uiui Tūhura Taiao Mahi, mō ngā kaimahi Māori, ināhoki, nui ake i te 85 ōrau i kī, ka tino rata ki te taiao mahi. He āhua rite tonu ngā kitenga iho mō ngā Pākehā. Ahakoa he iti ake tēnei kitenga i tō tērā tau, ina whakaritea ki te motu whānui, ki te ao hoki, e ai ki aua taturanga mena he nui ake te rata i te 80 ōrau, he tino tikeike.

The overall results for the 2012 staff Work Environment Survey (WES) from those Māori staff who responded continue to be very high (please note there was a lower response rate than in 2011). Responses were all over 85 per cent, indicating a high level of Māori staff satisfaction. The results are similar for non-Māori. While the ratings are slightly down on last year, nationally and internationally staff satisfaction survey results over 80 per cent are considered high.

	Non-Māori 2011				Māori 2011				Non-Māori 2012				Māori 2012			
	AGREE n	%	DISAGREE n	%	AGREE n	%	DISAGREE n	%	AGREE n	%	DISAGREE n	%	AGREE n	%	DISAGREE n	%
Overall, Otago Polytechnic is a great organisation to work in	388	97.2	11	2.8	23	95.8	1	4.2	395	94.5	23	5.5	14	93.3	1	6.7
Overall, Otago Polytechnic is a fun and enjoyable place to work	381	94.8	21	5.2	24	100	0	0	378	91.3	36	8.7	15	93.8	1	6.3
I feel inspired to go the extra mile to help Otago Polytechnic succeed	374	93.3	27	6.7	24	100	0	0	381	91.8	34	8.2	15	93.8	1	6.3
I am proud to tell others that I work for Otago Polytechnic	387	97.5	10	2.5	22	100	0	0	391	94.9	21	5.1	14	87.5	2	12.5
I really care about the success of Otago Polytechnic	397	99	4	1.0	24	100	0	0	404	98.1	8	1.9	15	93.8	1	6.3
I feel there is a future for me at Otago Polytechnic	359	91.1	35	8.9	22	91.7	2	8.3	376	90.6	39	9.4	14	87.5	2	12.5

2011 Cultural Audit Recommendations



Recommendation: That recognition is given to the dual role of the Kai Tahu staff members in their capacities as OP staff members, and their roles as Kai Tahu whānau and mana whēnua, in terms of the many ceremonial and whānaukataka roles not currently recognised in their workloads.

Partly Achieved: Recognition has been given to the dual role of Kai Tahu/Māori staff in ceremonial and whānaukataka roles, however this not yet expressed in all job descriptions. All managers are required to ensure that appropriate provisions are made in the workloads of Māori staff who undertake cultural duties on a regular basis.

Recommendation: That the document, *Awhina me te Muru*, be reviewed to include other scenarios that were not previously listed, and the review be conducted through the Office of the Kaitohutohu and the Quality Enhancement Centre with the original authors.

Achieved: This was completed and is a valuable resource for staff.



Recommendation: That the document, *Awhina me te Muru*, be formalised as a tool for staff to understand line of command for implementation of the MSF.

Achieved: This has been completed and is a key document available online via the Kaitohutohu wiki page, alongside other key documents such as the MSF and MoU.

Recommendation: that the two documents, *Awhina me te Muru* and *Consultation with Iwi/Rūnaka for Programme Development – Suggested Guidelines/Process*, be included as mandatory in all new staff induction packs, and available to all current staff as the first step documents towards implementing the MSF.

Achieved: These documents have been included as part of staff induction via copies on a USB key.



STAFF PROFILE



Inaugural Professorial Address

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

In 2012, Kaitohutohu Khyla Russell was awarded a professorial title in recognition of her extensive and outstanding contribution to education, research and Māori educational achievement. Professor Russell took up the 'wero' (challenge) and gave an inaugural address at Kati Huirapa ki Puketeraki marae in Karitane in August.

Among 150 whānau and friends, Professor Russell took the audience on a journey from 'Khyla of the Kaik to Professor at the Polytech'. The address included a reflection and recognition of those people and places that have been important to her and were celebrated through pictures and music. Throughout the address key 'wero' were recalled and covered a wide span from oranges, Sister Ursy, the value of tātou, whānau, whenua, whakapapa and manaaki, sisterhood, waiata and education.

The journey of her and her whānau in teaching te reo Māori was reflected upon by Professor Russell highlighting the many changes that have occurred in the revitalisation of te reo and tikaka Kai Tahu/Māori. Her educational achievements through her bachelor's degree, postgraduate diploma and PhD were discussed in terms of not only challenges but also the many opportunities these gave her in her current role as Kaitohutohu.

Professor Russell completed her address with a challenge to us all: will the aspirations and dreams outlined in the MoU with ka Papatipu Rūnaka be realised? It is this 'wero' under the leadership of Professor Russell that continues to drive the Kaitohutohu office and Otago Polytechnic in its strategic focus for Māori educational achievement.

KO TE MEA TUATORU:

Kā ākoka Kai Tahu/ Māori

PRIORITY THREE:

Kai Tahu Māori Students

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

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

- Kia whakarato he āhuataka ako hei pai, hei hāpai, hei whakakāwaritia te akitu o kā ākoka Māori.
- Kia whakarato he pūkeko kōhure mo kā ākoka Māori.
- Kia whai wāhi kā ākoka Kai tahu/Māori i o rātou ara ako, kia whakatākoto te ara ki kā ara ako taumaha.
- 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

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

Te Pae Haere

Mātua arohia ana e mātou te putanga o ngā ihu o ngā ākonga puta noa i Te Kuratini. 326 ngā toronga tautoko ki ngā ākonga a te Kaiārahi ihupuku nei i 2012. Ahakoa 21 te tokoiti ake o ngā ākonga Māori i 2011 ki 2012, 29.2 te pikinga o ngā EFTS mō ngā Māori. He tohu te pikinga EFTS nei i te maha ake o ngā hōtaka ako e whāia ana e ngā Māori. Ko te nuinga o ngā ākonga Māori (ko tōna 8.4 ōrau o ngā EFTS) ērā kua whai i ngā hōtaka ako ki te taumata tuawhā, neke atu rānei. He rite tēnei ki te ōrau o ngā ākonga katoa kei aua taumata, ahakoa kua tokoiti haere ngā ākonga ia tau mō ngā tau e whā kua taha, ā, kei ngā hōtaka taumata tuawhā neke atu rānei te rahinga o ngā EFTS.

Nāwhai anō, e tokomaha haere ana a Ngāi Māori i Te Kuratini ki Otago, ā, i te tau 2012 619 ngā Māori, 10.5 ōrau o ngā ākonga katoa – he nui ake tēnei i te ōrau o Ngāi Māori i te takiwā, ā, he nui ake i te 8 ōrau i whakakitea ai e mātou mā mātou. I 2012 ka piki te tatauranga EFTS puta noa i te kuratini, ā, ka tau rite te piki o ngā EFTS mō ngā Māori.

EFTS me te tokomaha

	2010			2011			2012		
	Māori	Kai Tahu	Non-Māori	Māori	Kai Tahu	Non-Māori	Māori	Kai Tahu	Non-Māori
EFTS	377.0	92.8	3,303.4	367.6	81.4	3,211.3	396.7	105.50	3,375.7
Headcount	678	149	7,428	640	142	6,175	619	167	5,977

Ko te āhuatanga nui ake i tēnā, he hīkinga wairua te kite i te piki haeretanga o ngā mahi a ngā ākonga Māori, ināhoki, he kaha ake i te piki haeretanga o tā Ngāi Pākehā. Ka piki te tutukitanga o ngā akomanga mā te 4.3 ōrau i 2012 – koia te tino tohu, nā, 10.2 ōrau te pikinga i te toru tau o mua, arā, 2010–2012.

Ka piki te tutukitanga i a Ngāi Pākehā mā te 1.2 ōrau mai i 2011 ki 2012, nā, 7.1 ōrau taua pikinga i 2010–2012. Ina whakaritea ki ngā tau ki muri, e tere haere ana te karapipitanga o ngā tutukitanga i waenganui i a Ngāi Māori me Ngāi Pākehā.

Measuring our Progress

The support and success of Māori students is one of our highest priorities across all areas of the Polytechnic. Our dedicated kaiārahi had 326 support contacts with Māori students in 2012. While the actual numbers of Māori decreased by 21 in 2012 compared with 2011, the EFTS for Māori increased by 29.2. The increase in Māori EFTS indicates that Māori are enrolling in larger programmes of learning. The greater proportion of Māori, at 8.4 per cent of total EFTS, are enrolled in programmes Level 4 and above. This mirrors the situation for students overall, where the actual number of students (headcount) has decreased each year for the last four years and the greater proportion of EFTS are in programmes Level 4 and above.

Meanwhile, the proportion of Māori participation at Otago Polytechnic continues to increase, and in 2012, 619 Māori accounted for 10.5 per cent of our students, above both the proportion of the population in the region and our target of 8 per cent. In 2012 there was also an overall increase in EFTS with Māori participation keeping pace with this increase.

EFTS and headcounts

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

Above all, we continue to be encouraged by the overall improvement in Māori learner performance which is at a faster rate than for non-Māori. The course success rate for Māori, which is the most significant indicator, improved by 4.3 per cent in 2012 compared with 2011 and has improved 10.2 per cent over the three year period 2010–2012.

The course success rate for non-Māori improved 1.2 per cent in 2012 compared with 2011 and by 7.1 per cent over the three year period 2010–2012. The gap between Māori and non-Māori course completion is closing at an even faster rate than previously.

The course retention rate has also improved by 3.1 per cent compared with 2011, and has improved 9.3 per cent over the three year period from 2010 to 2012. The gap between Māori and non-Māori course retention has reduced to 5 per cent in 2012 compared with 6.4 per cent in 2011 and 9.4 per cent in 2010. Please refer to the appendix for further information.

Tumomo whai ara, me te ōrau Kai Tahu, ōrau Māori i te tau 2012

Programme type and percentage of Māori and Kai Tahu successful completions, 2012

Programme Type	Non-Māori		Māori		Kai Tahu	
	Headcount	Successful Completions	Headcount	Successful Completions	Headcount	Successful Completions
Certificates	2,322	76.01%	321	70.27%	100	67.92%
Diplomas	447	78.41%	43	63.66%	11	70.44%
Bachelors' Degrees	1,802	89.09%	174	84.33%	35	86.60%
Graduate Certificates and Diplomas	75	82.84%	4	31.58%	1	0%
Postgraduate Certificates and Diplomas	102	82.91%	10	72.31%	1	0
Masters	61	31.34%	4	49.18%	0	0

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

Ko te rerekētanga, arā, te 619 o Ngā Māori me te 517 Ngā Pākehā e whai ana i ngā hōtaka, i hua mai i taua 82 o ngā Māori e whai ana i ngā akomanga kāore i whai pūtea i te kāwanatanga, kāore hoki i whāia hei akomanga whai tohu. He akomanga poto ētahi o ēnei e hāngai pū ana ki ngā pūkenga ahurei, ki ngā ngākau nuitanga hoki, e hāngai ana hoki ki ngā whakaritenga ā-mātāpono, pēnā i ngā akomanga Bar Managers, Food Safety, e whakaratohia ana e Hospitality and Central Otago.

10 ngā EFTS Māori i hua mai i ngā hōtaka e 8, ka mutu, he pai ngā tutukitanga i ēnei. Ahakoa he pai tēnei ki te taha whakatutuki hōtaka, ko te wero nui ko te pupuritanga o ngā akomanga kia tutuki rā anō, kia whakapōtaehia.

The difference between the 619 Māori (by headcount) and the 571 Māori enrolled in formal programmes is due to the remaining 82 Māori enrolling in courses, some of which were self-funded, that did not lead to a formal qualification. These include short courses delivered by some schools for specific skills or interest, as well as regulatory requirements such as Bar Managers and Food Safety courses which are delivered by Hospitality and Central Otago campus.

Eight of the programmes had over 10 Māori EFTS and pleasing course completion rates. While these are positive results for students completing their courses, we have the challenge to improve retention and success of all Māori learners from the beginning of their studies through to graduation.

Course Completions for Programmes with high Māori EFTS*

Programme title	EFTS	Course completions	
		Māori	Non-Māori
Bachelor of Visual Arts	11.25	79%	83%
Bachelor of Applied Science (Physical Activity, Health and Wellness)	12.75	87.25%	93.30%
Certificate in Sport and Exercise	21.33	75.20%	85.78%
Bachelor of Midwifery	20.67	82.66%	92.31%
Bachelor of Nursing	29.38	93.62%	95.60%
Bachelor of Occupational Therapy	31.32	90.42%	91.70%
Bachelor of Social Services	11.75	86.17%	88.68%
National Certificate in Animal Care (L2)	12.10	80.30%	84.30%
TOTAL	150.55		

*This refers to eight of the nine programmes with more than 10 Māori EFTS. Accurate data is not available for the remaining programme. Refer to the appendix on page 32.



STUDENT PROFILE

Mentor in the making

Rowan Tumai – Waikato-Tainui

For most students, studying for one qualification will suffice. For Otago Polytechnic student Rowan Tumai, studying for two qualifications is something he thought “he’d give a go”.

The 21-year-old is in his final year of an Applied Science degree, majoring in Environmental Science at the University of Otago and is studying a New Zealand Diploma in Civil Engineering at Otago Polytechnic.

Hailing from Roxburgh in Central Otago, Rowan says his interest in the environment and “engineering things” came from his childhood. “Growing up, we spent a lot of time outside. My nana and granddad lived on a farm, so we’d always be up to something; blocking creeks and making new paths.”

A childhood love of playing outside has evolved into the pursuit of a career working in the outdoors. “I’d like to become a project manager,” says Rowan. “I’m interested in water resources and management as well as environmental engineering.”

Having studied for four years already, Rowan says he enjoys the practical, hands-on components of the Civil Engineering diploma and open-door policy that lecturers have.

“They’re very good to talk to. You’re not just a number and you can’t be a grey man when you’re sitting in class of 20. The lecturers know your name and know if you’re not paying attention!” he laughs. “I’ve got some good mates here and it’s really good to study with like-minded people.”

The young achiever isn’t just interested in his studies – he’d like to encourage more young people, especially Māori, to transition into tertiary education.

And, when it comes to his future career, he’s keeping his options open. “I’d like to own my own project management business. Ultimately, I’d like to have a business where I can create opportunities for others.”

As for getting more young Māori through the doors of tertiary education, Rowan has a few simple words of encouragement. “I’d say give it a go. You’ve got nothing to lose.”

Te Whakatutuki Tohu

He mārama ake te kite i ngā hua i te tauira tatau i ngā EFTS mō te whakatutuki tohu hei tā TEC i 2012, ina whakaritea ki tō mua tauira tatau, nā te mea, kua tau te kuhutanga mai o ngā ākonga ia tau i roto i ngā hōtaka tau-tini a Te Kuratini ki Otago.

E whakaatu ana te tauira tatau EFTS a TEC i te 18.5 ōrau whakapikinga mō ngā Māori i roto i ngā hōtaka taumata 1-9 mai i 2010 ki 2012, nā, 17.4 ōrau noa te whakapikinga mō Ngāi Pākehā i aua tau. Ko te whakapikinga tino whakahirahira mō Ngāi Māori e whakatutuki tohu ana kei ngā hōtaka taumata 4 neke atu rānei – i taua taumata 20.5 ōrau te pikinga mai i 2010 ki 2012 mō ngā Māori, ko tā ngā Pākehā, 16.4 ōrau.

He tino pai te whakatutukitanga tohu, ināhoki, 37 ōrau te pikinga mai i 2010 ki 2012 mō ngā Māori, ā, 17.7 ōrau te pikinga o ngā ākonga Pākehā. Nāwhai anō, kua kati haere wehenga ōrau i waenganui i te Māori me te Pākehā mai i te 22.4 ōrau ki te 3.2 ōrau, i 2012.

Qualification completion

Qualification completion data using the Tertiary Education Commission (TEC) EFTS-weighted formula has some more meaningful results for 2012 than previously because there has been relative stability in enrolments for each year of Otago Polytechnic's multi-year programmes.

The TEC EFTS-weighted formula indicates an 18.5 per cent improvement for Māori in programmes Levels 1 to 9 between 2010 and 2012 compared with a 17.4 per cent improvement for non-Māori in the same period. The most significant area of improvement for Māori is in programmes Level 4 and above, where the qualification completion rate improved by 20.5 per cent between 2010 and 2012 compared with the non-Māori qualification completion improvement of 16.4 percent.

Degree completions are particularly impressive with a 37 per cent improvement between 2010 and 2012 for Māori compared with a 17.7 improvement for non-Māori. Moreover the gap between Māori and non-Māori has been reduced from 22.4 percent in 2010 to 3.2 percent in 2012.



Regular Wednesday lunches are held in Poho for Māori students and staff

TEC qualification completion rates 2010–2012

EFTS-Weighted	Target	2010	2011	2012
Māori				
Levels 1-9	40%	49.9%	64.8%	68.4%
Levels 1-3	30%	36.4%	39.0%	44.7%
Levels 4 and above	55%	52.9%	70.0%	73.4%
Non-Māori				
Levels 1-9	66%	64.8%	76.6%	82.2%
Levels 1-3	35%	43.7%	57.2%	59.5%
Levels 4 and above	73%	68.7%	79.4%	85.1%
Kai Tahu				
Levels 1-9		69.5%	71.4%	54.3%
Levels 1-3		34.5%	42.7%	47.4%
Levels 4 and above		76.9%	79.5%	56.2%

Bachelors	Target	2010	2011	2012
Māori	40%	54.2%	72.7%	91.8%
Non-Māori	66%	76.7%	82.9%	94.3%
Kai Tahu		116.9%	85.1%	65.9%

Te Whakatutuki Tohu ā-Wehenga Hunga

I te tātaritanga o ngā tatauranga o ngā ākonga pūmau i 2012 i ngā hōtaka katoa, 62 ōrau te whakatutukitanga tohu a te Pākehā, e 47.1 ōrau ā te Māori – 14.9 ōrau te rerekē. Ahakoa tērā, he hanga ōrite te whakatutukitanga tohu ki tērā mō ngā tohu whai EFTS – 2.8 ōrau noa te rerekētanga i a Māori me Pākehā.

Ina tirohia ngā pūkete katoa mō ngā ākonga katoa, ka kati te rerekētanga i waenganui i a Māori me Pākehā ki te 1.4 ōrau i 2012.

Cohort Qualification Completions

The calculations and analysis of our full-time cohort data for 2012 for all programmes indicates 62 per cent qualification completion for non-Māori, with a 47.1 per cent qualification completion rate for Māori, which is a gap of 14.9 per cent. However the full time cohort completions for degrees present a similar picture to the EFTS weighted qualification completions for degrees with only a 2.8 per cent difference between Māori and non-Māori.

When the all student cohort completion data is viewed, the gap between non-Māori and Māori is reduced to 1.4 per cent for 2012.

Te whakamutuka o kā whai ara no TEC

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

Overall – all students	Due 2010		Cohort Completions Due 2011		Due 2012
Ethnicity Group	Completion Rate	Completion Rate (+ 1Yr)	Completion Rate	Completion Rate (+ 1Yr)	Completion Rate
All Students	21.6%	25.5%	27.4%	31.9%	31.6%
Māori Students	26.0%	31.0%	24.5%	27.1%	30.4%
Kai Tahu Students	33.3%	37.6%	27.8%	30.2%	30.3%
Pasifika Students	22.8%	27.6%	25.2%	33.1%	36.8%
Non-Māori Students	21.2%	25.0%	27.7%	32.4%	31.8%
Non-Māori and Non Pasifika	21.2%	25.0%	27.7%	32.4%	31.6%

Overall – full-time students	Due 2010		Cohort Completions Due 2011		Due 2012
Ethnicity Group	Completion Rate	Completion Rate (+ 1Yr)	Completion Rate	Completion Rate (+ 1Yr)	Completion Rate
All Students	62.5%	65.9%	60.5%	64.0%	60.3%
Māori Students	55.2%	58.1%	48.6%	49.7%	47.1%
Kai Tahu Students	59.2%	63.3%	48.8%	48.8%	35.1%
Pasifika Students	44.0%	48.0%	35.9%	41.0%	43.6%
Non-Māori Students	63.5%	67.0%	62.3%	66.0%	62.0%
Non-Māori and Non Pasifika	64.1%	67.6%	62.7%	66.5%	62.4%

Te hari o kā ākoka Māori

Māori student satisfaction

Overall satisfaction	Non-Māori 2011				Māori 2011				Non-Māori 2012				Kai Tahu 2012				Māori 2012			
	SATISFIED n	%	DISSATISFIED n	%	SATISFIED n	%	DISSATISFIED n	%	SATISFIED n	%	DISSATISFIED n	%	SATISFIED n	%	DISSATISFIED n	%	SATISFIED n	%	DISSATISFIED n	%
Programme	811	90	94	10	84	95	4	5	852	86	137	13.7	12	85.7	2	14.3	54	91.5	5	8.5
Teaching	861	95	46	5	86	99	1	1	867	88	114	12	11	78.6	3	21.4	51	87.9	7	12.1
Otago Polytechnic	878	96	41	4	88	99	1	1	880	90	97	10	12	85.7	2	14.3	54	91.5	5	8.5
Environment (physically, culturally, healthy)	888	98	20	2	84	97	3	3	914	96	41	4	14	100	0	0	56	96.6	2	3.4

I tā mātou Uiuitanga Mākona o 2012, ko te kitenga whānui, he nui ake te mākona i te Māori i tā te Pākehā i raro i te kaupapa ako ki Te Kuratini, hāunga te taha kaiako, inā, 0.1 ōrau te iti ake o te mākona i te Māori.

He iti ake te mākona i a Kai Tahu mō ngā hōtaka, mo te whakaako hoki i Te Kuratini i a mātāwaka, i a Pākehā hoki. Ahakoa he āhua teitei tonu te mākona, i te tau 2012 i heke te mākona i ngā ākonga katoa – kātahi rā hoki tēnei hekenga ka pā mai, me te aha, e whakapono ana mātou ka piki kē i 2013.

Our 2012 Student Satisfaction Survey indicates that, overall, Māori students are more satisfied with their learning at Otago Polytechnic than non-Māori with the exception being the teaching category which is 0.1 per cent less than the rate for non-Māori. Kai Tahu were less satisfied with their programme, teaching and Otago Polytechnic than either non-Māori or Māori. Satisfaction levels, although remaining high, did drop in 2012 for all students, for the first time in some years which is a trend that we expect will reverse in 2013.

STUDENT PROFILE

Creative thinking

Takiwai Russell-Camp – Kai Tahu, Kati Mamoe and Waitaha

A love for drawing and creating new things led 17-year-old Takiwai Russell-Camp to the Certificate in Creative Studies.

Takiwai, who belongs to the Kai Tahu, Kati Mamoe and Waitaha iwi, has just completed the first semester of her year-long qualification and is relishing the chance to try her hand at a variety of creative processes.

“I’d love to eventually do performance art and installation so I thought this programme would be a great way to see what art study path I might want to take next year. It’s a really good art and design bridging option.”

Keen to learn and explore possibilities for her future, this is actually the second Polytechnic qualification that Takiwai has taken on. She recently graduated with a Certificate in Foundation Studies (Level 2) (Akoraka mahi tini) and says that it was not just the programme content that encouraged her to come back for more.

“The atmosphere at the Polytechnic is fantastic and there’s a great range of programmes. I really like that you can work at your own pace and my lecturers are always really good if I feel like I am getting behind.”

“The support networks for Māori students are amazing and I’m thankful that there are Māori staff here who can give me the help that I need. As Māori students, we have our own study and hang out room called Poho. We have lunches in there and lots of mihi whakatau which is cool.”

As well as full-time study, the hardworking teenager embraces her love of singing and dancing by volunteering as a kapa haka tutor at a local intermediate in her spare time.

“I have grown up in Dunedin and it’s such a brilliant place to live and study; the people here are great. This is a way for me to feel that I am giving something back.”

And Takiwai feels that her experience at Otago Polytechnic is also benefitting her whānau.

“I feel that I have given my friends who are still at school a new option and I really feel proud that some would like to pursue the courses I have done. For any young Māori out there thinking about studying at Otago Polytechnic, I would say just go for it. The opportunity is fantastic and it’s so easy to get cracking on what it is you want to do knowing that there is amazing Māori support provided for you!”



Good to Great Project – Retention and success for Māori learners

During 2012 the recommendations from the 2011 taskforce which researched best practice for Māori learner retention and success within Otago Polytechnic and nationally were progressed:

- > A research project exploring variables in Schools with both low and high success rates for Māori students was completed. Individual success plans for Māori learners who are identified as vulnerable are to be implemented in 2013.
- > A project to establish a pool of peer/cultural supervisors to mentor and support staff and employ a Kai Tahu/ Māori educator or supervisor to train staff is underway.
- > Otago Polytechnic survey, evaluation and feedback tools were modified in 2012 to ensure that learners were clearly informed in the preamble to each tool of Otago Polytechnic values and expectations of courses, lecturers and learners. Specific questions in the feedback on lecturers tool are constructed to enable measures and feedback that learners are respected for the knowledge and experience they bring to the learning environment and that teachers care about their success. Each tool also provides the opportunity for respondents to state what they liked most, what can be improved and whether they have any specific concerns.
- > The annual education performance data provided for each programme on the performance portal enable comparisons between Māori and non-Māori retention and success. Reports are available in Schools and centrally that indicate the staff completing courses in the Certificate in Mata ā Ao Māori (see page 23).

Feedback on teachers, course evaluations, the beginning students' survey and the satisfaction survey all have overall reports that provide student feedback on their experience with Otago Polytechnic. Focus groups with Māori learners facilitated by members of the Student Success team were held across the Polytechnic, highlighting the theme of inclusiveness that does not marginalise because of ethnicity and culture.

- > Māori liaison has been established as a formal role in the majority of Schools.
- > The plan to establish Māori peer support groups within Schools and work towards a Polytechnic-wide Māori support group has not eventuated. The Student Success team has worked with proactive programmes/schools to establish these. Their experience indicates a similar response as the main theme that emerged from the focus groups – students wanted to feel included rather than separated for any purpose.
- > The creation of resources for staff induction, focusing on good practice guidelines for Māori learners is partially completed, with the resources developed but not yet available online
- > There was an increase in designated Māori positions to recruit and support students in the latter part of 2012 with the addition of another 0.5 FTE to the Student Success team and 0.5 FTE to the Marketing and Recruitment team.
- > The Certificate in Foundation Studies (Level 2) (Akoraka mahi tini) was launched, with 11 graduates in 2012.



Students and staff from the Certificate in Foundation Studies (Level 2) (Akoraka mahi tini)



Kā karahipi Māori

Koakoa ana, whakahihī ana hoki Te Kuratini i tana whakarite karahipi mā ngā Māori.

E toru ngā mātua paearu karahipi mā ngā Māori: ko tā Mana Pounamu, ko tā ngā Rūnaka, ko tā Mātawaka. I 2012, ka whakatūria te karahipi Māori Trades mei kore e taea ai e Māori ngā pūkenga tūāpapa i ngā mahi ā-ringa. Āpiti atu ki tēnei, he karahipi hāngai pū ki te kaupapa Māori Midwifery hei tohu whakamaumahara ki a Tākuta Irihapeti Ramsden. I ngā tohanga karahipi o 2012, 21 ngā ākonga i whai i ngā hōtaka taumata 4, neke atu rānei, ā, 14 i whai i te tohu mātauranga.

Scholarships for Māori

Otago Polytechnic is pleased to support scholarships for Māori and is proud of their success.

There are three main categories of scholarships for Māori: Mana Pounamu, Rūnaka and Matawaka. In 2012, Māori Trades was added as a scholarship initiative to provide an opportunity for Māori to gain foundation skills in trades. Additionally, there are specific scholarships for Māori Midwifery students in honour of the late Dr Irihapeti Ramsden. Of the scholarship recipients in 2012, 21 studied programmes at Level 4 and above, and 14 were enrolled in degrees.

Māori Scholarships 2012

Type	Number	Course Completion	Qualification Completion	Amount
Mana Pounamu	10	100%	3	\$63,838.28
Rūnaka	7	66%	1	\$43,576.62
Matawaka	4	100%	3	\$26,004.54
Māori Trades	2	50%	1	\$2,000
Irihapeti Ramsden for Midwifery	2	100%	0	\$10,696.25
Total	25	89.62%	8	\$146,115.69

2011 Cultural Audit Recommendations

There were no recommendations, but the Panel's following suggestions were agreed:

- > That a review of the pre-graduation ceremony be conducted to assess the most desirable time and format for the event.
- > That the Kaiārahi develops a database of Kai Tahu/Māori students from the Student evaluations to monitor progress in meeting Kai Tahu Māori students' needs
- > That Otago Polytechnic investigate pastoral care models currently in place at other tertiary institutions to assist in developing an Otago Polytechnic model for Kai Tahu/Māori student pastoral care



In progress: These suggestions have been incorporated into Otago Polytechnic work practice during 2012 albeit at different stages. It is anticipated that these suggestions will be formally discussed during the 2013 MSF Evaluation.



Gina Huakau graduates with Graduate Certificate in Tertiary Learning and Teaching (Level 7)

KO TE MEA TUAWHA:

Kā Whāi Ara, kā Āhuataka Ako Kai Tahu/ Māori

PRIORITY FOUR:

Kai Tahu Māori Programmes

O Mātou Rautaki Whāika

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

Our Strategic Objective

To develop quality courses and programmes in Te Ao Māori, Te Reo Māori and other robust kaupapa Māori options and to incorporate Māori knowledge into all qualification areas.

O Mātou Mānawa

- a. Kia whakaratotia kā tohu tauwhaiti hei tutuki kā hiahiaata 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 māmaramata.
- c. Kia whakatūturutia te mātauraka Māori kai roto i kā tohu katoa hei whakamārama kā ākoka katoa i kā māmaramata Māori.
- d. Kia whakauru a Kai Tahu/Māori hei whakatūturutia kā whirika kaupapa Māori, whirika kāwari.

Our Aspirations

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

Te Pae Haere

I tīmata a Akoraka Mahi Tini, tā mātou hōtaka kaupapa Māori muamahi, i te tau 2011, ā, i rite tonu te kaha haere 2012. Toko ngā tauira i whakatutuki i te hōtaka, ā ka haere te tokomaha o rātou ki te ako anō.

He tino whakahirahira tonu te Tohu Tiwhikete Mata ā Ao Māori mō te tipuranga o te mātauranga me te mōhiotanga ki ngā tikaka me ngā kawa o ngā kaimahi i a rātou e whakatutuki haere ana i te hōtaka nei. He māhoi te manawareka ki tēnei hōtaka, ā, i tutuki katoa te tohu i ngā kaimahi tokorima i te tau 2012.

Ko kā whāi ara uru me whakamutuka

Measuring our Progress

Launched in late 2011, our kaupapa Māori pre-trades programme, the Certificate in Foundation Studies (Level 2) (Akoraka mahi tini) went from strength to strength in 2012. Eleven students completed the programme, many of whom then progressed into further study.

The Certificate in Mata ā Ao Māori continues to be an important framework for enabling staff to grow their knowledge and awareness of tikaka and kawa as they progress through the courses within this programme. Interest in the programme remains steady, and five staff members completed the entire qualification in 2012.

Certificate in Mata ā Ao Māori course participation and completions

Courses Delivered	2011		2012	
	Number of Participants	Successful Participants	Number of Participants	Successful Participants
Introduction to the Treaty of Waitangi	59	59	57	57
Introduction to Te Reo and Tikaka Māori	19	18	18	15
After the Treaty, What Then?	18	18	21	21
Wānaka	18	18	21	21
Te Reo and Tikaka Māori for Ceremonial Use	19	18	22	14
Te Reo and Tikaka Māori for the Workplace	12	10	3	2
Natural World	6	4	15	13

2011 Cultural Audit Recommendations



Recommendation: To develop flexible learning models that allows for students needs and circumstances, and meet the cultural needs of students.

In progress: This is an ongoing goal and it is anticipated that these suggestions will be formally discussed during the 2013 MSF Evaluation.



Recommendation: That staff receive further training and development in how to apply what they have learnt about Kai Tahu/Māori values, tikaka, and knowledge into their class environments and teaching sessions.

In progress: During 2012, several departments/schools actively engaged in applying their knowledge of Kai Tahu/Māori to the learning and teaching environment and shared 'best practice' at staff hui. Ongoing training opportunities are available to staff by means of the Certificate in Mata ā Ao Māori and in the Graduate Certificate in Tertiary Learning and Teaching. This goal will be formally discussed in the MSF Evaluation.

STAFF PROFILE

Taking on tikaka

Chris Morland, Megan Gibbons and Phil Edwards

The potential for the Otago Polytechnic Institute of Sport and Adventure, Te Kura Honoka Ki Te Ora, to influence Māori well-being is considerable. The institute connects and educates students in healthy lifestyles, and its Sargood Centre site holds significant historical significance to Kai Tahu, who practised a strong learning tradition of rites and rituals in that vicinity.

Today's generation of students continue to benefit from these links. Since taking over the helm in 2004, Head of School Chris Morland, with the help of many others, has gently steered his staff and students through a gradual and profound understanding of tikaka that is now naturally incorporated into all aspects of the campus life.

The initial focus at OISA was to establish a tangible way to level the academic playing field for both Māori and non-Māori students. "My observation was that although we consistently attracted over 25 per cent Māori students, their academic performance fell way behind their non-Māori classmates," he says. Today, he is proud to say that this gap has been almost bridged with success rates on an equal par with each other.

"Through the support of Khyla Russell (Kaitohutohu) we have been guided, prodded, supported and challenged to the point where the staff at OISA are now comfortable in engaging more deeply with our Māori students.

"This process has stimulated a journey of self-exploration and trial and error for each staff member. Slowly our perspective has changed from expecting students to express their own cultural needs to a point where we can lead through our own genuine understanding and appreciation."

Gradually staff have grown in their confidence to mihi to new students onto the campus at the beginning of each year.

OISA students are also welcoming the opportunity to learn waiata and increase their awareness of each other's protocol and culture. "Māori games are included as team-building activities at the orientation camp, some of our programmes now have a hui at local marae and we hold hui for Māori students to learn from and hear about each other's experiences of being Māori at OISA and Otago Polytechnic."



KO TE MEA TUARIMA:

He Wāhi Tika

PRIORITY FIVE:

Inclusive Learning Environment

O Mātou Rautaki Whāika

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

Our Strategic Objective

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

O Mātou Mānawa

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

Our Aspirations

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



Te Pae Haere

Kia mātua arohia te kōmitimiti o ngā tikaka me ngā kawa Māori ki roto i ā mātou hōtaka ki ngā tini putanga i Te Kura Matatini ki Otago, he wāhanga whakahirahira te kōmitimiti o te Aka Rautaki Māori i ā mātou arotakenga o ō mātou kura me ngā ratonga katoa.

Anei ngā papatau whakarāpopoto i ngā whakawhiwhinga taumata i hoatu ai emātou ki ngā kura me ngā ratonga katoa i te tau 2012. E whai whakaaro ana ēnei arotakenga ki te kōmitimiti o ngā tikaka Māori ki roto i ngā mahi ia rā, ia rā; te whakakaha o ngā mahi Māori ki roto i te hōtaka, me te tautoko o ngā ākonga Māori i tua noa atu i tēnā i whakaritea ai. Me mātua haere ngā kaimahi ki ngā awheawhe e pā ana ki te Tiriti o Waitangi, ā, ka kaha akiaki mātou i a rātou kia ako i ngā kaupapa Māori – ko te reo me ngā tikaka ētahi o ēnei.

Ka titiro whakamua mātou ki te pikinga painga ki roto i ia wāhi, ā, e ngana ana mātou kia oti i a mātou te reoruatanga o ngā haina (ingoa) me ngā paraki kōrero tuku iho o Kai Tahu, inā ki ngā whenua e tū nā ō mātou whare o te Kura Matatini Ki Otago. He taura te whare hou o te Otago Institute of Sport and Adventure i te whare tōmua o te whare whakairi toi ki Logan Park, inā hoki, kei reira ētahi taura whakaahua i ngā kōrero nehe o te wāhi.

Te Ratonga tautoko kaimahi a Te Kaitohutohu

I te tau 2012 i whakaaro te rōpū Kaitohutohu me pēhea e taea ai e ia te whakapai i ana mahi whakauru i te Aka Rautaki Māori ki roto i te taiao whakaako, i te taiao ako hoki. Ko tētahi wāhi i arohia ko te whakawhirinakitanga ki te ipurangi kia ngāwari ake ai te toro ki ngā rauemi me ngā pūkenga hoki o te rōpū. E mahi ana ki te taha o te Rōpū Ratonga Mōhiotia-Tautoko, hei whakahou mā te rōpū Kaitohutohu i tōna whārangi ipurangi 'Wiki', ā, i whakaputa i tōna pūnaha tāpui ipurangi mō ngā hui ukiuki a te Kura Matatini. Mau ana hoki i a Wiki ngā kōrero o te wā a te rōpū Kaitohutohu, whakatairangahia ana hoki ngā mātua rauemi mā ngā kaimahi, pēnei i ēnei e whai ake nei:

- > Awhina me te Muru – he aratohu tautoko i ngā kaimahi i ā rātou mahi
- > Ko te Aka Rautaki Māori me te Whakaaetanga i waenganui i te Kura Matatini ki Otago me Ka Papatipu Rūnaka
- > Ko ngā aratohu tikanga matatika me ngā Aratohu Rauemi hei āwhina i ngā kaimahi i roto i ā rātou mahi rangahau me tā rātou tohutohu i ngā rangahau a ngā ākonga.

Measuring our Progress

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

The ratings we have given to each school and service area in 2012 are outlined in the following tables. Delivering on this framework considers efforts such as incorporating Māori protocol into daily activities, strengthening Māori-specific programme content and providing exceptional support to Māori learners. Staff are required to attend Treaty of Waitangi workshops and are strongly encouraged to undertake further professional development in Māori issues including te reo and tikaka.

We are looking forward to improvements in each area and in particular we are planning to complete our bicultural signage as well as storyboards of Kai Tahu history as it relates to the locations of our Otago Polytechnic campuses. The new Otago Institute of Sport and Adventure premises in the former art gallery building at Logan Park exemplifies this with various graphic acknowledgments of the history of the site.

Kaitohutohu service supports staff

In 2012, the Kaitohutohu team reflected on how it could offer an enhanced service in supporting the implementation of the MSF in the teaching and learning environment. An area of focus was to develop a greater online presence to enable easier access to the team's resources and expertise. The Kaitohutohu team regularly provides support to students and staff hui. Working with Information Services and Support, the team refined its Wiki page and launched its online booking system for accessing this ceremonial support. The Wiki page also captured key 'updates' from the Kaitohutohu team and highlighted key resources for staff such as:

- > *Awhina me te Muru* – a support guide for staff in their work
- > The Māori Strategic Framework and Memorandum of Understanding between Otago Polytechnic and Ka Papatipu Rūnaka
- > Ethics and Research Guidelines to help staff in their research activities and supervision of students' research.

Ratings for Implementation of Māori Strategic Framework

Part of 2012 Annual Programme and Service Area Review

By Academic School

Implementation of Māori Strategic Framework	Rating	Implementation of Māori Strategic Framework	Rating
School of Architecture Building and Engineering	Good	School of Information Technology	Good
Dunedin School of Art	Very Good	School of Midwifery	Very Good
Capable NZ	Good	School of Nursing	Excellent
Central Otago Campus	Good	School of Occupational Therapy	Very Good
Centre for Sustainable Practice	Developing	Otago Institute of Sport and Adventure	Good
School of Design	Good	School of Business / Community Learning Centres	Good
School of Foundation Learning	Very Good	School of Social Services	Very Good
School of Hospitality	Very Good	School of Veterinary Nursing	Good
Institutional Rating		Good	

By Service Area

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

Mr Huata Holmes (seen here addressing students at the 2013 student mihi whakatau at the Otago Institute of Sport and Adventure) was awarded the honorary degree of Master of Professional Practice at the graduation held on 8 March 2013 in recognition of his significant contribution over many years to education, and Otago Polytechnic in particular.



STAFF PROFILE



Helping hands

Tama Tuirirangi – Kai Tahu, Ngāti Maniapoto (right)
Brayden Murray – Kai Tahu, Ngapuhi (left)

Veteran Prop Tama Tuirirangi hasn't hung up his boots yet, but he has accepted the challenge of supporting Māori and Polynesian students to Otago Polytechnic.

Six months into the job as Kaiārahi he finds that his ability to remain flexible, welcoming and purposefully laid back in his approach is finding favour with students and staff alike.

He draws from his previous experience as a professional rugby player with the Hurricanes, Chiefs and Reds; working in the construction business, and more recently as a personal trainer. "It's important to keep my interactions with students mellow and easy. I give a person the time they need to open up and then we can get down to talking about any problems or concerns they may have," he says.

Much of his work focuses on providing emotional support alongside the more practical concerns of scholarship information. "I let them know that it is possible to achieve success here. And that this is an environment that will support them through any challenges they may face."

His role also involves outreach throughout New Zealand marketing and meeting with prospective students.

"Sometimes it takes just a little reassurance that in spite of the cold this is definitely a place they can both achieve in and be happy at the same time."

Brayden Murray also brings a wealth of experience and enthusiasm to his role as Kaitautoko. He has more than 20 years' experience in education having taught in places as far afield as Japan.

"I really enjoy getting to know and connecting with our students. Whatever issues they present me with, I will treat with respect and importance throughout the process of finding resolutions.

"Some students may not have had positive experiences in educational settings. It is critical to quickly respond and show that we genuinely care about their well-being."

His practice is based on manaakitaka and whakawhānaukataka, ensuring students feel welcome and have a strong sense of belonging.

"For me it's a privileged position being able to play a role in helping our Māori be successful tertiary students and equipping them with the knowledge, skills and values so that they continue as successful Māori beyond Otago Polytechnic."



KO TE MEA TUAONO:

Ko te Rakahau

PRIORITY SIX:

Research & Māori-Centred Knowledge Creation

O Mātou Rautaki Whāika

1. Ko te mea tuatahi kia tau te, katahi, kia whakatakototia kā kaupapa rakahau whakahirahira ki Kai Tahu, ki kā iwi whānui.
2. Kia whakatauria e Te Kura Matatini ki Otago te rakahau e pā ana ki a Kai Tahu, ki te iwi whānui hei huaka mo rātou.
3. Kia whakatauria e Te Kura Matatini ki Otago te rakahau hei whakahono kā wawata tupuka o Kai Tahu.

Our Strategic Objective

1. To first engage with, and then ascertain, what research priorities are important to Kai Tahu/Māori communities.
2. To undertake research relevant to Kai Tahu/Māori communities that benefits Kai Tahu/Māori.
3. To undertake research that links to Kai Tahu/Māori development aspirations.

O Mātou Mānawa

- a. Kia whakatautetia e kā kairakahau Kai Tahu/Māori i o rātou ake rakahau, me kā rakahau e pā ana ki te Ao Māori.
- b. Kia whakatakototia e kā kai rakahau Kai Tahu/Māori kā kaupapa rakahau whakahirahira ki a Kai Tahu, kā iwi whānui.
- c. Kia whakahaka te kaha, kia whakatipu, kia atawhai te rakahau Māori.
- d. Kia whakatauria ke rakahau kaupapa Māori ki iwi.
- e. Kia whakaae, kia tautokona te kaitiakitaka o te mātauraka Māori.
- f. Kia tautoko te whakatakoto te whakawhānuitaka o te mātauraka Māori me te tino rakatirataka o ō mātou atamai.

Our Aspirations

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

Te Pae Haere

He rite tonu te whakatipu o te hāpori kairangahau Māori ki te Kura Matatini ki Otago, nā, 15 ngā kaimahi Māori i aro ki te rangahau, i taea rānei tō rātou arotakehia i raro i te kaupapa PBRF- tokoono ēnei i arotakehia mā PBRF. I te tau 2012, 10 ngā putanga rangahau a ēnei kairangahau, ka mutu, e whitu i pā ki ngā take Māori. Mai i tētahi upoko o te pukapuka nā Tākuta Sharleen Tuhiwai Howison i tuhi e pā ana ki te tāpoi whakauka, tae atu ki ngā kōrero e pā ana ki te tuaritanga o te kai, te whaiwhai kōrero a te Māori, ngā toi hoki.

I āhukahukatia te tohungatanga o Ahorangi Khyla Russell mā tōna whakatūranganga hei mema i te Rōpū Arotake PBRF Mātauranga me te whanaketanga kaupapa Māori.

I tua atu i tērā, i rangahau ētahi kairangahau Pākehā i ngā take Māori. E whā ngā putanga, tae ana ki te tapuhitanga, te mahi a Ahorangi Sally Baddock e pā ana ki ngā tūmomo moe haumarū mō ngā pēpi Māori; te tūhuratanga a Caroline McCaw e pā ana ki te mātauranga ki ngā whare wānanga; me te tūhuratanga a Chris Williamson i te Ratonga Pāpori e pā ana ki te Aka Rautaki Māori.

Measuring our Progress

Otago Polytechnic continues to develop a community of Māori researchers, with 15 Māori staff who have engaged in research and/or who are PBRF eligible, six of whom submitted PBRF portfolios. In 2012 these researchers produced 10 research outputs, seven of which related to Māori issues. These ranged from Dr Sharleen Tuhiwai Howison's book chapter on sustainable tourism to works on sharing kai, Māori oratory and the arts.

The expertise of Professor Khyla Russell was recognised with her appointment to the PBRF Māori Knowledge peer review panel.

In addition, several non-Māori researchers also made a contribution to research into Māori issues. Four outputs were produced, including midwifery Professor Sally Baddock's work into safe sleeping practices for Māori infants, Caroline McCaw exploring Māori design and tertiary education and Chris Williamson from Social Services examining the Māori Strategic Framework.

2011 Cultural Audit Recommendations



Recommendation: That Kai Tahu/Māori-led research should be included in the strategic research planning to enable the implementation of kaupapa Māori research processes and methodologies.

Achieved: This has been included in Otago Polytechnic's research plans. During 2012, two Kaitohutohu staff submitted PBRF portfolios and the planning for the kaupapa Kai Tahu Scope journal for 2013 was initiated.

Hospitality Senior Lecturer and researcher Adrian Woodhouse



STAFF PROFILE



Sharing kai

Simon Kaan and Ron Bull – Kai Tahu, Kati Mamoe, Waitaha

It takes brave men to declare at LAX airport that they have 20 tītī and four kilograms of tuna in their luggage.

Ron Bull and Simon Kaan did just that en route to presenting their installation Kaihaukai: An Art Project at the 2012 International Symposium of Electronic Arts in Albuquerque, New Mexico.

ISEA is touted as one of the most important academic gatherings on electronic art world-wide and features the work of 100 artists and 400 presenters from 30 countries.

The original concept for Kaihaukai: An Art Project was hatched by Kaan during one his art installations when he was included in a waiata via Skype. This posed the question: “How much information and experience is it possible to transfer through cyberspace?”

He collaborated with chef and muttonbirdner Ron Bull jnr, and created the concept of a cultural food exchange to be both experienced and Skyped between the people of Kai Tahu in New Zealand and the Pueblo people of New Mexico.

Food was also shared to gain an understanding of each other’s mahika kai practices. This included piki bread made from corn and culinary ash by Hopi people, wild grass seed rice from the Ojibwa people, muqtuk (whale blubber) and dried seal meat from Alaska.

In the final stage of the wānaka, participants exchanged and mixed their foods culminating in a hākari.

“The aim of this project was to embrace the concept of hau – that food given has an expectation of reciprocity – through the sharing of stories, philosophies and intergenerational knowledge. Hau also depicts the wind and the breeze and that this knowledge and sharing can be carried by the wind – even the wind of technology.”

Ron Bull and Simon Kaan also gave presentations to staff and students of IAIA (Institute of American Indian Arts) and presented a paper at the ISEA Conference. They have two articles awaiting publication following the symposium and have been interviewed on Radio New Zealand.

Key Educational Performance Measures for Kai Tahu/Māori students

Education Participation

		2010 (Total EFTS: 3,496.8)			2011 (Total EFTS: 3,680.4)			2012 (Total EFTS: 3,578.9)		
	Target %	Rate %	HC	EFTS	Rate %	HC	EFTS	Rate %	HC	EFTS
Māori										
All Levels	8	10.3	678	377.0	10.3	640	367.6	10.5	619	396.8
Level 0		0.1	39	1.9	0.3	92	9.6	0.1	82	3.4
Levels 1-3	2	2.2	326	80.6	2.0	219	69.7	2.0	171	74.6
Level 4 and above	6	8.0	397	294.6	8.1	382	288.2	8.4	400	318.3
Kai Tahu										
All Levels	NA	2.5	149	92.9	2.3	142	81.4	2.8	167	105.5
Level 0		0.0	7	0.2	0.0	17	0.4	0.0	24	0.7
Levels 1-3		0.6	54	20.1	0.6	54	21.3	0.6	47	23.0
Level 4 and above		2.0	100	72.5	1.7	79	59.8	2.2	104	81.4
Non-Māori										
All Levels	NA	89.8	7428	3303.4	89.7	6175	3211.3	89.5	5977	3375.7
Level 0		1.4	926	51.1	1.4	1101	50.2	1.4	1189	54.2
Levels 1-3	25	16.2	1548	597.0	13.5	809	482.3	10.9	450	410.1
Level 4 and above	75	72.2	4269	2655.3	74.9	3924	2678.8	77.0	3956	2906.2
Māori Under 25										
All Levels	NA	7.0	404	257.0	6.7	360	237.9	6.7	353	252.7
Level 0		0.03	20	1.0	0.2	49	7.3	0.0	26	1.0
Levels 1-3	9	1.5	188	54.7	1.3	113	47.2	1.4	117	53.8
Level 4 and above	54	5.5	248	201.2	5.1	227	183.4	5.3	230	197.9
Kai Tahu Under 25										
All Levels	NA	1.6	85	58.4	1.4	81	51.1	1.9	104	71.5
Level 0		0.0	3	0.1	0.0	4	0.2	0.0	8	0.2
Levels 1-3		0.3	29	12.0	0.4	30	13.9	0.5	35	18.6
Level 4 and above		1.3	61	46.3	1.0	50	37.1	1.4	63	52.7
Non-Māori Under 25										
All Levels	NA	57.9	3629	2130.8	58.6	3178	2096.8	58.7	3151	2213.6
Level 0		0.8	476	28.3	0.7	438	26.5	0.7	371	26.3
Levels 1-3	9	8.4	1065	308.8	9.1	826	324.1	7.7	731	288.8
Level 4 and above	54	48.7	2416	1793.7	48.8	2170	1746.2	50.3	2228	1897.9

Participation figures: includes all programme levels and all funding sources

EFTS and Headcounts

	2010			2011			2012		
	Māori	Kai Tahu	Non-Māori	Māori	Kai Tahu	Non-Māori	Māori	Kai Tahu	Non-Māori
EFTS	377.0	92.9	3,303.4	367.6	81.4	3,211.3	396.8	105.5	3,375.7
Headcount	678	149	7,428	640	142	6,175	619	167	5,977

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 %	2010 %	2011 %	2012 %
Māori				
Levels 1-9	65	64.1	70.0	74.3
Levels 1-3	52	49.8	50.5	64.1
Level 4 and above	70	68.0	74.7	76.7
Kai Tahu				
Levels 1-9	65	65.7	74.0	73.3
Levels 1-3	52	48.3	55.9	63.1
Level 4 and above	70	70.3	80.3	76.2
Non-Māori				
Levels 1-9	75	74.9	80.7	82.0
Levels 1-3	65	56.5	69.2	73.5
Level 4 and above	78	79.0	82.8	83.2
Māori Under 25				
Levels 1-9	72	63.7	68.9	72.4
Levels 1-3	65	48.7	55.7	60.9
Level 4 and above	78	67.8	72.3	75.6
Kai Tahu Under 25				
Levels 1-9	72	59.1	70.1	69.6
Levels 1-3	65	33.7	57.2	56.7
Level 4 and above	78	65.4	74.9	74.2
Non-Māori Under 25				
Levels 1-9	72	76.3	81.1	82.4
Levels 1-3	65	63.9	71.5	74.0
Level 4 and above	78	78.5	82.9	83.7

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

Course Retention

	Target %	2010 %	2011 %	2012 %
Māori	85	73.6	79.8	82.9
Kai Tahu	85	76.6	82.2	80.9
Non-Māori	85	83.0	86.2	87.9

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 %	2010 %	2011 %	2012 %
Māori				
Levels 1-9		34.3	31.1	9.7
Levels 1-3	28	57.7	45.5	10.9
Level 4 and above		26.0	24.2	6.8
Kai Tahu				
Levels 1-9		34.6	29.3	16.4
Levels 1-3	28	60.0	40.0	17.4
Level 4 and above		18.8	25.8	15.6
Non-Māori				
Levels 1-9		16.5	20.3	12.6
Levels 1-3	28	37.3	38.3	14.9
Level 4 and above		12.1	14.0	10.5

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 %	2010 %	2011 %	2012 %
Māori				
Levels 1-9	48	51.0	56.2	60.7
Levels 1-3		31.6	38.3	34.1
Level 4 and above		63.7	65.3	70.2
Kai Tahu				
Levels 1-9	48	50.8	59.4	66.7
Levels 1-3		32.7	41.7	45.9
Level 4 and above		61.7	66.0	76.6
Non-Māori				
Levels 1-9	48	53.6	59.1	72.1
Levels 1-3		29.8	35.9	50.4
Levels 4 and above		68.2	68.0	76.6

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

Qualification Completion

	Target %	2010 %	2011 %	2012 %
Māori				
Levels 1-9	40	51.0	65.2	68.4
Levels 1-3	30	40.7	41.8	44.7
Level 4 and above	55	53.5	70.1	73.4
Non-Māori				
Levels 1-9	66	65.3	77.0	82.2
Levels 1-3	35	47.4	59.0	59.5
Level 4 and above	73	68.8	79.8	85.1
Kai Tahu				
Levels 1-9	40	72.4	65.2	54.3
Levels 1-3	30	31.3	48.7	47.4
Level 4 and above	55	83.9	71.1	56.2

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

Qualification Completions – Certificates

	Target %	2010 %	2011 %	2012 %
Māori	40	43.5	48.5	52.1
Non-Māori	66	54.5	65.2	66.4
Kai Tahu		52.9	51.4	48.3

Qualification Completions – Bachelors

	Target %	2010 %	2011 %	2012 %
Māori	40	54.2	72.7	91.2
Non-Māori	66	76.6	82.9	94.3
Kai Tahu		116.9	85.1	65.9

Qualification Completions – Diplomas

	Target %	2010 %	2011 %	2012 %
Māori	40	52.7	98.4	59.9
Non-Māori	66	62.4	81.5	81.7
Kai Tahu		52.3	113.9	58.6

Qualification Completions – Postgraduate Certificates and Diplomas

	Target %	2010 %	2011 %	2012 %
Māori	40	55.6	70.6	49.6
Non-Māori	66	81.1	96.4	77.3
Kai Tahu		0.0		0.0

Qualification Completions – Graduate Certificates and Diplomas

	Target %	2010 %	2011 %	2012 %
Māori	40	96.0	0.0	0.0
Non-Māori	66	73.2	81.1	62.0
Kai Tahu		0.0		0.0

Qualification Completions – Masters

	Target %	2010 %	2011 %	2012 %
Māori	40	138.4	108.6	58.5
Non-Māori	66	50.4	127.8	84.5
Kai Tahu		599.2		

Successful Course Completions by Programme Category

	2010			2011			2012		
	HC	EFTS Completion %		HC	EFTS Completion %		HC	EFTS Completion %	
Certificates									
All	3929	1413.0	67.9	2883	1387.7	72.4	2643	1326.4	75.2
Māori	393	163.6	55.7	334	173.9	59.6	321	175.9	70.3
Kai Tahu	85	42.5	56.1	86	44.6	63.9	100	57.3	67.9
Non-Māori	3536	1249.5	69.5	2549	1213.8	74.2	2322	1150.5	76.0
All Under 25	1954	882.9	65.2	1697	964.8	71.1	1631	929.8	73.9
Māori Under 25	236	111.2	53.7	207	124.5	59.0	208	121.9	66.2
Kai Tahu Under 25	49	26.2	46.2	58	29.9	59.3	72	45.3	63.0
Non-Māori Under 25	1718	771.8	66.8	1490	840.3	72.9	1423	807.8	75.1
Diplomas									
All	655	479.5	72.1	441	299.9	81.0	490	339.8	77.1
Māori	82	69.5	70.0	49	37.3	71.4	43	31.1	63.7
Kai Tahu	23	18.5	61.7	11	9.1	77.9	11	8.6	70.4
Non-Māori	573	410.0	72.4	392	262.5	82.4	447	308.7	78.4
All Under 25	403	352.3	70.3	262	215.6	81.3	293	249.2	76.2
Māori Under 25	63	57.3	66.8	38	28.8	70.0	38	28.6	61.2
Kai Tahu Under 25	15	14.3	57.9	9	7.1	75.9	8	6.5	62.3
Non-Māori Under 25	340	295.1	71.0	224	186.8	83.1	255	220.6	78.1
Graduate Certificates and Diplomas									
All	136	39.1	72.0	155	50.5	84.7	79	48.0	79.5
Māori	6	3.4	82.7	5	0.5	75.0	4	3.2	31.6
Kai Tahu	1	0.5	50.0	1	0.1	100.0	1	1.0	
Non-Māori	130	35.8	71.0	150	50.0	84.8	75	44.9	82.8
All Under 25	19	11.7	83.3	22	14.3	84.0	17	13.6	86.8
Māori Under 25	2	2.0	100.0	1	0.2	100.0			
Kai Tahu Under 25									
Non-Māori Under 25	17	9.7	79.8	21	14.1	83.8	17	13.6	86.8

Successful Course Completions by Programme Category (continued)

	2010			2011			2012		
	HC	EFTS	Completion %	HC	EFTS	Completion %	HC	EFTS	Completion %
Bachelors									
All	1625	1328.0	86.3	1735	1480.4	88.2	1976	1699.5	88.6
Māori	118	102.6	81.7	150	130.6	84.1	174	154.6	84.3
Kai Tahu	25	21.4	88.9	26	24.7	89.1	35	31.9	86.6
Non-Māori	1507	1225.5	86.6	1585	1349.8	88.6	1802	1544.9	89.1
All Under 25	1033	923.3	87.8	1046	938.2	90.5	1179	1076.9	90.2
Māori Under 25	68	62.7	82.9	74	66.3	85.3	92	85.4	85.2
Kai Tahu Under 25	11	10.7	92.6	12	11.8	89.4	19	16.8	85.6
Non-Māori Under 25	965	860.6	88.2	972	871.9	90.9	1087	991.5	90.6
Postgraduate Certificates and Diplomas									
All	104	27.7	90.6	101	29.8	86.3	112	33.5	81.6
Māori	6	1.8	92.7	3	0.7	47.1	10	4.0	72.3
Kai Tahu	1	0.4	100.0				1	0.2	
Non-Māori	98	25.9	90.5	98	29.0	87.3	102	29.5	82.9
All Under 25	7	2.7	89.1	5	2.5	93.2	7	3.6	89.5
Māori Under 25							1	0.5	100.0
Kai Tahu Under 25									
Non-Māori Under 25	7	2.7	89.1	5	2.46	93.2	6	3.1	87.8
Masters									
All	58	25.6	33.4	60	27.5	57.8	65	35.6	32.2
Māori	3	1.5	5.0	4	1.8	48.3	4	1.7	49.2
Kai Tahu	1	0.3							
Non-Māori	55	24.1	35.1	56	25.7	58.4	61	33.3	31.3
All Under 25	2	0.7		2	1.9	80.9	2	1.4	30.0
Māori Under 25									
Kai Tahu Under 25									
Non-Māori Under 25	2	0.7		2	1.9	80.9	2	1.4	30.0

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

	2010			2011			2012		
	Enrolled	Completed	%	Enrolled	Completed	%	Enrolled	Completed	%
Certificates									
All Students	560	334	59.6	594	364	61.3	509	319	62.7
Māori	71	35	49.3	85	44	51.8	79	35	44.3
Kai Tahu	22	12	54.6	20	12	60.0	24	9	37.5
Non-Māori	489	299	61.2	509	320	62.9	430	284	66.0
Diplomas									
All Students	340	140	41.2	317	143	45.1	322	125	38.8
Māori	60	22	36.7	45	18	40.0	25	5	20.0
Kai Tahu	14	6	42.9	11	5	45.5	7		0.0
Non-Māori	280	118	42.1	272	125	46.0	297	120	40.4
Graduate Certificates and Diplomas									
All Students	14	10	71.4	23	20	87.0	29	17	58.6
Māori	2	2	100.0	1		0.0	2		0.0
Kai Tahu							1		0.0
Non-Māori	12	8	66.7	23	20	87.0	27	17	63.0
Bachelors									
All Students	514	318	61.9	480	279	58.1	535	321	60.0
Māori	44	27	61.4	44	23	52.3	49	28	57.1
Kai Tahu	17	10	58.8	9	4	44.4	6	4	66.7
Non-Māori	472	291	61.7	436	256	58.7	489	293	59.9

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

	2010			2011			2012		
	Enrolled	Completed	%	Enrolled	Completed	%	Enrolled	Completed	%
Postgraduate Certificates and Diplomas									
All Students	5	4	80.0	4	3	75.0	3		0.0
Māori	1	1	100.0						
Kai Tahu									
Non-Māori	4	3	75.0	4	3	75.0	3		0.0
Masters									
All Students	10			3		0.0	10		0.0
Māori							1		0.0
Kai Tahu									
Non-Māori	10			3		0.0	9		0.0

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

	2010			2011			2012		
	Enrolled	Completed	%	Enrolled	Completed	%	Enrolled	Completed	%
Certificates									
All Students	2596	611	23.5	2098	763	36.4	1592	754	47.4
Māori	290	62	21.4	255	74	29.0	233	92	39.5
Kai Tahu	68	19	27.9	68	24	35.3	78	29	37.2
Non-Māori	2307	549	23.8	1843	689	37.4	1359	662	48.7
Diplomas									
All Students	596	174	29.2	561	180	32.1	498	153	30.7
Māori	75	25	33.3	71	21	29.6	45	8	17.8
Kai Tahu	17	7	41.2	19	6	31.6	13	2	15.4
Non-Māori	522	149	28.5	490	159	32.5	453	145	32.0
Graduate Certificates and Diplomas									
All Students	79	15	19.0	89	22	24.7	63	21	33.3
Māori	6	3	50.0	3		0.0	3		0.0
Kai Tahu	1		0.0	1		0.0	1		0.0
Non-Māori	73	12	16.4	86	22	25.6	60	21	35.0
Bachelors									
All Students	777	360	46.3	752	330	43.9	709	384	54.2
Māori	54	29	53.7	62	27	43.6	69	31	44.9
Kai Tahu	19	11	57.9	12	5	41.7	10	5	50.0
Non-Māori	725	331	45.7	691	303	43.9	644	353	54.8
Postgraduate Certificates and Diplomas									
All Students	71	14	19.7	64	17	26.6	73	14	19.2
Māori	4	1	25.0	1		0.0	8	2	25.0
Kai Tahu									
Non-Māori	67	13	19.4	63	17	27.0	65	12	18.5
Masters									
All Students	22		0.0	9		0.0	21	1	4.8
Māori	1		0.0				2		0.0
Kai Tahu									
Non-Māori	21		0.0	9		0.0	19	1	5.3

ARTIST PROFILE



Artist profile

Dana Te Kanawa, née Russell – Kai Tahu, Kati 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 longstanding passion for art, designing tattoos, logos and creating many beautiful paintings.

Her painting, *I raro i te maru o Poho*, featured on the cover of this report, was created for the Otago Institute of Sport and Adventure as koha for hosting the Māori student mihi whakatau. The work remembers Poho, the tribal chief who once lived on the banks of the now-reclaimed estuary where

Otago Polytechnic now sits, under the hill named Opoho. The Polytechnic's Māori student space is also called Poho, maintaining a connection between the site and the main campus.

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 new 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 Poia Rewi and Jacob Myhre 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 photography, Hayden Parsons for the photo of Rowan Tumai on page 15 and Southern Colour Print. We give a special thanks to our Māori students Rowan Tumai and Takiwai Russell-Camp featured in this year's student stories and all Otago Polytechnic staff who contributed to this report.



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