

Whakakaha te Hoataka

Strengthening the Partnership

Māori Annual Report 2014



OTAGO

POLYTECHNIC

Te Kura Matatini ki Otago



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Mihi

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

Ko te tuarua, mihi tēnei ki a koutou nō tēnā hapū nō 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 tauria kia tutuki ō rātou wawata mātauranga
- > Ko te whāinga matua o tēnei whakaaetanga, ki roto i te rohe o Ōtāgo, ka tutuki ōrite ngā tauria Kai Tahu me ngā tauria Māori katoa ki tēnā, ki tēnā o ngā tauria, e ai ki te taurangi o te Tiriti o Waitangi
- > Kia whakapiki i te take hei ngaringari i ngā tauria Kai Tahu me ngā tauria 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

Ka mihi kā tini mauka

Ka mihi ki tini awa

Ka mihi kā tini waka

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

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

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

Tēnā koutou

Once again it is our pleasure to report to our combined Rūnaka the results of our endeavours in 2014 reflecting the engagement detailed in our Māori Strategic Framework. We have much to celebrate, but also some disappointments.

First, the celebrations. We have seen further growth in Māori learners in our programmes, with Māori now making up over 14 per cent of our domestic learners (full-time equivalent students). This far exceeds the proportion of Māori in the Otago region and gives us reassurance that our efforts to be inclusive of Māori are viewed positively. Indeed, our Māori learners have reported a very high level of satisfaction with Otago Polytechnic overall (96 per cent) and that Otago Polytechnic provides a safe learning environment (97 per cent).

Particularly pleasing in terms of Māori participation is the growth of Māori adult learners in work, who are accessing the qualifications which are offered through Capable NZ, including the new applied management major in Māori Organisational Leadership. In 2014, 65 Māori learners were able to have their workplace skills and knowledge recognised through our assessment of prior learning processes. This included a cohort of 14 Kai Tahu learners, all of whom were successful and who are wonderful ambassadors for the programmes of learning offered by Otago Polytechnic for Māori adult learners in work.

At the same time as Māori participation is increasing, so too is the rate at which our Māori learners are completing qualifications, with 2014 seeing the gap between Māori and non-Māori completion rates further diminishing. However, 2014 was not a good year for course retention or completion, with both of these indicators declining for Māori learners. With rates for non-Māori holding at 2013 levels, the achievement gap on these metrics

now has widened. We are at a loss at this stage to explain the reversal in what has previously been a very positive trend of improving course success.

Also disappointing in 2014 was an increase in our Māori staff turnover rate, even though the overall proportion of Māori staff has remained constant at five per cent. We are committed to increasing the proportion of Māori staff to match the participation rate of Māori learners, and we will be reviewing our recruitment and retention strategies to improve our performance in this area.

Towards the end of 2014 our Kaitohutohu, Professor Khyla Russell, announced her intention to retire in early December 2015, after leading for ten years our initiatives to be an institution both attractive to and inclusive of Māori. One of our major tasks for 2015 will be to consult with Rūnaka to determine the focus of this leadership role and the qualities of the new Kaitohutohu which will best serve Otago Polytechnic for the next decade of our development.

Our second task for 2015 is to think through and plan for a new model of Māori learner support. One of the options that we are exploring is the establishment of a new by Māori, for Māori service for our learners, to be accommodated in a new centre for Māori learners. Irrespective of the option selected, we are confident that it will result in Otago Polytechnic entering into a new era in this service to Kai Tahu/Māori.

Finally, we would like to thank all who have worked so hard in 2014 to give effect to our Māori Strategic Framework: to our Māori staff who have given so willingly of their time and energy, and to Komiti Kawanataka for its wisdom and guidance.



Ko Waiuku te Papatūwhenua
I tipu ake au kei Pukekohe
I raro i te maru o te mauka ko Pukekohe,
I te taha o te awa ko Waikato.
Kei to noho au kei Otepoti inaianei
Ko Scottish rāua ko English kā Iwi
Ko Ker te hapū
Ko Ker rātou ko Baxter ko Watt ko Mitchell kā whānau
Ko Margaret rāua ko Alexander kā mātua
Ko au tēnei
Ko Phil tōhoku ikoa
Ko Glenys tōhoku hoa rakatira
Ko Tara rātou ko Ashley ko Hannah ko Nicole a māua tamariki

Ko Oamaru te Papatūwhenua
I tipu ake au kei Oamaru
Inaianei, ka noho i raro i te mauka ko Whānau Paki, i te taha o te
awa, ko Kaikorai
Kei te noho au kei 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 David Higgins



Rau Rakatira ma, tena te mihi mahana ki a koutou,
me mihi ki ruka rawa, nana nei ka mea katoa,
me mihi ki te Iwi, tena koutou, tena koutou, tena tatou Katoa.

Following in the very capable and valued footprints of my predecessor Rebecca Williams, I took over as Chair for the Komiti Kawanataka in May 2014. My first year has been busy, exciting and a journey of learning as my knowledge of the governance of Otago Polytechnic has grown.

For me the highlights for 2014 have been:

- > Teachers' Excellence Award Evening where Moe Milne and Huata Holmes were both recognised, a celebration of two high-achieving, shining examples that we can all be very proud of
- > The increasing numbers of Iwi enrolling and graduating from the Māori services within Capable NZ – a tribute to the small dedicated team that work tirelessly with candidates and Rūnaka to ensure their success. These graduates have reported that they have received promotions, pay rises and new job offers as a result of the qualifications achieved
- > The very successful Tā Moko Symposium – Ahikomau o Ruaumoko, where some world-class Tā Moko artists shared their experiences and gave practical demonstrations. Congratulations to Justine Camp who coordinated the event
- > The ongoing exploration around the development of a Māori centre, an initiative to enable Māori staff and students to work and live as Māori on campus.

The end of this year will bring changes to the Kaitohutohu office with the retirement of Professor Khyla Russell. Khyla has been instrumental in ensuring the intention of the Memorandum of Understanding (MoU) and Māori Strategic Framework (MSF) is upheld. She has been unwavering to her responsibility to Rūnaka, our young people and to her belief that manaakitanga and tikanga is the responsibility of all staff.

Thank you to the members of the Komiti Kawanataka and Ki Waho, to Khyla, her team and Kāhui for the support and sharing of knowledge and expertise that you bring to the table. Together we continue to strive to achieve the best results we can for our Māori students, staff and Rūnaka.

Otago Polytechnic's Māori Strategic Framework

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

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



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

KO TE MEA TUATAHI:

Ko te Tiriti o Waitangi

PRIORITY ONE:

Treaty of Waitangi

O Mātau Rautahi Whāika

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

Our Strategic Objective

To have an effective partnership with Kai Tahu/Māori.

O Mātou Mānawa

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

Our Aspirations

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



Te Pae Haere

I haere tonu a mātou here ki kā ako hiahia o Ngai Māori i te tau 2014.

I te tau kua heke, ka mau a David Higgins te kaiwhakahere o Komiti Kawanataka. He nui o rātou mahi i tērā tau, ā, i tautoko rātou te kāhui ākoka nō Te Tapuae o Rehua i raro i te kaupapa o Capable NZ. Nā te mahi rawe o Richard Kerr-Bell rātou ko Te Tapuae o Rehua me kā ākoka hoki. I tautoko te Komiti te mahi a Justine Camp mo tōhona hui Tā moko, arā, Ko Te Ahikomau o Ruāumoko, i tautoko te kāhui tā moko anō.

Ko tētahi take whakahirahira i tērā tau, ko te whakatū he pū ākoka Māori. Ko tētahi atu, kia whakawhānākataka ki te iwi whānui, ki kā iwi no te Ika a Maui hoki. Ko Ngai Te Ahi tētahi. Kei te hiahia rātou ētahi huarahi mātauraka ko Capable NZ tētahi hurahi tika pea. Ka mahi tahi te Kōmiti Kawanataka ki Te Tapuae o Rehua me Kā Papatipu Rūnaka o Kai Tahu ki kā huarahi mana kōwhiri.

I te tau 2014 i whakatū te kaupapa “designing for learner success”, i ai ki a mātou, ko tērā kaupapa tētahi huarahi pai kia whakaroto mātauraka Kai Tahu/Māori. Ko kā ara katoa e whakahoahoa ana e kā tau e toru ki te rima e heke mai ana.

He nui ake te mahi mo kā kaimahi i te tari Kaitohutohu, i whakaaro te Kura Matatini mo tēnā, ekari, me waihao ano tēnā whakaaro mo tētahi atu wā anō.

He nui te whakaaro, te whitiwhiti korero o te Komiti Kawanataka mo te take whakahirahira o kā Kaimahi Kai Tahu, Kai mahi Māori hoki. I ai ki te Kura Matatini ka tika ki te mahi i raro i te kaupapa Māori rātou, ekari, kāore e taea. He raruraru nui tēna. Ko tētahi atu kōrero, he aha te tikaka-a-iwi paparua? He take nunui i ruka i te tepu aiane.

Measuring our Progress

Our commitment to the educational aspirations of Māori continued in 2014.

This past year saw David Higgins welcomed into the role of Chair of Komiti Kawanataka. The Komiti progressed a programme of work, including continuing its support of the Kai Tahu cohort studying through Capable NZ through its engagement with Capable NZ facilitator Richard Kerr-Bell, Te Tapuae o Rehua and the learners. Komiti Kawanataka also oversaw the planning for Tā Moko symposium with Justine Camp reporting progress each month to Komiti and directly to the rūnaka steering group.

The establishment of a centre for Māori learners also featured highly on the agenda and was a significant priority, as was forming relationships with the community and other Iwi, namely Ngai Te Rangi. Ngai Te Rangi are looking at Capable NZ as an alternative learning pathway for Māori. Komiti Kawanataka are also working with Te Tapuae and all 18 rūnaka to see how Capable NZ can help meet the Ngai Tahu education strategy to partner with institutions with innovative educational ideas.

In 2014, we launched the Designing for Learner Success project as part of our provision of matauraka Kai Tahu/Māori. This will see that all programmes and courses are redesigned over the next three to five years, and will specifically address Māori knowledge and practice as an integral part of the design process.

Staffing at the Kaitohutohu Office was reviewed in light of its increasing responsibilities around the implementation of the Māori Strategic Framework; however there was no change in overall staffing in 2014.

Komiti Kawanataka dedicated considerable thought to the issue of Kai Tahu/Māori staff living as Māori on campus. Discussion thus far has centred on notions of dual-culturalism as distinct from bi-culturalism. This is a discussion of high significance which will continue in 2015.

Next steps for 2015

- > Kia timata te tirohaka hou mo te turaka Kaitohutohu, na te mea, i kā a Khyla kei te hoki whakamuri ia. Kia mahi tahi i Kā Papatipu Rūnaka o Arai te Uru ki tētahi kimi takata.
- > Kia whakawhiri te whakatūria o tētahu Pū akona Māori hou, i raro i te maru o Kaupapa Māori.
- > Review the Kaitohutohu position description given Khyla's retirement in December; and seek rūnaka participation in the process to recruit a new Kaitohutohu.
- > Consider the establishment of a centre for Māori learners to provide a by Māori, for Māori service for Otago Polytechnic Māori students.

STAFF PROFILE

A learning landscape

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

It's Mātāriki, and Professor Khyla Russell is explaining the significance of froth on the beach, her rapt listeners Waitati schoolchildren. She tells them tales learned from her own youth, of the phases of the moon and when to gather kai on the seashores, knowledge passed down from elders to mokopuna. The froth, she says, is there to protect the spawn. "And if the moon is in a particular stage, you leave it alone so that the next generation have a chance."

The theme is sustainability, of taking only what is needed and leaving the rest to regenerate. It's the same, but more strongly worded, message she brings to a recent meeting of the South-East Marine Protection Forum/Roopu Maanaki Ki Te Toka in Dunedin, and shows, she says, the range of interest communities have in local Māori knowledge about how best to preserve the harvest of the sea.

Khyla brings an 'insider's' perspective to these discussions, speaking out of her own experience and that of her whānau, her iwi, and all those who have come before. While some argue this insider or 'emic' approach makes the researcher too close to the subject, and the findings less rigorous and 'objective', she makes no apologies for it: "If that's the emic approach to research, then so be it. I guess if you live it all the time and practise it, then that's how you know how to be in the world. It's how you do what you do."

Indeed, what Khyla and her generation of Māori researchers have shown is that the careful observations and lived experience of mātauranga Māori is as valid as any other way of knowing.

Her PhD thesis, for example, explored the attitudes of Māori farmers to the landscape, and was a bit of a coup, says Dr Jim Williams of Te Tumu, who helped advise her. It was because Khyla was Māori herself and had iwi connections, not an outsider seeking information from them, that the people she spoke with opened up to her.

"Khyla was among the first to be able to break new ground like that," he recalls. "She was one of the pioneers in the use of emic materials, whether it was a conscious decision or whether she just did what came naturally to her, she helped pave the way."

From the very beginning of her research career, Khyla also ensured her findings were written in a manner that was accessible to all people from all walks of life, and not left in the rather esoteric language of academia.

"When I wrote my PhD, we borrowed a Pākehā term, 'landscape', what we might call our natural environment. But rather than the [Pākehā concept of] 'taming the land', Kāi Tahu wanted to claim the word landscape to say how we defined it, and in everyday language so that all 76 people who took part in [my study] could read it."

Khyla's subsequent research has involved working with other Māori and international indigenous people "to find a space where indigenous knowledge and science could meet" in a way which was mutually beneficial.

She recalls a conference she attended in Hawai'i in 2011, where she was impressed by researchers there who had received significant funding to look at how local flora and fauna could be managed sustainably. "They were able to manage their own things in a way that was culturally correct, but also ensuring they had enough science (to back it up)."

More recently, she's collaborated with researchers at Waikato University and other institutions on developing a Māori ethic or tikā guide for scientists in the field of genomics. She and her colleagues presented their ethical framework to a hui in Hamilton in May, and Khyla will be presenting a paper based on this work at a conference in Vienna later in the year.



STAFF PROFILE

Entitled *‘Te Mata Ira: Informing cultural guidelines on biobanking and genomic research’*, this Health Research Council funded project explores Māori views on biobanking and genomic research.

Biomedical research projects use human tissue to help understand disease and responses to treatments. But while individual Māori may have agreed for their tissue to be used for health research, Māori communities have expressed concerns about how consent is gained, and what happens to the tissue after it is stored in ‘biobanks’ to be used in future consented genetic research. This is because, for Māori, identity is not just an individual matter but one of whakapapa, which permeates the whole of Māori culture. And that’s a fairly alien concept to most non-indigenous researchers focusing on a particular genome sequence.

“But [the guide] is not just for health research,” Khyla explains. “It can be used for any research so that it’s done in a way that’s meaningful for Māori, and we’re not just an add-on at the end of a project. It’s for the protection of those who genuinely want to engage [with research] but who haven’t always received the benefit.”

Her Vienna presentation, entitled *“Reading the Sign of the Wave”*, urges both indigenous participants and scientists who are often unfamiliar with indigenous concerns, to tread carefully.

“You need to know the cultural aspects of genomics. It’s important to us to be able to trace our genes, whether we give our bloods or our tissue that then become just ‘data’ stored somewhere. We’re saying if you can’t trace our bits or biopsies, then you are not honouring the gift. So that’s our ultimate goal, to try and write an ethic that incorporates that understanding.”

One Pākehā scientist who does “honour the gift”, says Khyla, is Dr Chris Hepburn of the Marine Sciences Department at Otago University.

Chris has worked with Khyla in her capacity as a gazetted fisheries manager, a tangata tiaki for Kai Huirapa, who has responsibility to care for the marine environment. He has nothing but praise for her experience and knowledge about customary fisheries, and looking after the environment in a way that is consistent with Kaitiakitanga guardianship. She’s also been a strong mentor in all things tika.

“She can be tough, which is a good thing because she’s protected us [Pākehā scientists] – she can stand up to people. I’m Pākehā, but that hasn’t mattered to her in the least. She’s influenced me, mentored me, about how to do things properly so that your research can be received by the iwi you are working with.”

Asked whether there is ever any conflict between what the science tells us and what traditional knowledge may teach, Chris is forthright: “Sometimes the science will give you an answer you don’t want to hear. But there are different ways of knowing things, observational and experiential knowledge passed down the generations. Yes, there can be poor individual observations, but you can also have some very poor science that has been trumped by local knowledge.”

He adds: “Governments sometimes want to marginalise Māori knowledge as something mystical but in fact they are as interested in the practicalities of sustainable fisheries as we Pākehā scientists are.”

From anthropology to fisheries to bioethics, Khyla brings her ‘insider’s view’ to a wide range of research projects, working alongside people with different perspectives, cultures and areas of expertise. The Te Mata Ira collaboration, for example, includes a lawyer, a geneticist, ethicists and cultural experts. “Those are the kinds of research projects I’ve most enjoyed contributing to,” she says, reflecting, “because they have the most direct benefit for Māori.”

Looking forward, she anticipates the research possibilities posed by global networks of indigenous researchers, along with the greater likelihood of receiving substantial funding for projects. Too often, she says, she still sees “the big bucks” being won by non-Māori or non-indigenous researchers to conduct research on, but not involving, indigenous people.

“They’re still writing about us, talking at us, not with us. We’ve got huge networks around the world, so why wouldn’t we involve indigenous people? Governments are busy shoving money down our throats so that young Māori can train to be carpenters or joiners or some trade or other, but we don’t want to just use a hammer – we want to be the bosses.

“It’s the same with research funding. What gives us our strength is our international networks of indigenous scientists doing indigenous research.”



KO TE MEA TUARUA:

Te Tautoko i kā Kaimahi Kai Tahu/ Māori

PRIORITY TWO:

Kai Tahu/ Māori Leadership/ Staffing

O Mātou Rautaki Whāika

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

Our Strategic Objective

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

O Mātou Mānawa

- a. Kia kaha haere kā kaimahi Kai Tahu/Māori i roto i kā tūmomo tari, kā tūmomo taumata ki Te Kura Matatini ki Otago
- b. Kei kā kaimahi Kai Tahu/Māori te mahi whakaārahi i kā taumaha katoa ki Te Kura Matatini ki Otago
- c. Kia pai haere te āhuataka o Te Kura Matatini ki Otago ki kā kaimahi Kai Tahu/Māori, ā, kia uara kā tikaka, kā mahi o ka kaimahi Kai Tahu/Māori
- d. Kia tika te āhuataka o Te Kura Matatini, kia tika hoki te tikaka o Te Kura Matatini ki kā kaimahi Kai Tahu/Māori.

Our Aspirations

- a. 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 2014

I te hā kai tonu mātou i te mahi kimi kaimahi Kai Tahu/Māori, ekari, i tino rahua i taua kimi i tērā tau. Kore kau kā kaimahi hou, kore kau kā kaimahi e piki ake ki te mahi rōpu whakahaere i te tau 2014.

Kei te whakamahara te nuika tākata Māori kei te Kura Matatini i te tau 2014, ā, e rima paihēneti te nuika tākata Māori. E toru paihēneti te nuika paihēneti tauwiwi e timata te mahi hou kei Te Kura Matatini. Hei tohu ēnei tokomaha ki te rohe nei.

Ko tētahi tino whakanekeneke mai i te rīpota no te tau o 2013 ko te huahuataka o kā kaimahi Māori, kaimahi tauwiwi hoki. He tino matekiri te teitei ake o kā kaimahi Māori e wehe ana, kia tāpara ake aua rōpu. He teitei ake te nuika tākata tauwiwi e wehe, ekari, he nui ake kā kaimahi Māori i a rātou. He itika tēnei ki te nuika tākata ā iwi, ko te 13 paihēneti.

E karikari ana te nuika tātaka o o mātou akoka, he karikari kā akoka Māori hoki, no reira, he tino whakahirahira te kaupapa hei mau, hei pupuritia kā kaimahi Māori.

Measuring our Progress

Kai Tahu/Māori staff in 2014

We have maintained our strategic focus on recruiting Kai Tahu/Māori staff, but were disappointingly unsuccessful in attracting Māori staff to positions advertised in 2014. There were no new or replacement management or leadership roles in 2014.

The size of Otago Polytechnic's Māori staff community remained constant in 2014, with both the proportion of all Māori staff remaining steady at five per cent, and the proportion of new staff members joining our workforce continuing at three per cent. These figures are representative of the Māori population in our wider rohe.

The major change from last year's Māori Annual Report is the increase in staff turnover across both Māori and non-Māori staff. However, the Māori staff turnover rate has more than doubled, while non-Māori staff turnover has also increased, though at a smaller rate. Despite this, both Māori and non-Māori staff turnover is still less than the corresponding national education sector figure of 13 per cent.

As the ethnic diversity of our student population continues to increase, with continued growth in Māori student numbers particularly, growing our total Māori staff numbers and retaining existing Māori staff continues to be a high priority.

New Staff Based on Permanent Staff Numbers	2011	2012	2013	2014
Total new starts	44	39	38	29
New starts who identify as Māori	3	5	1	1
Māori % of total staff	6.82%	12.82%	2.63%	3.45%
Non-Māori staff	41	34	37	28
Non-Māori % of total staff	93.18%	87.18%	97.37%	96.55%

Te Mānawa o ngā kaimahi Māori i 2014

Ko kā hua o te tirohaka 'work environment' 2014 hei tohu he ahua teitei te hari koa o kā kaimahi Māori – i roto i te 75 paihēneti ki te 95 paihēneti i roto i kā whakaritika e ono. I whakatāpiri ētahi whirika whakautu, ā, mai i te tino whakaae ki te tino whakahē. He ahua uaua te whakarite ēnei hua ki ētahi atu tau.

Satisfaction of Māori staff in 2014

The results of the 2014 Work Environment Survey show Māori staff satisfaction is relatively high – polling between 75 per cent and 95 per cent in each of the six criteria. A new response option was added in this year, with respondents able to score their level of agreement and disagreement with each statement along a continuum from strongly agree/disagree, slightly agree/disagree and somewhat agree/disagree. This makes direct comparisons with previous years' data more difficult, but enables a clearer sense of whether staff are having positive or negative experiences at Otago Polytechnic.

E ai ki kā whakatauka o te tau 2014, e pai ake kā āhuataka mahi mo kā kaimahi Māori ki ēra o kā kaimahi tauivi. E whakae katoatia e kā kaimahi tauivi ki kā kōrero a Te Kura Matatini, ekari i whakahē mo kā kōrero “Otago Polytechnic is a fun and enjoyable place to work”.

He nui ake te whakautu ki te kī “ I really care about the success of Otago Polytechnic”, 95 paihēneti me 96 paihēneti e whakaae.

E ai ki kā whakatauka, he nui ake kā kaimahi tauivi e whakaahuka i tā rātou mahi ki Te Kura Matatini, ki ēra o kā kaimahi Māori. Ekari i ai ki kā kaimahi katoa he kaitukumahi pai tōnu Te Kura Matatini.

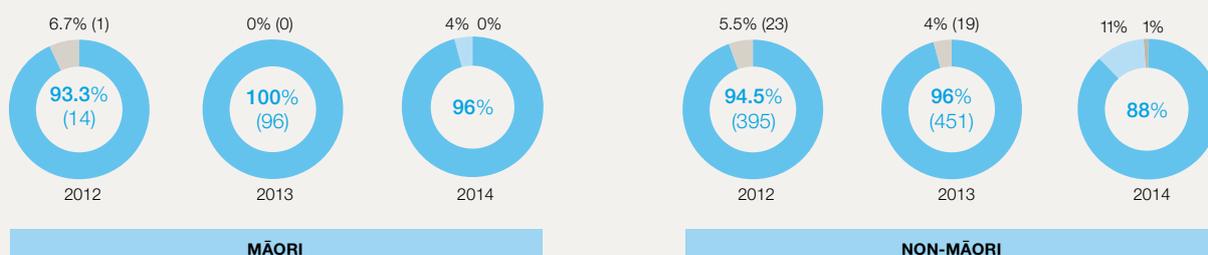
2014 results reveal that overall Māori have generally significantly higher levels of satisfaction working at Otago Polytechnic than non-Māori. Non-Māori reported more agreement with all statements except “Otago Polytechnic is a fun and enjoyable place to work”.

Both Māori and non-Māori polled highest in response to the statement “I really care about the success of Otago Polytechnic”, with 95 per cent and 96 per cent respectively responding favourably.

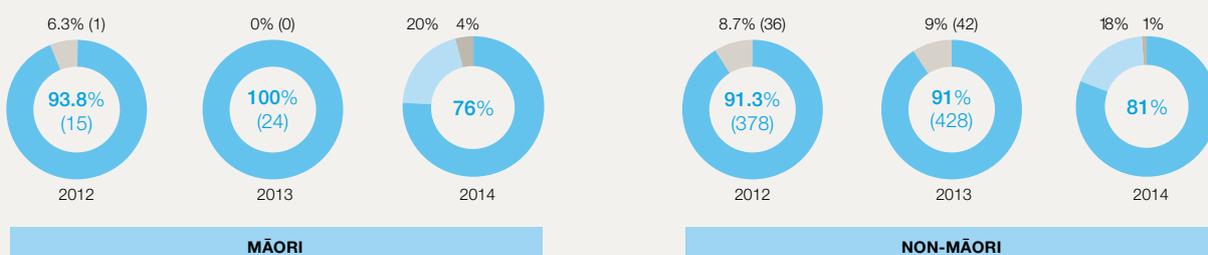
Levels of dissatisfaction in each of the six categories varied between zero per cent and four per cent for Māori and zero per cent and two per cent for non-Māori indicating that although there was an overall drop of satisfaction in the past year, Otago Polytechnic is still perceived very highly as an employer by its staff.

AGREE UNDECIDED DISAGREE

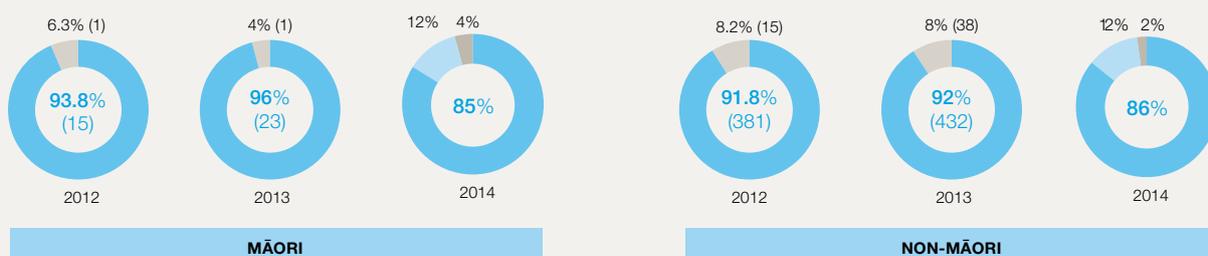
Overall, Otago Polytechnic is a great organisation to work in



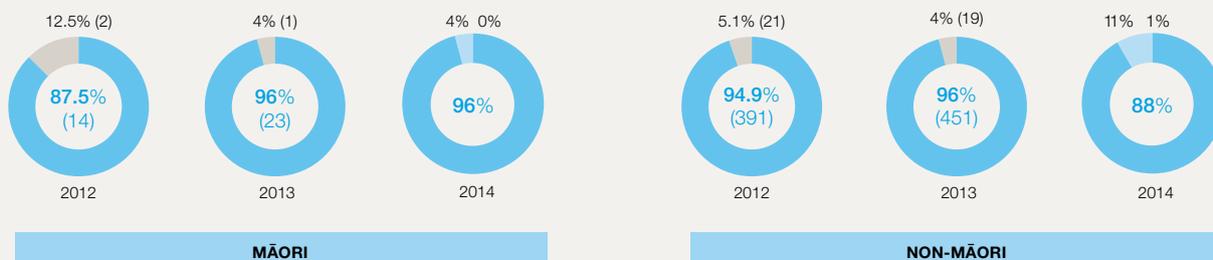
Overall, Otago Polytechnic is a fun and enjoyable place to work



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



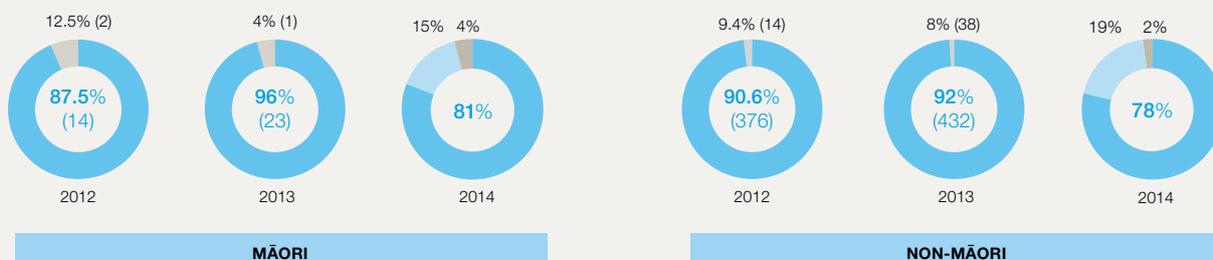
I am proud to tell others that I work for Otago Polytechnic



I really care about the success of Otago Polytechnic



I feel there is a future for me at Otago Polytechnic



Next steps for 2015

- > Kai whakanuia e mātou a mātou nei mahi hei kimitākata
- > Kai mahi tahi i kā kaimahi Kai Tahu/Māori hei whakarite te ara mo rātou mahi i raro i te kaupapa ko te Ao Māori.
- > Increase our efforts to recruit Māori staff, including a review of recruitment strategies.
- > Work with Kai Tahu Māori staff to develop and implement initiatives which will better ensure they can “live as Māori” on campus.

STAFF PROFILE



Navigating health

Justine Camp, Kai Tahu

Justine Camp is looking for answers for health in the stars.

She is currently finishing her PhD, which aims to conceptualise a Navigation Model for Health. She has interviewed Māori master navigators and seafarers capturing their knowledge of the skies and stars, and applying this to health concepts. It's a new dimension to her long experience navigating the education system, and assisting others to plot their journeys.

Born and bred in Dunedin, of Kai Tahu descent, and a "proud mother and taua", Justine obtained her Bachelor of Social Work degree with a Minor in Māori Studies from the University of Otago nearly 20 years ago. She then furthered her studies by undertaking a Master in Social Work investigating the impact of type 2 diabetes on whānau. She joined the Department of Social Work at the University of Otago as an Assistant Lecturer, and later

moved to Otago Polytechnic where she wrote the Certificate Mata ā Ao Māori and guest lectured.

Nowadays her role is as a non-teaching academic/ Kaipūtahi at the Kaitohutohu Office. One third of her role is as an emerging researcher, advancing Māori research and knowledge. She also edits journals and hosts conferences and symposia on Māori tattooing, amongst other things. In addition, she works with schools to help them embed Māori aspirational goals, and more recently has worked with Richard Kerr-Bell at Capable NZ helping "promote Capable NZ as an alternative pathway for Māori who haven't achieved academically".

When asked about her hopes for the future, Justine says she would like to "have a better impact on the system" as well as roll out her PhD research practically through post-doctorate work.



Komiti Kawanataka 2014

(left to right)

Back row:

David Higgins
Jamie Te Hiwi
Alistair Regan
Michael Collins

Front row:

Debbie Davie
Eleanor Murphy
Kathy Grant
Professor Khyla Russell

STAFF PROFILE

Introducing OP

Shaun Tahau, Ngāti Tuwharetoa

Shaun Tahau loves his new role as Liaison Advisor at the Otago Polytechnic, promoting the opportunities available to future students. "I enjoy my team and working here."

Shaun grew up in Taranaki before studying a Bachelor of Arts in Māori Studies at the University of Otago. After nine years here Dunedin has become his second home. It suits his physically active lifestyle, and he can pursue his love of rugby league, playing for the South Pacific Raiders.

Shaun is passionate about seeing Māori represented in tertiary education, and seeing educational institutions meet their custodial duties under Te Tiriti o Waitangi. Having held previous roles tutoring adult learners of te reo Māori at Te Wānanga o Aotearoa, and supporting health sciences students at the University, Shaun enjoys talking to, and mentoring, students.

The Polytechnic has something special about it, he believes. "If you have an opinion or you want to contribute, you can – your voice is heard at Otago Polytechnic." Shaun has already made a significant contribution since joining in August 2014. He translated the 2013 Māori Annual Report into te reo Māori, a source of great pride for him. He is keen to contribute to the goals of the Māori Strategic Framework by advocating for a collaborative and reciprocal working relationship between Otago Polytechnic and Kai Tahu.



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

I te tau 2014 ka tu tētahi hui pai i waekanui i kā akoka Māori rātou ko ētahi o te rōpū Kaiwhakahaere. Ka tu tēnei tumomo hui i a tau.

Ko te uraka Māori

Ko te whaiwāhitaka o Ngai Māori ki te Kura Matatini ki Otago e tipu haere ana, ā, ko te 1.21 paihēneti te whakarahi mai i te tau 2013 ki te tau 2014. Ko kā Akaka ngai Māori e nui tākata ana ki te 12.79 paihēneti.

Ko kā akoaka e whakauru i kā ara nā te kāwana e whakaputea – ko te nuika o kā ara ērā – e nuika tākata kā akoka Māori ki te 14.42 paihēneti o kā whakauru no konei. Orite ēnei nuika tākata ki a iwi o Nui Terini, ā, he tino nui ake ki kā wāhaka i te rohe o Otago.

I piki ake kā whakauru akoka ngai Māori mai i te 79.5 paihēneti mai i te tau 2013 ki te tau 2014. Ko te nuika arā 36.72 e whakauru i te Capable NZ.

Measuring our Progress

In 2014 a productive face-to-face meeting with Māori students and members of the Leadership Team was held as part of our commitment to further understanding their experiences and priorities. This will continue to be an annual event and feature strongly in the Leadership Team's engagement with Māori learners.

Māori participation

Māori participation in tertiary education at Otago Polytechnic continues to grow, with a 1.21 per cent increase between 2013 and 2014 and Māori students now accounting for 12.79 per cent of all EFTS.

Of those enrolled in government-funded (SAC) programmes – which incorporates most of Otago Polytechnic's main programmes of study – Māori participation has increased at a higher rate of 1.89 per cent between 2013 and 2014, with Māori students now making up 14.42 per cent of our domestic EFTS. This is close to the proportion of Māori across the New Zealand population, and considerably higher than the proportion of Māori in Otago.

Altogether, Māori EFTS increased by 79.5 between 2013 and 2014. Of these, 36.72 EFTS (65 individual learners) joined Otago Polytechnic with significant previous career experience, and were able to have this prior knowledge count towards their desired qualifications by enrolling in Capable NZ programmes.



Ko kā whakauru nō Kai tahu e whaiwāhitaka ana ko te 3.93 paihēneti o te katoa. I nui ake i te 0.19 paihēneti mai i te tau 2013 ki te tau 2014. I whai tohu teitei te nuika o rātou i roto i te ara o Capable NZ. He nui ake te whakauru ki kā ara kāwanataka hoki. Ā, ko te 4.09 paihēneti.

I heke kā tutuki o kā ara mai i kā akoka ngai Māori mai i te 2.64 paihēneti. Kaore he pai tēnei. Kai roto i ēnei nama he hekeka o 2.71 paihēneti i kā ara I te teitei 1-3, me 2.66 paihēneti i kā ara i te teitei 4 ki te tohu tini teitei.

Ka hono tēnei take ki tēnā, ko tētahi tohu pai o te akitu, ā ko te tae atu ki te ara, me te tauka ki te ara, kaore a tae atu kā akoka Māori ki o rātou karaiahi. Kei te heke kā nama tātaitaka i ka ara teitei 1-3 mo kā akoka Māori mai i tērā tau, e kī tēnei he pai ake te mahi ki te tari. Kia piki ake kā nama o kā akoka a piki haere i ka tohu. Ka piki ake te tokomaha o kā akoka e pupuritia ana mai i te tau 2013 ki te tau 2014.

Orite te tokomaha a whakamutu o rātou tohu i te 2.81 paihēneti. Kai roto i tēnā, 5.68 paihēneti i kā ara 1-3, 2.01 paihēneti i ka ara 4 ake.

Me kite i aua whakaaro, ko kā piki haere o kā tohu tutuki me kā heke i kā ara tutuki e kī ana e pōturi ana kā akoka Māori ki te mau tohu. He pai ki te mau tohu mehemea ka mahi a rōpū rātou he pai haere tā rātou tutuki tohu. Ahakoa te piki ake i ka tutuki ki ētahi, he nui te āputa i waekanui i kā akoka Māori rātou ki kā akoka tauiwī.

The Kai Tahu participation rate of 3.93 per cent of all EFTS was an increase of 0.19 per cent (26 individual learners) between 2013 and 2014. All of the increase was in higher-level programmes (Levels 4 and above). Twenty of these learners were over the age of 25, which matches the increase in experienced Māori learners enrolling in Capable NZ programmes. The Kai Tahu participation rate for SAC funded EFTS at 4.09 per cent was also slightly higher than the rate for all funding source EFTS.

Disappointingly, however, the Māori course completion rates decreased overall by 2.64 per cent. This includes a decrease of 2.71 per cent for programmes at Levels 1 to 3, and 2.66 per cent for Levels 4 and above, and has led to the difference between Māori and non-Māori increasing between 2013 and 2014, rather than continuing the previous three-year trend of closing this gap.

Related to this – as attendance and engagement generally equates with success – was the decrease in Māori course retention rates. The student progression figures at Levels 1 to 3 for Māori, Kai Tahu and for non-Māori students are also down on the previous year, suggesting that employment opportunities – including apprenticeships – are more attractive than continuing to higher levels of tertiary education. The student retention figures, which measure those students who continue their qualifications, or who re-enrol the following year after completing their studies, have all increased between 2013 and 2014.

Conversely, the EFTS-weighted qualification completion rate has increased overall by 2.81 per cent, 5.68 per cent for Levels 1 to 3 and 2.01 per cent for Levels 4 and above.

Viewed together, the increases in qualification completion rates and the decrease in course completion rates suggest that Māori are taking longer to successfully complete all the courses required for a qualification. Despite the increase in Māori qualification completion rates, the gap between Māori and non-Māori student achievement remains, and continues to be an important focus at Otago Polytechnic.

Course retention					
MĀORI		KAI TAHU		NON-MĀORI	
	%		%		%
Target	85.0		85.0		85.0
2012	82.5		80.1		87.8
2013	86.3		84.6		89.6
2014	83.3		84.1		89.7

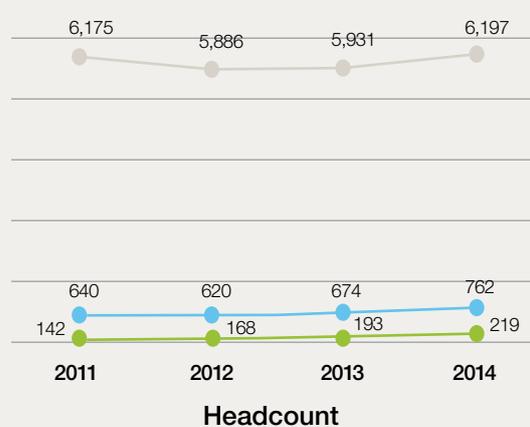
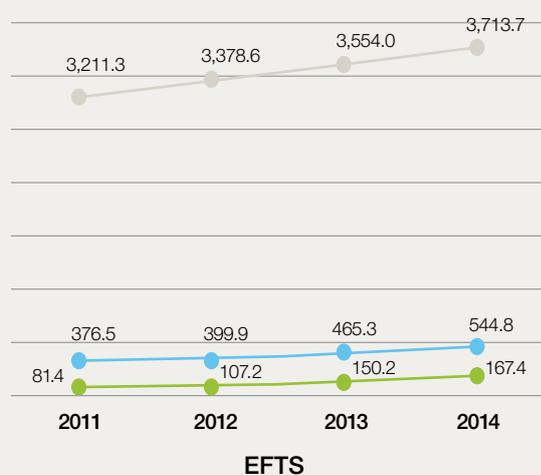
EFTS me te tokomaha

I te tau 2014 ka nui haere kā whakauru o kā akoka Māori, kā akoka Kai Tahu. 88 te nui o kā akoka Māori, 26 te nui o kā akoka Kai Tahu. Ko te putea no aua whakauru o rite ki te 544.8 EFTS.

EFTS and headcounts

There was an increase in the number of Māori and Kai Tahu students by both EFTS and headcount in 2014. There were 88 more Māori students and 26 more Kai Tahu students by headcount in 2014, and 80 extra Māori EFTS. In 2014 the Māori EFTS from all funding sources totalled 544.88 EFTS.

Non-Māori Māori Kai Tahu



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

I whakauru kā akoka Māori i kā ara 89 i te tau 2014, i whakaritēia i te tau 2013, ā, i whakaruru kā akoka Māori i kā ara 75. Tekau ma rima ara i mau kā EFTS i kā 10 nui ake. Tekau ma wha ki kā EFTS mai i te 5 ki te 10. Ko the Bachelor o Midwifery, Nursing me Occupational Therapy i mau 30 EFTS.

Ko te tutuki piraki 80 paihēneti, ā, ka mau kā ara 42. Nui ake kā ara 47 ki taua piraki mo kā akoka Māori ki kā akoka tauwi. Ko te Bachelor o Nursing me Occupational Therapy e nui ake o rātou akoka e tutuki ana.

Please refer to the appendix for further information.

Programme type and percentage of successful Māori and Kai Tahu completions 2014

89 of Otago Polytechnic's programmes had Māori students in 2014, compared to 75 in 2013. The Maori EFTS in these programmes ranged in number from 0.1-36.3. There were another 15 programmes with 10 or more Māori EFTS and another 14 programmes with between five and 10 Māori EFTS. Three programmes – Bachelor of Midwifery, Bachelor of Nursing, and Bachelor of Occupational Therapy – had over 30 Māori EFTS in 2014.

42 programmes had a Māori course completion rate greater than the target of 80 per cent, while 47 programmes had a Māori completion rate of either equal to, or greater than, the rate for all non-Māori. Both the Bachelor of Nursing and the Bachelor of Occupational Therapy have a Māori course success rate greater than the non-Māori rate.

Qualification completion					
	MĀORI		KAI TAHU		NON-MĀORI
Certificates %					
Target		40.0			66.0
2012		55.8		46.1	71.8
2013		59.7		53.7	70.5
2014		61.5		66.8	67.7
Diplomas %					
Target		40.0			66.0
2012		61.6		80.5	78.0
2013		62.7		90.8	71.6
2014		115.3		67.6	91.0
Graduate Certificates and Diplomas %					
Target		40.0			66.0
2012		31.6			72.0
2013		57.8		126.3	60.9
2014		76.4		42.1	37.3
Bachelors %					
Target		40.0			66.0
2012		98.2		83.7	99.1
2013		90.5		53.1	91.6
2014		80.2		85.2	86.7
Postgraduate Certificates and Diplomas %					
Target		40.0			66.0
2012		49.6			95.7
2013		137.4			111.1
2014					26.9
Masters %					
Target		40.0			66.0
2012		45.3			95.6
2013		104.9		166.7	69.4
2014		37.7			30.8

Te whakatutuki tohu

I ai ki te Tertiary Education Commission (TEC) i kī ana te āhuataka EFTS he pai kā nama i te tau 2014. I kī ana te āhuataka he pai ake i te 13 paihēneti mo kā akoka i kā ara 1-3 mai i te tau 2012 ki te tau 2014, i whakarite ki kā akoka tauwi i heke iho i te 0.61 paihēneti i tauta wā. I tāpara ake te tutuki o kā akoka Māori to te piraki 30 paihēneti, a kei te 59.3 paihēneti.

Ko tō mātou nei whaika, kia mau te tutuki tohu kā akoka Māori i nui ake, e tāpara ake i kā akoka tauwi ki te tau 2016. I mau 16.44 paihēneti o kā EFTS Māori i te tau 2014.

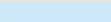
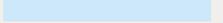
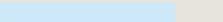
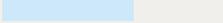
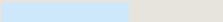
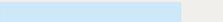
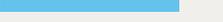
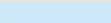
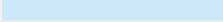
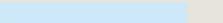
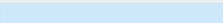
Ia tau, ia tau i tirohaka hou i kā ara katoa. Ko kā ara kaorer e mau kā piroka katoa me whakataoko tō rātou kaupapa hei whakatika kā piroka. I whakaae te rōpū whakahaere, kātahi, i whakauru i kā Team Performance Plan, kātahi, ka whakauru ki te Individual Performance Plans. Ko te Student Success team tētahi mea tuatahi hei tautoko kā tari i mau i kā akoka Māori.

Qualification completion

Qualification completion data using the Tertiary Education Commission (TEC) EFTS-weighted formula continues to show meaningful data in 2014. The formula indicates a 13 per cent improvement for Māori in programmes from Levels 1 to 3 between 2012 and 2014, compared with a 0.61 decrease for non-Māori during the same period. Māori completion rates at Levels 1 to 3 are now nearly double the target percentage of 30 per cent, at 59.3 per cent.

Our objective is for the Māori course completion rate to equal or be greater than the rate for non-Māori by 31 December 2016. 16.44 per cent of Māori EFTS achieved this in 2014.

As part of the Annual Programme Review process, all programmes not achieving educational targets, including for Māori, are required to detail their action plan for improvement. Once endorsed by the Leadership Team, these actions flow through to that area's Team Performance Plan and indeed the Individual Performance and Development Plans of staff with responsibilities to ensure their improvements. The provision of culturally appropriate learning support and pastoral care to improve Māori retention and course completion success continues to be an operational priority for the Student Success team.

Qualification completion				
	MĀORI	KAI TAHU	NON-MĀORI	
Levels 1-9 %				
Target	 40.0	 61.5	 66.0	
2012	 73.3	 61.5	 86.1	
2013	 74.1	 58.7	 80.8	
2014	 76.9	 75.2	 79.9	
Levels 1-3 %				
Target	 30.0	 45.0	 35.0	
2012	 46.1	 45.0	 64.1	
2013	 53.6	 51.7	 64.6	
2014	 59.3	 69.2	 63.5	
Levels 4 and above %				
Target	 55.0	 65.8	 73.0	
2012	 78.9	 65.8	 88.8	
2013	 76.9	 59.7	 82.5	
2014	 78.9	 75.8	 81.4	

Qualification completion: includes all funding sources and excludes results from Level 0 programmes. For an explanation of NZQA Levels please go to page 56.

Te whakatutuki tohu ā-wehenga hunga

Ko tētahi āhua mo kā akoka Māori ko kā kāhui tutuki, ko tētahi mea whakahirahira e whakamarama ana ēnei momo tutuki. Ko te tātatitaka o tēnei momo tutuki e whakaatu ana te piki ake i the nuika o kā ara. Ki ētahi ara i heke iho kā kāhui tutuki, i kā ara tiwhikete. Ekari, e piki ake kā kāhui kai tahu i aua ara 15 paihēneti.

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.

Analysis of our cohort data for 2014 indicates that Māori and Kai Tahu cohort completion rates have increased across Diploma, Bachelors' and Masters' programmes. Cohort completion decreased across Certificate programmes for Māori overall, although Kai Tahu specifically had a 15 per cent increase in cohort completions at Certificate level.

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

	2012 Cohort Completions			2013 Cohort Completions			2014 Cohort Completions		
	Enrolled	Completed	%	Enrolled	Completed	%	Enrolled	Completed	%
Certificates									
All students	538	347	64.5	603	408	67.7	613	405	66.1
Māori	85	39	45.9	92	57	62	111	68	61.3
Kai Tahu	26	9	34.6	43	23	53.5	35	24	68.6
Non-Māori	453	308	68	511	351	68.7	502	337	67.1
Diplomas									
All students	325	135	41.5	328	137	41.8	308	116	37.7
Māori	27	6	22.2	43	16	37.2	37	15	40.5
Kai Tahu	8	0	0	12	4	33.3	13	7	53.9
Non-Māori	299	129	43.2	285	121	42.5	271	101	37.3
Graduate Certificates & Diplomas									
All students	29	22	75.9	35	23	65.7	21	12	57.2
Māori	2	1	50	4	2	50	4	2	50
Kai Tahu	1	0	0	2	2	100		1	
Non-Māori	27	21	77.8	31	21	67.7	17	10	58.8
Bachelors									
All students	537	321	59.8	555	359	64.7	555	401	72.3
Māori	49	28	57.2	57	36	63.2	57	38	66.7
Kai Tahu	6	4	66.7	14	10	71.4	14	11	78.6
Non-Māori	491	293	59.7	499	323	64.7	499	363	72.8
Postgrad Certificates & Diplomas									
All students	3	3	100	2	2	100	3	3	100
Māori									
Kai Tahu									
Non-Māori	3	3	100	2	2	100	3	3	100
Masters									
All students	10	0	0	9	0	0	15	2	13.3
Māori	1	0	0	2	0	0	3	1	33.3
Kai Tahu							1	1	100
Non-Māori	9	0	0	7	0	0	12	1	8.3

SAC stands for Student Achievement Component fund, and is a payment paid by the government to tertiary institutes proportionate to the number of valid domestic student enrolments (measured by EFTS) for qualifications at Level 3 and above.

Te hari o kā ākoka Māori

I te tau 2014 i kī te tirohaka akoka hou he mānawa ake kā akoka Māori i o rātou haereka ki te Kura Matatini ki Otago ki kā akoka Tauīwi. Orite kā akoka kaota ki te pai o te ao ako, te pae o te ara. He pai ake ēnei momo mea ki kā akoka Māori.

E whakahauhau ana te kī o kā akoka Māori he pai kā kaiako i te tau 2014 i te tau 2013. E nui haere te 4 paihēneti te pai mo kā akoka Māori, he whakaiti mo kā akoka Tauīwi, ā kotahi paihēneti noa iho.

Ahakoia te roa ko te akoako, o rite te teitei o kā mānawa o kā akoka Māori i kā nuika mea katoa. Ko tētahi noa iho i heke ana kotahi paihēneti mai i te tau 2013, ko 97 paihēneti ināianei.

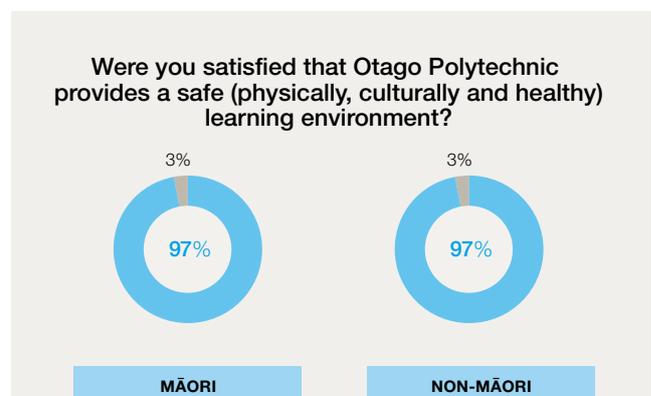
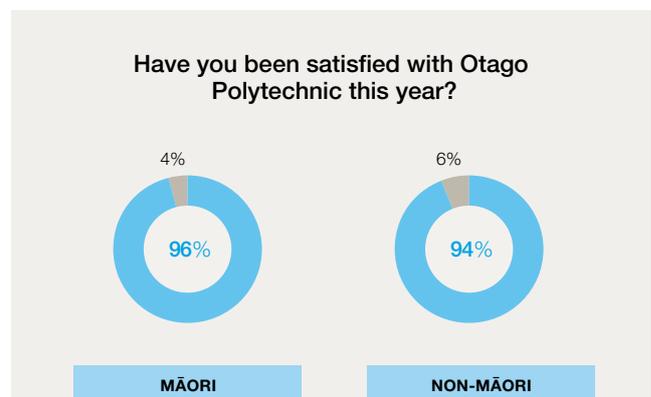
Māori student satisfaction

Our 2014 Student Satisfaction Survey shows Māori students are generally more satisfied with their experience at Otago Polytechnic than non-Māori students. Although both groups polled equally in terms of satisfaction with a safe learning environment, and quality of programme offered, Māori students reported higher levels of satisfaction with Otago Polytechnic as an organisation, and with the quality of teaching received.

Furthermore, it was encouraging to note that both Māori and non-Māori experienced increases in the degree of satisfaction with teaching quality when compared to 2013 data. Māori experienced a significant four per cent increase in satisfaction, while non-Māori reported a smaller adjustment of one per cent greater satisfaction.

Apart from the increase in perceived teaching quality, Māori student satisfaction levels have remained consistent across the board, with the sole exception of the safe learning environment category, which dropped one per cent from 2013 to sit at 97 per cent.

AGREE DISAGREE



Ko kā hua paetahi

Kei te kura Matatini ko tēahi tino tohu o te akitu o kā akoka, ko te whakatika kā akoka mo te mahi, me te mahi whakanui te akitu o kā akoka Māori. Ko kā tohu i te tau 2014 i whakarahi i kā kaitohu, ā i pai kā tohu. I piki ake kā kaitohu mai i te 96 paihēneti ki te 98 paihēneti.

Ko kā paihēneti kai Māori o te whai mahi me ka pūtea o kā kaimahi i muri i te whai tohu i kā Tauwiwi. I piki ake kā akoka Māori e whai ana kā tohu teitei hoki. He nui ake ēnei nama ki a iwi o Niu Terini.

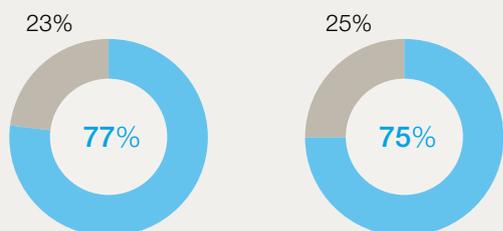
Māori graduate outcomes

At Otago Polytechnic, a key marker of student success is delivering skills to industry, and ensuring that our graduates are work-ready, whilst boosting achievement levels of Māori. The 2014 measures of graduates' study and work situations and median gross annual salaries were encouraging signs that we are delivering on these goals. Māori graduates in work/study have increased from 96 per cent to 98 per cent.

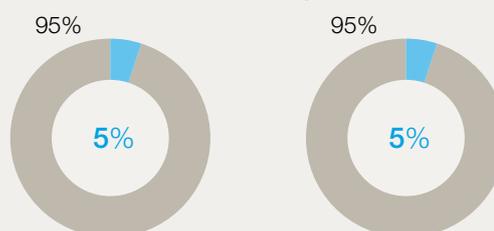
Percentages of employment and median gross annual salaries post-graduation were higher for Māori than non-Māori, as were the levels of Māori engaged in further study, either full-time or part-time. These figures are counter to the dominant post-graduation education and employment rates in New Zealand, suggesting that we are equipping Māori well for employment readiness and life beyond graduation.

Work situation as at 1 July 2014

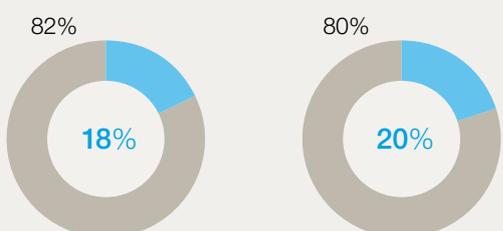
Earning wages or a salary



Self employed



Not working or self employed



Median gross annual salary

\$41,600

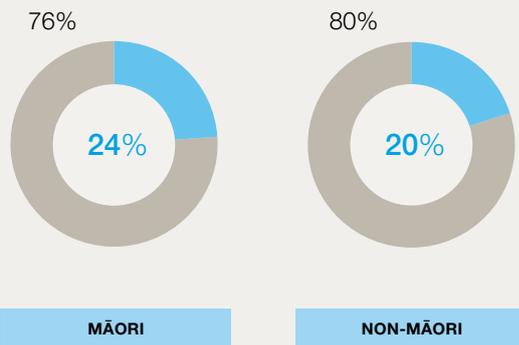
MĀORI

\$39,624

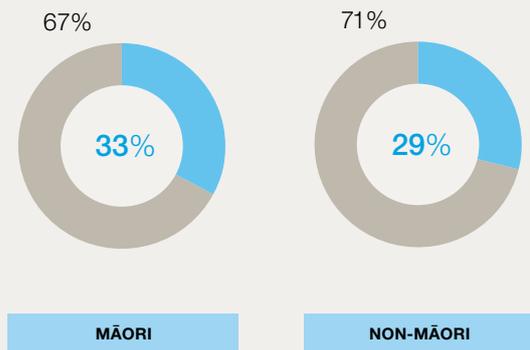
NON-MĀORI

Study situation as at 1 July 2014

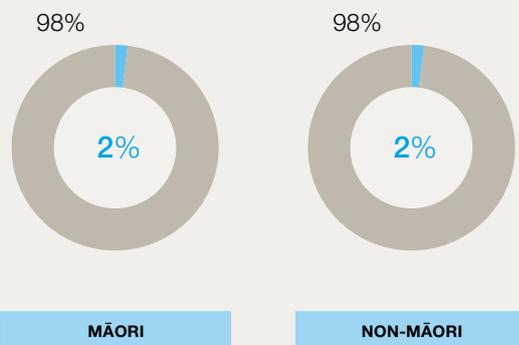
Do not intend to do more study



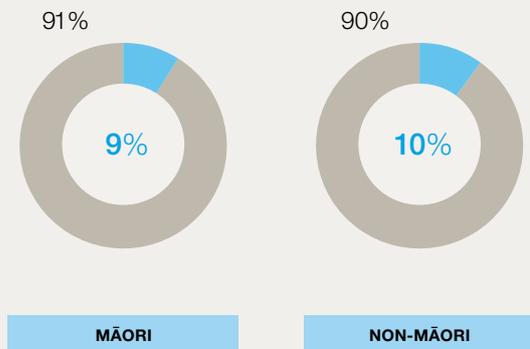
Currently studying full-time or part-time



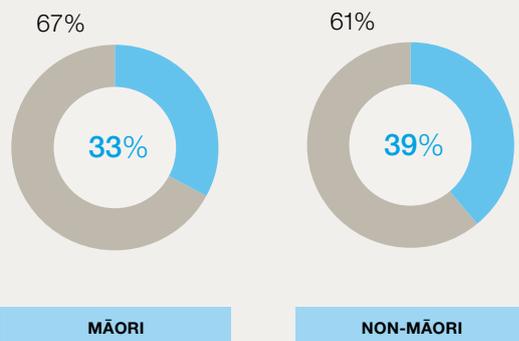
Currently enrolled to commence study



Intend to enrol for 2014 or 2015



Undecided at this stage



Kā karahipi Māori

He pai te mahi tautoko akoka i kā karahipi. E toru kā tumomo karahipi no Te Kura Matatini ki Otago, ā Ko kā karahipi Rūnaka, Mataawaka me Mana Pounamu.

I te tau 2014, i tono kā akoka e rima mo kā karahipi Rūnaka, ā, ka mau e toru. Nā kā Rūnaka e whiwhi kā kaitono. Kāhuru ma iwa e tono ana mo te karahipi Mataawaka, ka mau e wha. Ko tētahi rōpū whakawhiwhi e whiwhi ana aua kaitono. E rua tekau ma wha kā karahipi Mana Pounamu e whakawhiwhi ana ki kā akoka no kā Kura tuarua no te rohe o Otago. I mau kā akoka e waru.

I te tau 2014 i mahi tahi Te Kura Matatini ki a Mokowhiti hei tautoko kā akoka e whai kā tohu hauora i kā karahipi hauora Māori. I whai ana kā akoka e rima, ka mau te katoa. He pai te mahi a Mokowhiti hei whakauruka kā akoka hou, hei tautoko rātaou e ako ana hoki. Ka nui te mihi.

Māori scholarship results

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.

2014 saw five students apply for Rūnaka scholarship, of which three were awarded the scholarship, selected by Rūnaka. 19 applied for the Matawaka scholarships, of which four were awarded, selected by a Māori community panel. 24 Mana Pounamu scholarships were awarded, eight of these newly accepted in 2014.

Otago Polytechnic also worked with Mokowhiti Inc. and had five students successfully apply for a Hauora Māori scholarship. This is a Ministry of Health scholarship, managed by Mokowhiti to recruit and support Māori health students into the Māori health workforce.

Māori Scholarships 2014

Type	Number	Course Completion %	Qualification Completion	Amount \$
Mana Pounamu	17	100	8	113,653.79
Rūnaka	3	100		22,164.75
Maata Waka	3	100	1	12,740.87
Irihapeti Ramsden for Midwifery	2	100		10,095.00
PTE	2	80	1	11,697.23
Principals	3	100	1	4,500.00
Total	30		11	174,851.64

Next steps

- > Kimihia, whakaarohia mo tētahi kaupapa Māori tari hei tautoko kā akoka Māori.
- > Tirohia o mātou nei mahi hei whakatika ana te ara ki te mau tohu mo kā akoka Māori hei whakapakari o rātou akitu.
- > Scope and implement a new "by Māori, for Māori" service for Māori learners, to be located in a centre for Māori learners.
- > Review our approach for Māori learner support with a view to improving course retention and success rates.

STUDENT PROFILE

Exceptional experience

Dean Hu'akau – Ngati Kahungunu, Ngati Tuwharetoa
Rickie Kewene – Tainui, Ngati Haua, Ngati Maniapoto

Dean Hu'akau and Rickie Kewene are both full of praise for He Kākano, a student enterprise programme for Māori run out of the Otago Business School. "It has shown me that anything is possible," says Rickie.

The competition, organised by the University of Otago and Otago Polytechnic in collaboration with PowerHouse Ventures and Te Puni Kokiri, runs each year in November/December.

Senior students of Māori descent attend a four week programme where they learn about various business concepts, such as how to generate, evaluate and develop a good business idea – and turn it into reality. The programme culminates in students pitching their own ideas to a 'Taniwha Den' of judges.

The theme in 2014 was Kaitiakitanga: guardianship, protection, preservation or sheltering. Groups had to develop a business idea around this concept.

Dean's group proposed a nationwide Māori business website. "At the moment all Māori business websites are regional," he explains. Dean was the recipient of the Continuing Education Award.

Meanwhile, Rickie's group focused on the idea of summer lwi jobs – liaising between lwi and students to provide summer jobs that would meet the needs of lwi. "Young Māori students currently do not have a relationship with their lwi/Hapu," he says.

The marae visit was the highlight for both Dean and Rickie. "Meeting the facilitators, fellow students, speakers and people on the marae was the best part," says Dean. "Everyone was so interesting, informative and positive."



"All in all, it was a fantastic experience!"

DEAN HU'AKAU

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

- Kia whakarotia kā tohu tauwhaiti hei tutuki kā hiahiataka o Kai Tahu/Māori
- Kia whakatūturutaka te mātauraka Māori kai roto i kā tohu katoa hei mōhiotia kā ākoka Kai Tahu/Māori i o rātou māmataka
- Kia whakatūturutia te mātauraka Māori kai roto i kā tohu katoa hei whakamārama kā ākoka katoa i kā māmataka Māori
- Kia whakauru a Kai Tahu/Māori hei whakatūturutia kā whirika kaupapa Māori, whirika kāwari.

Our Aspirations

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

Te Pae Haere

I te tau 2014 i kite mātou te mānawa o kā kaimahi e whai ana te tiwhikete o Te Mata a Ao Māori. Toko iwa kaimahi e mau ana tēnā tohu i te tau 2014. Waihoki, nā te whakautu ki te tirohaka i ia tari ka whai te tokomaha i taua tohu hei te tau 2015.

I titirohia e mātou ētahi ara i Te Reo Māori, me ētahi ara pai mo kā akoka Kai Tahu/Māori, ā, ko tētahi ara hou ko te Māori Organisational Leadership.

Akoraka Mahi Tini

Ko te ara Akoraka Mahi Tini tētahi ara kaupapa Māori, ko te reo me tikaka kei roto. Ko tētahi kaupapa hei whanamānawa i kā akoka kei roto, hei hāpai ana i te whaika o ētahi atu ara, mahi rānei.

I te tau 2014 i whakauru e rua tekau ma rua akoka, orite ki te tau 2013. Kei roto i tētahi atu ara tekau ma tahi, kei te mahi e ono.

I nui haere te whakauru o kā akoka Tauwiwi, e whakamahara tēnā he pai te Kaupapa Māori mo rātou.

Measuring our Progress

2014 saw good results in staff continuing their progression through Certificate in Mata a Ao Māori courses. Nine more staff graduated with the Certificate in Mata a Ao Māori from their study completed during 2014. Furthermore, in response to School and Service Area reviews, more staff are expected to be engaged in the full Certificate from 2015.

Otago Polytechnic also investigated the potential to provide more programmes in Te Reo, and/or targeted to Kai Tahu/Māori learners, and in response introduced a new major in Māori Organisational Leadership for the Bachelor of Applied Management (see story on page 34).

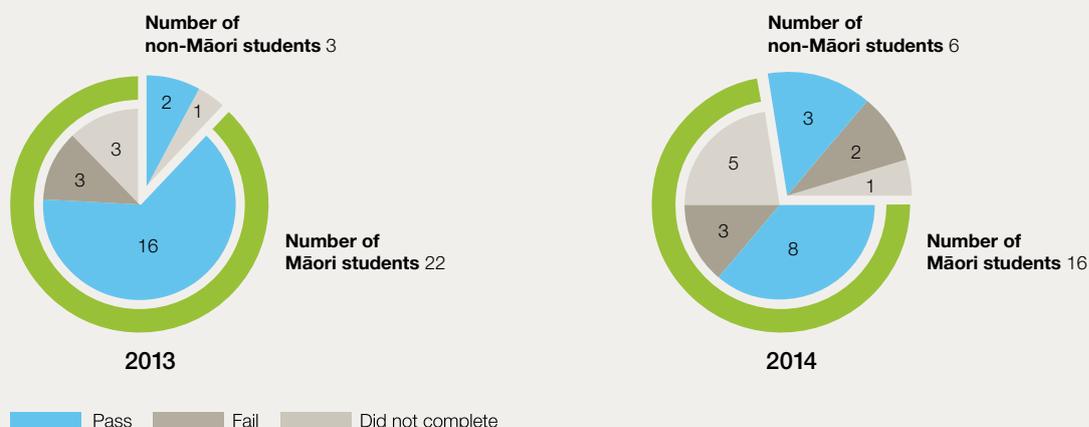
Akoraka Mahi Tini

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 succeed in further study at the same rate as other students, or move into employment with confidence, it is open to all students who feel they would benefit from a kaupapa Māori learning environment.

There were 22 students enrolled in the 17-week programme in 2014, similar to the number who participated in 2013. Of these, 11 are now undertaking additional study, while a further six are in employment.

2014 saw the number of non-Māori enrolled in the programme double from 2013 figures, which suggests that an increasing percentage of non-Māori perceive benefit and value to be had from engaging in a Māori learning approach that is perhaps more relational and holistic than a standard Western approach to foundation education.

Results of Akoraka Mahi Tini



Outcome after completing Akoraka Mahi Tini



Ko kā whāi ara uru me whakamutuka

Ko te tiwhikete i te Mata a Ao Māori e haere ana tonu hei whakamarama ana kā mea no tea o Māori ki kā kaimahi o Te Kura Matatini. Tokoiwa kā akoka e tutuki ana tēnei tohu i te tau 2014. E ono e tutuki ana hei te tau e heke ana.

E heke iho te nuika e whakauru ki tēnei tohu mai i te tau 2013, ko tētahi take kaore e haere te Wānaka kei te marae. Ko te mauui tētahi take kaore rātou e haere. He nui te here o ētahi ara kei roto i te tiwhitike. E ono tekau ma ono akoka e tutuki ana i te ara Ko te Tiriti o Waitangi. I te tau 2013 tutuki ana e rima tekau ma iwa. I te ara Ko te Taiao e tutuki ana tekau ma iwa.

Kei te tūmanako mātou ko kā ara whai wāhitaka me kā tutuki i te tiwhitike i Te Mata a Ao Māori e whakatipu ana i te tau 2015. Nā te whakautu i te tirohaka hou o 2014 i whakautu kā kura e rua kia whakauru te kura katoa i te tiwhitike. No reira hei te tau 2015 he hui ake kā akoka i te tiwhitike. Hei tohu tēnei tewhakatipu whakaaro o kā akoka i Te Kura Matatini ki Otago kaimahi, kei te piraki rātou ki te mau ētahi tikaka, kawa i roto i o rātou mahi.

Certificate in Mata ā Ao Māori course participation and completions

The Certificate in Mata a Ao Māori continues to offer staff the opportunity to advance their knowledge and awareness of tikaka and kawa. The full Certificate was completed by nine learners in 2014, with three graduating in December 2014, and a further six graduating in March 2015.

The certificate completion rate in 2014 experienced a drop from 2013 figures, as a result of the cancellation of a two-day overnight Wānaka featuring the “After the Treaty, What Then?” course due to a number of participants being unable to attend (mainly for health reasons) at the very last moment. Despite this, other courses delivered within the Certificate in Mata a Ao Māori had high completion rates. 100 per cent of the 66 people enrolled (seven more than 2013) in the Introduction to Treaty of Waitangi successfully completed the course, while the Natural World had 19 successful completions (up from seven in 2013).

Certificate in Mata a Ao Māori course participation and completions are expected to increase significantly in 2015. In response to 2014 School and Service Area reviews, arrangements have been made for two Schools, in particular, and two Service Areas to consider engagement with the full Certificate in Mata a Ao Māori programme in 2015. Therefore, in 2015 there will be a significant increase in the number of learners across the whole programme. This reflects a growing trend across Otago Polytechnic staff members, who are keen to apply or embed Māori tikaka or kawa learning into both their teaching and professional practice.

Trend for past 3 years:

Certificate in Mata a Ao Māori Courses						
Courses Delivered	2012		2013		2014	
	Enrolments	Completed	Enrolments	Completed	Enrolments	Completed
Introduction to the Treaty of Waitangi x 4	57	57	59	58	66	57
Introduction to Te Reo & Tikaka Māori	17	15	26	16	11	15
After the Treaty, What Then?	7	7	12	12		cancelled
Wānaka	7	7	12	12		cancelled
Te Reo and Tikaka Māori for Ceremonial Use	21	13	21	11	12	10
Te Reo and Tikaka Māori for the Workplace	2	2				
Natural World	15	13	9	7	23	19



Next steps

- > Kia whakahiatotia ētahi ara i te reo Māori me Te Ao Māori kia kai roto i kā ara katoa
- > Kia ata titiro te mahi “Designing for Learner Success” hei kai roto mātauraka Māori.
- > Develop a range of 15 credit electives in Te Reo Māori and Te Ao Māori for inclusion in all programmes that have electives
- > Monitor the Designing for Learner Success projects for appropriate inclusion of Māori knowledge and perspectives.

STAFF PROFILE

New Māori business major

Those with experience in Māori business – either as Māori or by working in Māori-focused organisations – now have the opportunity to have their knowledge and skills formally recognised through a qualification which has been designed to embrace Māori business knowledge and approaches.

A major in Māori Organisational Leadership for the Bachelor of Applied Management was approved by NZQA in 2014 and will initially be offered through Capable NZ.

Capable NZ enables people with significant career experience to undertake qualifications through independent learning pathways incorporating the assessment of prior learning from experience, which then counts towards the chosen qualification. A lifetime of relevant learning can significantly shorten the timeframe for qualifications to be achieved.

Developer of the major, Richard Kerr-Bell, says this situation describes many Māori managers and leaders.

“There are only a handful of Māori-focused business qualifications available and most of these weren’t around when many of our leaders were going through the education system.”

“Typically Māori have had to blend their mātauraka Māori (Māori knowledge) into business theory. Capable NZ provides an opportunity for them to reflect on the significance of this, and develop themselves as well qualified businesspeople with a confident understanding of their cultural and professional position.”

The new major enables students to explore areas from Māori values and sustainability to examples of Māori leadership in the history of Aotearoa.



Richard Kerr-Bell

STAFF PROFILE



Front row (from left) Katy Molloy, Jane Venis and Rachel Dibble

Profound change for Creative Studies

What started as a central goal – raising the success rates of Māori students – is now described as part of a more profound change in Otago Polytechnic’s Creative Studies programme. “We have built a much stronger community,” says Academic Leader, Jane Venis.

Several years ago, Creative Studies Academic Leader, Jane Venis, and lecturers Hannah Joynt and Katy Molloy became concerned about a trend of low success and retention rates of Māori students, who were falling well below the levels of their non-Māori peers. With the help of Kai Tahu Kaitohutohu Professor Khyla Russell, Justine Camp and Rachel Dibble they facilitated and developed a two day noho marae experience for students in order to “prioritise the creation of learning environments that support Māori to live as Māori” as Katy Molloy describes.

The Creative Studies team also implemented a series of other new initiatives for all students to model the principles of the Māori Strategic Framework, and embed Māori

knowledge into the course content. This included discussing intellectual property of Māori designs, holding shared food with appropriate tikaka, inviting Kai Tahu artists as guest speakers, and using examples of Māori designers and artists in lectures to combat the often Euro-centric traditional art and design education. A “Special Topic” course was introduced which allows all students the opportunity to work on a project with cultural emphasis and gain course credit, such as Puketeraki Wearable Art Awards and helping locally at Polyfest.

A sense of community is being developed and there has been an increase in Māori success and retention rates since the first noho marae in 2010, culminating with Māori success rates overtaking non-Māori in the last year. Students have responded positively to the many new initiatives making comments such as: “When you eat together you feel closer together” and “I have a better understanding of Māori perspective”.

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

I tērā tau, 2013 i nenea tipua tātou ētahi mea akitu hei pai ake o mātou nei ara. I whai tēnei kauapa ano i te tau 2014, ā, ko te tūraka hou mo kā ara katoa ka mau te matauraka Kai Tahu/Māori ki roto.

Kāore ano kia timata te tūtohutaka mo te Māori student support services, ko te tikaka o taua tūtohutaka hei whakapai ake aua rere. Me timata hei te tau 2015. I timata te mahi hei whakatū tētahi centre for Māori learner support. I tīro hoki ki te disputes resolutions process ki te tari Kaitohutohu i te whakatohutahi kā tikaka Māori, me pehea te panui pai.

I whakatū te Hub i raro i te whare H, kei reira kā tari hei tautoko kā akoka, arā, Ko student support services me era atu. Kei reira hoki he wahi whakatā. Kei roto i kā powhera te whakapapa o te wahi nei.

I mahi te tari Kaitohutohu tētahi kaupapa kurupae me kā powhera hou i te tau 2014. Ko tētahi take, tētahi kaupapa, hei kōrerorero kā tari ki te tari Kaitohutohu i raro i te kaupapa he aha kā powhera tika. I whakahono a Justine Camp i te roopū Learning Spaces Development Team.

Measuring our Progress

An opportunity for improvement was identified in the 2013 Māori Annual Report regarding seeking appropriate advice on matauraka Kai Tahu/Māori when developing programmes and courses. During 2014 this advice was sought, and this will now be standard policy in all cases of new programme development.

Unfortunately, the recommendation to review our Māori student support services with a view to formulating clear and appropriate Māori models for pastoral care has not yet been undertaken. This will therefore be carried over to 2015. However, consultation has commenced for the establishment of a new centre for Māori learners. In addition our disputes resolutions processes have been reviewed by the Kaitohutohu Office to ensure that they are culturally appropriate, and effectively communicated to students.

A new Hub (see story on p42) has also been established bringing a strong element of inclusivity as it incorporates Māori images and designs, significantly featuring symbolism around the concept of place in H Block. It acts as a physical hub for a variety of student support services and, furnished with couches and a café, also offers a place to relax and socialise.

The Kaitohutohu Office also developed a policy on Māori signage and imagery which was signed off in December 2014. This policy is to allow for a better dialogue between the Kaitohutohu Office and departments around the use of imagery, and to create a more inclusive environment. As part of this, Justine Camp joined the Learning Spaces Development team to ensure a Kai Tahu lens was part of the discussion and development.



Kia whakatinana Te Aka Rautaki Māori

I a tau i whakawāriu a roto tātou, ko tētahi kauapa o taua wāriu hei meiha ana te mahi whakatinana o te Māori Strategic Framework. I tērā tau i roa ake te meiha ki te whakauru kā ara kotoa i roto i ia kura, i ia wahi. He rerekē ki kā tau o mua. Ko tēnei meiha hou i homai kā hua pai ake, i whakakaha o mātou nei kākau mōhio o te mahi whakakotahi ana kā tikaka Māori i ia ara, ia kura.

Ko ētahi kaupapa o te meiha, ko te mahi whakatinana tikaka Māori ia rā, ia rā, ā, kia ata tīro te tautoko kā akoka māori, me te mahi whakakaha ana te matauraka Māori i kā ara katoa. Me hiahia ana kā kaimahi katoa ki te ako Te Tiriti o Waitangi me kā ara tikaka me te reo.

Kaore e taea e mātou te whakarite kā hua o te meiha nō 2014 ki kā tau o mua. Ekari he pai ake tēnei meiha hou, a, ka taea e mātou ki te ata mōhio he aha kā mea pai, he aha ka mea kaore e pai.

Kei te tāpiritaka te rāraki o i a kura. Ko te ahua i te rāraki kei raro hei tohu o te maha o kā ara ki te Kura Matatini ki Otago i mau i kā whakatau i ia taumata.

I roto i kā service area, he pai ake e rua, ka noho tētahi. He kino ake e rima. Ko tētahi whakaaro pea, ko te meiha hou te take. Kaore e tae ate meiha tētahi.

I ai ki a mātou, kei te whakahauhau te pae ake ki roto i ētahi service areas. Hei tohu te mahi meiha ia tau ia tau o te herea o te Kura Matatini ki te Māori Strategic Framework.

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. During the past year we extended the review to include an evaluation of every programme within each school and campus, as opposed to an overall evaluation of each school as conducted in previous years. This new assessment mechanism provides us with richer data regarding our progress integrating Māori cultural practice and values and allows for comparisons to be made between different programmes within each school.

Our evaluation procedure 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.

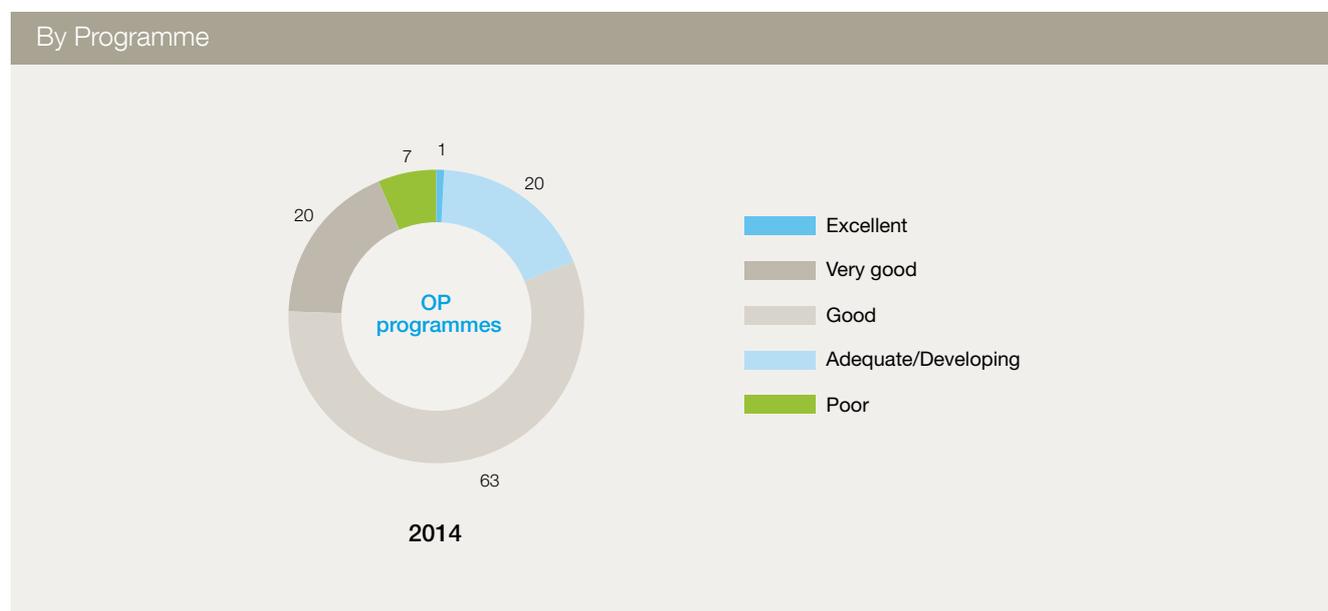
Due to the implementation of evaluations for individual programmes of study this year, we are unable to compare results directly with previous years. However, this more robust framework will allow for direct comparison of results in future years, and a far more detailed understanding of areas of strength and those areas where greater focus is required.

The full table of all programmes and schools can be found in the appendix. The table over the page depicts the proportion of programmes within the whole of Otago Polytechnic that are achieving each rating level.

In terms of service areas, two areas improved their ratings in 2014, one area remained the same, while five areas received a lower rating. This may be, in part, due to more exacting requirements for the 2014 evaluation. One service area was unable to be compared with previous years due to a lack of data for 2013.

Overall it is encouraging to see improvements in some service areas. Furthermore it is a sign of Otago Polytechnic's commitment to the Māori Strategic Framework that assessment and evaluation measures are being applied more widely than before, and with stricter requirements.

Ratings for Implementation of Māori Strategic Framework



Please see pages 54-56 of the appendix for more details.

By Non-teaching Service Area

Implementation of Māori Strategic Framework	Rating 2013	Rating 2014
Customer Services	Very Good	Adequate
Finance and Contracts	Developing	Good
Human Resources	Very Good	Good
Learning Environment (Campus Services and Information Systems and Support)	Good	Very Good
Marketing and Communications	Good	Good
Quality Services	Excellent	Good
Research and Enterprise (Research Office/ Innovation Workspace/Newsplash)		Good
Student Administrators (formerly part of Student Services)	Very Good	Good
Student Success (formerly part of Student Services)	Very Good	Good

Ko te āwhina o kā ākoka Māori

Ko te mea whakahirahira mo Te Kura Matatini ki Otago, ko te akitu o kā ākoka Māori. I tipu ake te toro o kā ākoka ki te kaiārahi i te tau 2014, mai i te 832 i te tau 2013 ki te 1114 i te tau 2014, he tino nui tēnā toro.

I haere tonu te mahi hei haka te iwi whānui ākoka Māori, hei whakakaha aua iwi whānui. Kā mōho mātou ko tētahi kaupapa whakahirahira mo kā ākoka Māori ko te haka he iwi whānui. He mea tino whakahirahira ki te tautoko i a rātou. He wahi pai mo tēnei ko Poho, he whare mo kā ākoka Māori. Kei reira i kai rātou, nā te tari Kaitohutohu i tautoko ana i te koha parakuihi.

Ko tētahi atu tohu o te mahi pai mo kā ākoka Māori, ko te akoka Māori i haere ki te hui Māori pre-graduation. Ko te tokomaha i haere i te tau 2014. I ai ki te Kura matatini hei tohu o Te Kura Matatini pai ake ki ngai Māori.

Pōwhiri

I a tau ka tu te pōwhiri kei Puketeraki mo kā ākoka hou ki te Kura Matatini. I tautoko kā kaimahi no te kura Honoka ki te ora, i tautoko rātou kā ākoka hou i awakawaka ana, ētahi kaore e piraki ki te haere ma ruka pahi. Ko te pōwhiri i tērā tau te pōwhiri nui ake. I tunu kai kā kaimahi no te tari Kaitohutohu, ko te kaiārahi, Ko Ron Bull rātou ko kā rikawera o Puketeraki. He kai pai kā pāua.

I a wiki ka haere kā ākoka ki te kai a te Ranui pouputaka na te mea he iwi whānui rātou mai te pōwhiri.

I kai ana rātou te hangi a muri a te pōwhiri, ko te tokomaha i kai ana.

Māori Student Support

The success of Māori students continues to be a principal priority across all areas of Otago Polytechnic. Our Māori student contacts through Student Success rose from 832 in 2013 to 1114 in 2014, a significant increase which reflects the additional resources being directed in this area.

In 2014 we continued to build and strengthen the community of Māori students, encouraging students to come together and know each other. We have found that this sense of belonging is important in ensuring Māori student retention and Māori academic success. Poho played an important role in achieving this goal, and students gathered to share kai in Poho at Wednesday lunchtime, as well as sharing breakfast daily. Over 550 students used Poho during the 2014 academic year, and breakfast foods were kindly provided by the Kaitohutohu Office.

Another indicator of the growing sense of belonging being fostered among Māori students was evident in the number attending the Māori pre-graduation function in 2014. Record attendance was reported, demonstrating that Otago Polytechnic is becoming an increasingly inclusive learning environment.

Pōwhiri

The 'Welcome to Place' Māori student pōwhiri held by Rūnaka with the support of Otago Polytechnic, was well attended by new Māori students and the Māori community in 2014. The staff from the Otago Institute of Sport and Adventure lent their support by encouraging students who were tentative about attending to get on the bus and, as a result, 2014's pōwhiri had the largest attendance to date. Kaitohutohu staff and Ron Bull, with the support of the marae cooks, prepared a barbeque complete with pāua patties – earning a resounding endorsement from students!

The success of the pōwhiri was followed up with high attendance at Māori student lunches in 2014, and this is a reflection of the level of engagement at the pōwhiri.

The day after the pōwhiri, Māori staff and students also cooked and shared a hangi, and this, too, was well attended.

Next steps

- > Kia timata tētahi tirohaka hou o kā kaupapa katoa o Te Kura Matatini Ki Otago, ko te kaupapa staff promotions me te kauapa koha hoki
- > Kia tiro atu ki te centre for Māori Learner Support
- > Kia mahi tahi ki te Kura Toi kia taputapu an ate kohika toi, ā me mahi tahi ki kā kaiwhakaairo ki te mahi ētahi mahi toi hou.
- > Commence a review of all Otago Polytechnic policies in terms of cultural appropriateness, including staff promotions and koha policies
- > Scope new centre for Māori learners
- > Meet with the School of Art to complete a stocktake of Māori art and contract Māori carvers to create new Māori works of art on campus.



STUDENT PROFILE

Balanced and in control

Dayna Turnbull – Kai Tahu

“I like to be in control,” says Dayna reflecting on her positions playing for the New Zealand Open Women’s Touch Blacks as a middle playmaker, and the New Zealand under 20 Women’s Basketball team as a point guard.

Dayna Turnbull is a first-year Diploma in Sports Management and Coaching Kai Tahu student at the Otago Institute of Sport and Adventure. She has represented New Zealand in both touch rugby and basketball.

Studying at Otago Polytechnic has also allowed her to be in control. “My study here is practical and hands on. I used to study Physical Education at university but there was no interaction there. People didn’t know my name. Here I feel wanted.”

Due to her previous sports coaching, Dayna has been able to cross-credit this extensive experience to count towards half of her diploma. This has cut her workload down from 20 hours per week of study to around ten, allowing her to work part-time and keep up the elite training needed to represent New Zealand in touch, as well as coach the Otago Under-17 Women’s Touch team.

“I have the perfect work/life balance here,” says Dayna. “I also feel very supported as a Māori student. The lecturers check that I have everything I need to succeed and always say hi to me as I pass them in the corridors. I get to live my normal life and achieve my dreams.”





STAFF PROFILE

Journey of discovery

“It was an unknown journey – we didn’t know where it was going to end up,” says Simon Kaan reflecting on the creation of the new ‘hub’ at Otago Polytechnic.

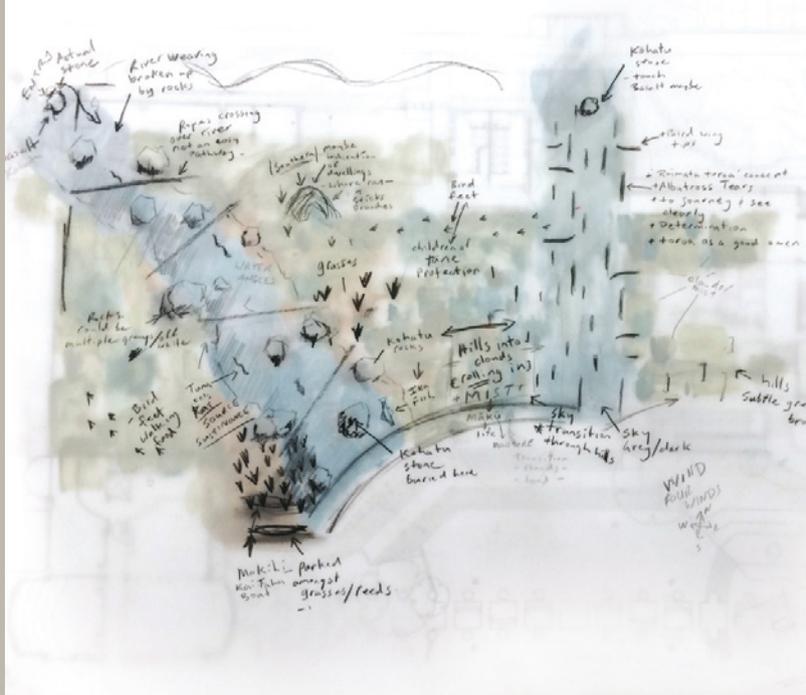
Midway through 2013, Simon Kaan was nominated by the Kaitohutohu Office to develop ideas with the architect for the development of a new student space envisaged for the Dunedin campus. He wanted a design that embedded Māori narrative and tradition into it. “The most important thing was to have the Kai Tahu story included rather than something that looked overtly Māori.” Also of importance was creating a hub that felt open and relational, and reflecting a sense of journeying/hiko. Indeed, says Simon, hiko is the perfect metaphor as “study is a journey itself”.

The new space incorporates several reference points to Kai Tahu culture and history. The floor and carpet design features the idea of travel/hiko with the colours representing the river, the marshlands and then going up through the hills. The study/relaxation pods represent wharerau, traditional transient structures within a community. There is also a single coloured beam of light shining from the ceiling down to a spot on the ground, under which a ceremonial kohatu/stone has been buried. This spotlight represents the mauri/life force of the place. Furthermore the concept reflected on the inside continues outside with the landscape architecture “to make up a larger whole,” says Simon Kaan.

The hub building has been a collaboration between Mason & Wales architects, Hamish Muir, Tracey Howell, Caroline Terpstra and the Design Team, Tony Burton and Simon Kaan. Khyla Russell and the Kaitohutohu Office were also involved in the process, ensuring a meaningful engagement with the Memorandum of Understanding created between Otago Polytechnic and the four Ariteuru Papatipu Rūnaka.

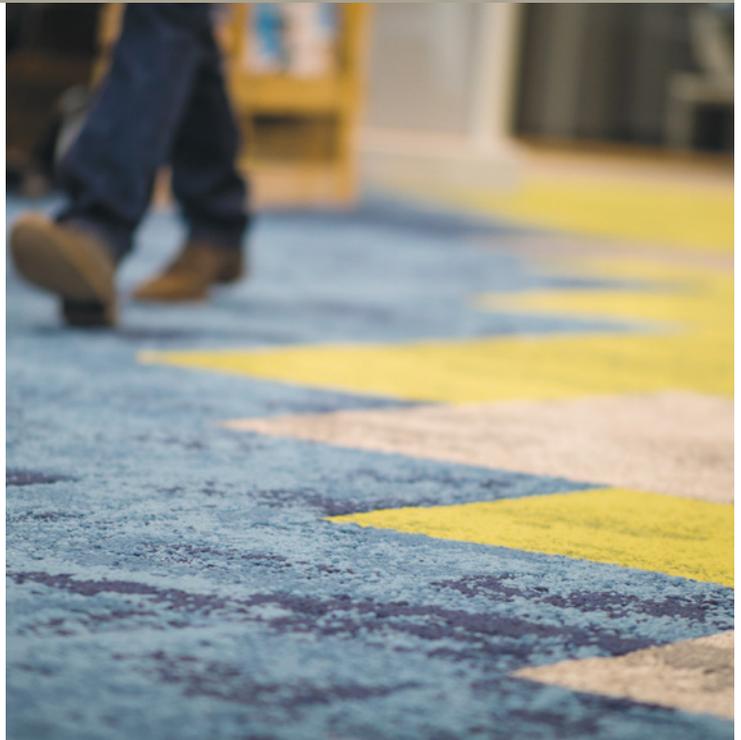
Now, says Simon, “It feels great seeing the space being used. It is being really well used and people seem to really enjoy it. Having our [Kai Tahu] voice here is incredibly important. It re-emphasises the belonging of manawhenua and the significance of partnership.”

Phase two of the project is currently in development, with expansion of the lower H Block space into F Block expected to be finished in late 2015.





Te Reo
Māori
Me ona Tikaka



From left: Project Manager Tracey Howell,
Architect Hamish Muir and Artist Simon Kaan



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

I haere tonu te mahi rakahau ā waho ki Niu Terini ki tawahi i te tau 2014. He whakatika, whakanekeneke te mahi ethics hei whakamāmā ana te whao mo rātou. I ai ki a rātou, ka taea kā kairākahau te whakaaro he aha kā mea tika mo Ngāi Māori i roto i te rakahau. I whakahere te tari Kaitohutohu kā hui hei whakamārama ana kā mea whakanekeneke. He hui anō mo Capable NZ no te mea he nui te mahi ethics no te timata o te ara Masters in Professional Practice. I ai ki kā kaimahi no te Tari Kaitohutohu, he pai kā mahi kā whakaaro e pā ana ki ethics.

Ko kā kairakahau Māori

He hekeka i te mahi rakahau mai i kā kairākahau Māori i te tau 2014, i te rakahau Kaupapa Māori hoki. Kaore e tino mōhio he aha ai, ekari, ka tū e rua kā hui rakahau i te tau 2014; kotahi nō te tari Kaitohutohu, ā, nā te tari Kaitohutohu e tautoko ana.

Measuring our Progress

Otago Polytechnic continued external research activities both locally, nationally and internationally in 2014. The Kaitohutohu Office redeveloped the Māori ethics consultation process to encourage researchers to take the initiative and think about the significance and impact/benefits of their research for Māori. Workshops were held for all active research staff to educate them on the changes, and an additional workshop was run for Capable NZ as their Master of Professional Practice caused extra demand for research consultation. This new process has been a success and it has been pleasing to note the careful consideration staff are putting into the research consultation process.

Māori research (staff)

There was a decrease in the amount of Māori research in 2014, both in terms of that undertaken by Māori researchers and Māori-related research undertaken by non-Māori. While it is difficult to assess trends within such a small group of staff, it should be noted that two research symposia were held in 2014, drawing significantly upon the expertise of staff within our Kaitohutohu Office.

	2012	2013	2014
Research-active Māori researchers	15	16	12
Research outputs by Māori researchers	10	24	21
Research outputs on Māori topics by non-Māori researchers	4	6	3

Next steps

- > Kia tītiro tētahi mahi mo ia kura hei whakapākati ana i o rātou whai ethics
- > Kia mahi tahi ki kā rūnaka i kā rakahau Kaupapa Māori
- > Kia whakatakoto tētahi kauapa hei whakakaha ana te rakahau Māori nā te mea kia whakatā ana a Khyla.
- > Investigate a process to improve Schools in-house ethics accreditation from Category B to higher
- > Investigate research collaboration with rūnaka and Māori communities
- > Develop a Māori research plan for 2016 that will foster and develop new Māori researchers to maintain research output and ratings in light of Khyla's impending retirement.

EVENT

Reimagining foods from the south

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

Layered stacks of tīti, pāua, and tuaki served on plates decorated with feathers were just some of the delicacies on the menu at the Food Design Conference held last year.

Otago Polytechnic staff members Ron Bull and Simon Kaan had long held a vision “to collect and share stories of traditional kai harvesting”, and in July 2014 they responded to this call from Otago Polytechnic with the International Food Design Conference and Studio. Conference delegates included internationally renowned food designer Emilie Baltz, and other accomplished food designers from Mexico, Thailand, England, United States and Europe. Authentic South Island foods were gathered, then cooked in the traditional method of an umu, after which food design techniques were applied to reconceptualise the foods’ presentation. Food was shared after the event at a gala dinner that had 150 attendees.

Despite snow and other circumstances preventing the event from being held in collaboration with Puketeraki Marae and its whānau, the event was a huge success. Workshop participants were impressed with the Māori approach to sustainability, using and eating the whole foods and not discarding any parts. Participants developed a personal connection with the food they were eating; by harvesting and gathering foods they were able to see the entire food journey from living organism to cooked food. This developed an awareness of the food giving its life to sustain the tangata whenua. “When you’re using live food you’re taking a life,” says Ron.

“This sharing of energy and spirit of reciprocation occurred between participants as well,” says Simon, describing the establishment of relationships between Kai Tahu, the food designers and the Hospitality team at Otago Polytechnic, “We learned from them and they learned from us.”



Ron Bull (left)



Photos courtesy of Fifi Leong



Simon Kaan

STAFF RESEARCH



Reducing infant death rates in New Zealand

New Zealand's Sudden Unexpected Death in Infancy (SUDI) rate remains higher than for other developed countries. Sally Baddock is researching the benefits, or harm, from providing two sleep devices – the wahakura (flax bassinet) and the Pēpi-pod – to families at higher risk of SUDI.

“While a number of factors appear to influence SUDI, bedsharing with mothers who smoked in pregnancy remains a ‘hard to change’ combination,” explains Sally Baddock, Co-Head of the School of Midwifery at Otago Polytechnic. Sally is working on two HRC funded projects in collaboration with the University of Otago, researching the use of sleep devices that could reduce SUDI.

Their research has focused mainly on Māori families from high deprivation areas – where there is the greatest risk. The concept of wahakura came from the Māori

community and Māori researchers have been involved at all stages.

“Worldwide the focus has been on avoidance of bedsharing,” explains Sally, “but this has not been effective in many indigenous cultures, particularly where bedsharing has a strong cultural significance.” The wahakura (traditional flax bassinet) was designed to be used in ways that include bedsharing.

Following the completion of the wahakura study, the group has begun evaluating the Pēpi-pod. This device is distributed by many DHBs in New Zealand to reduce unsafe sleeping practices.

“At the conclusion of both studies, we hope to be in a position to provide scientific evidence that supports the recommendation of either – or both – of these devices as alternative ways to sleep close to baby,” says Sally.

EVENT

Tā moko event draws crowds

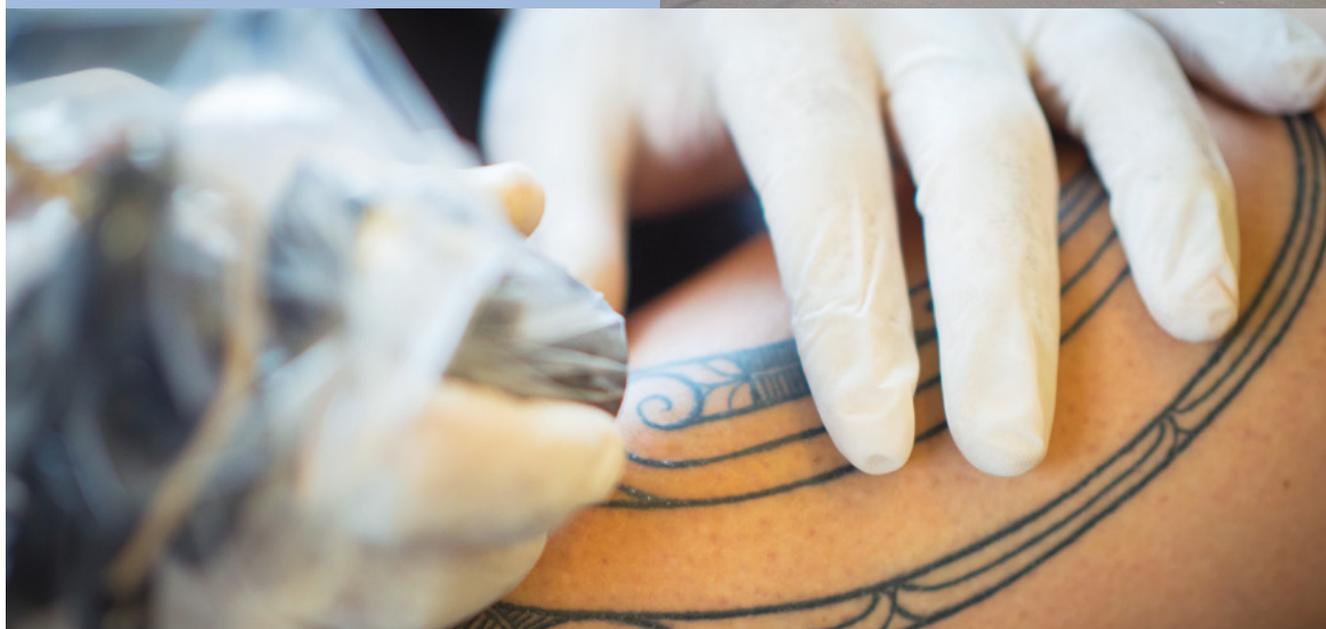
The ancient art of tā moko was celebrated at a symposium hosted by Otago Polytechnic in 2014, including live work by distinguished tā moko artists.

The symposium, Ahikomau o Ruauamoko: Unearth your Blueprint, was the first such event in the South Island for well over a decade. It was organised by Justine Camp from the Kaitohutohu Office, and attracted 70 registrations - most from Dunedin, Christchurch, Tauranga and Auckland, and even one from Australia.

The idea came after a well-attended guest lecture by artist Stu MacDonald at the Polytechnic's Dunedin School of Art in 2013. He and fellow members of the Tauranga-based Moana Moko, a group that travels the country teaching people about tā moko, were keynote speakers at the symposium.

"The delegates loved hearing the artists speak, and had the privilege of watching them give people tā moko live," says Justine. "Legendary former All Black Kees Meeuws was one of those who received one on the day."

IT and Design students contributed to the event, designing its website and delegate gifts.



Key Educational Performance Measures for Kai Tahu/Māori students

For an explanation of the differences between NZQA Levels used in the tables on pages 49-51 please see page 56.

Education Participation										
	Target %	2012 (Total EFTS: 3,680.4)			2013 (Total EFTS: 3,578.9)			2014 (Total EFTS: 4,258.59)		
		Rate %	HC	EFTS	Rate %	HC	EFTS	Rate %	HC	EFTS
Māori										
Levels 1-9	8	10.6	620	400	11.6	674	465.3	12.8	762	544.9
Level 0		0.1	82	3.4	0.2	81	6.7	0.1	85	5.23
Levels 1-3	2	2.0	171	74.1	1.59	125	63.9	1.8	141	78.4
Level 4 and above	6	8.5	402	322.0	9.66	476	388.1	10.8	559	461.3
Kai Tahu										
Levels 1-9	NA	2.8	168	107.2	3.7	193	150.1	3.9	219	167.4
Level 0		0.0	24	0.7	0.0	18	1.1	0.1	21	1.5
Levels 1-3		0.6	47	23.3	0.5	40	21.6	0.5	35	19.6
Level 4 and above		2.2	105	82.7	3.1	138	125.8	3.4	168	146.3
Non-Māori										
Levels 1-9	NA	89.4	5996	3378	89.4	5931	3554	87.2	6197	3713.7
Level 0		1.4	1184	54.1	1.6	1181	64.1	1.5	1268	62.3
Levels 1-3	25	10.9	450	410.2	9.5	396	383	9.2	397	389.8
Level 4 and above	75	77	3955	2909	76.3	4106	3068	76.6	4333	3261.6
Māori Under 25										
Levels 1-9	NA	6.7	351	254	7.3	378	292	8.0	423	339.1
Level 0		0.0	26	1.0	0.1	31	3.5	0.1	33	2.8
Levels 1-3		1.4	115	52.6	1.2	87	46.6	1.4	104	60.8
Level 4 and above		5.3	231	200.4	6.0	263	239	6.5	303	275.4
Kai Tahu Under 25										
Levels 1-9	NA	1.9	105	73.4	2.6	121	105	2.6	127	109.5
Level 0		0.0	8	0.2	0.0	6	0.4	0.1	5	0.9
Levels 1-3		0.5	35	19	0.4	25	15.5	0.4	26	15.2
Level 4 and above		1.4	64	54.2	2.2	94	88.8	2.2	100	93.4
Non-Māori Under 25										
Levels 1-9	NA	58.8	3155	2221	57.5	3086	2310	57.7	3332	2459.0
Level 0		0.7	370	26.3	0.7	389	28.7	0.7	423	28.9
Levels 1-3	9	7.7	728	289.5	7.1	486	287	7.1	531	301.6
Level 4 and above	65	50.4	2235	1904	49.3	2276	1982	50.0	2466	2128.4

Participation figures: includes all programme levels and all funding sources

EFTS and Headcounts									
	2012			2013			2014		
	Māori	Kai Tahu	Non-Māori	Māori	Kai Tahu	Non-Māori	Māori	Kai Tahu	Non-Māori
EFTS	399.9	107.2	3378.6	465.3	105.2	3,554	544.8	167.4	3,713.7
Headcount	620	168	5,966	674	193	5,931	762	219	6,197

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 %	2012 %	2013 %	2014 %
Māori				
Levels 1-9	65	75.3	74.5	73.1
Levels 1-3	52	66.1	64.2	61.9
Level 4 and above	70	77.4	76.2	75.0
Kai Tahu				
Levels 1-9	65	74	74.8	76.5
Levels 1-3	52	65.2	64.4	70.6
Level 4 and above	70	76.5	76.6	77.3
Non-Māori				
Levels 1-9	75	83.3	79.4	80.2
Levels 1-3	65	74.8	70.8	70.9
Level 4 and above	78	84.5	80.4	81.3
Māori Under 25				
Levels 1-9	72	73.1	75.6	73.3
Levels 1-3	65	63.8	61.1	63.3
Level 4 and above	78	75.6	78.4	75.5
Kai Tahu Under 25				
Levels 1-9	72	70.5	75.0	78.3
Levels 1-3	65	59.4	58.4	77.1
Level 4 and above	78	74.3	77.9	78.5
Non-Māori Under 25				
Levels 1-9	72	83.6	79.8	81.4
Levels 1-3	65	75.1	67.1	69.3
Level 4 and above	78	84.9	81.6	83.2

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

Course Retention

	Target %	2012 %	2013 %	2014 %
Māori	85	82.5	86.3	83.2
Kai Tahu	85	80.1	84.9	84.1
Non-Māori	85	87.8	89.7	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 %	2012 %	2013 %	2014 %
Māori				
Levels 1-9		9.7	25.0	26.1
Levels 1-3	28	10.8	53.9	32.1
Level 4 and above		7.1	14.6	24.3
Kai Tahu				
Levels 1-9		17.3	31.3	35.4
Levels 1-3	28	18.2	53.3	37.5
Level 4 and above		16.7	21.2	34.7
Non-Māori				
Levels 1-9		13	18.1	19.1
Levels 1-3	28	15.3	40.4	35.0
Level 4 and above		11.0	12.0	15.1

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 %	2012 %	2013 %	2014 %
Māori				
Levels 1-9	48	60.7	66.9	72.5
Levels 1-3		34.1	48.4	57.3
Level 4 and above		70.2	72.6	76.2
Kai Tahu				
Levels 1-9	48	66.7	59.7	73.0
Levels 1-3		46.0	42.5	57.9
Level 4 and above		76.6	66.4	77.1
Non-Māori				
Levels 1-9	48	72.4	73.9	76.0
Levels 1-3		50.5	53.7	61.0
Levels 4 and above		77.0	77.4	78.5

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

Māori/Non-Māori Gap

	2012 %	2013 %	2014 %
Māori			
compared to non-Māori			
Levels 1-9	8.0	4.9	7.1
Levels 1-3	8.7	6.7	9.0
Level 4 and above	7.0	4.2	6.3
Kai Tahu			
compared to non-Māori			
Levels 1-9	8.0	3.8	3.8
Levels 1-3	9.6	6.4	0.3
Level 4 and above	8.0	85.1	4.1

TEC Qualification Completion Rate 2012 – 2014

Qualification Completions - EFTS Weighted

	Target %	2012 %	2013 %	2014 %
Māori				
Levels 1-9	40	73	74.8	76.9
Levels 1-3	30	46.1	56.6	59.3
Level 4 and above	55	78.6	76.4	78.9
Non-Māori				
Levels 1-9	66	85.9	80.7	79.9
Levels 1-3	35	64.1	68	63.5
Level 4 and above	73	88.6	81.6	81.4
Kai Tahu				
Levels 1-9		61.5	59.4	75.2
Levels 1-3		45	56.7	69.2
Level 4 and above		65.8	59.7	75.8

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

Qualification Completions – Bachelors

	Target %	2012 %	2013 %	2014 %
Māori	40	98.2	90.5	80.2
Non-Māori	66	98.9	91.0	86.7
Kai Tahu		83.7	53.1	85.2

Qualification Completions – Graduate Certificates and Diplomas

	Target %	2012 %	2013 %	2014 %
Māori	40	31.6	57.8	76.4
Non-Māori	66	72.0	60.9	37.3
Kai Tahu		0.0	126.3	42.1

Qualification Completions – Certificates

	Target %	2012 %	2013 %	2014 %
Māori	40	55.8	61.1	61.5
Non-Māori	66	71.7	71.7	67.7
Kai Tahu		46.1	55	66.8

Qualification Completions – Postgraduate Certificates and Diplomas

	Target %	2012 %	2013 %	2014 %
Māori	40	49.6	137.4	0.0
Non-Māori	66	95.7	111.1	26.9
Kai Tahu		0.0	0.0	

Qualification Completions – Diplomas

	Target %	2012 %	2013 %	2014 %
Māori	40	59.7	59.4	115.3
Non-Māori	66	77.5	68.9	91.0
Kai Tahu		80.5	90.8	67.6

Qualification Completions – Masters

	Target %	2012 %	2013 %	2014 %
Māori	40	45.3	104.9	37.7
Non-Māori	66	95.6	65.7	30.8
Kai Tahu			166.7	0.0

Cohort Completions (All Students)

	2012		2013		2014
	Completion Rate	Completion Rate (+1 Year)	Completion Rate	Completion Rate (+1 Year)	Completion Rate
All Students	32.2	36.0	36.1	39.0	32.6
Māori	31.8	36.0	41.3	41.3	41.6
Kai Tahu	29.5	32.0	46.0	40.3	50.0
Pasifika	35.7	41.1	39.1	46.1	31.8
Non-Māori	32.4	36.0	35.5	38.8	31.6
Non-Māori and non-Pasifika	32.2	35.8	35.4	38.6	31.6

Successful Course Completions by Programme Category

	2012			2013			2014		
	HC	EFTS	Complete %	HC	EFTS	Complete %	HC	EFTS	Complete %
Certificates									
All students	2562	1350.2	74.9	2059	1280.1	73.7	1945	1263.8	71.3
Māori	314	177.6	70.9	283	191.2	68.4	284	201.3	66.5
Kai Tahu	99	58.8	68.3	92	69.5	67.1	78	56.5	73.2
Non-Māori	2249	1172.6	75.5	1776	1088.9	74.6	1662	1062.5	72.0
All under 25	1591	942.0	74.2	1280	904.3	70.0	1320	946.5	69.4
Māori under 25	205	122.9	66.9	190	132.9	65.7	207	156.0	64.5
Kai Tahu under 25	72	46.9	63.6	67	54.0	64.9	56	42.2	70.0
Non-Māori under 25	1386	819.1	75.2	1090	771.4	70.8	1114	790.5	70.4
Diplomas									
All students	464	336.0	77.90	426	307.9	78.9	360	276.9	79.3
Māori	43	31.2	63.6	39	32.7	69.0	35	30.1	76.4
Kai Tahu	11	8.6	70.1	9	7.6	76.1	13	10.4	83.3
Non-Māori	421	304.8	79.4	388	275.2	80.0	325	246.8	79.7
All under 25	287	248.3	76.7	254	224.8	78.0	224	203.16	78.7
Māori under 25	38	28.6	61.1	33	29.6	70.0	23	20.4	81.0
Kai Tahu under 25	8	6.6	61.9	7	6.5	72.4	10	9.0	81.9
Non-Māori under 25	249	219.7	78.8	221	195.3	79.2	201	182.8	78.5
Graduate Certificates & Diplomas									
All students	77	46.9	84.2	196	104.4	87.2	372	203.5	80.8
Māori	4	4.2	68.0	10	4.8	79.0	12	7.4	75.6
Kai Tahu	1	1.0		3	2.4	84.2	3	2.4	77.2
Non-Māori	73	42.7	85.8	186	99.7	87.7	360	196.2	81.0
All under 25	17	13.3	88.4	72	42.0	96.7	159	88.9	85.6
Māori under 25				2	2.0	100.0	3	2.3	100.0
Kai Tahu under 25				2	2.0	100.0	1	1.0	100.0
Non-Māori under 25	17	13.3	88.4	70	40.0	96.6	156	86.7	85.2
Bachelors									
All students	1910	1696.6	88.7	2013	1800.6	87.7	2157	1989.4	87.0
Māori	167	157.4	83.1	195	183.6	86.4	253	248.6	78.3
Kai Tahu	35	32.2	85.7	62	61.4	85.4	81	81.3	77.4
Non-Māori	1743	1539.2	89.3	1818	1616.9	87.9	1904	1740.8	88.2
All under 25	1181	1079.3	90.49	1285	1186.0	89.3	1411	1332.7	88.43
Māori under 25	92	86.3	84.8	111	105.9	91.8	142	139.6	80.8
Kai Tahu under 25	19	17.2	83.7	39	38.1	90.0	48	48.6	83.1
Non-Māori under 25	1089	993.0	91.0	1174	1080.1	89.0	1269	1193.1	89.3
Postgrad Certificates & Diplomas									
All students	112	32.9	86.2	119	28.8	82.4	104	30.0	87.4
Māori	10	3.8	76.1	7	1.3	65.2	6	1.5	83.3
Kai Tahu	1	0.2		1	0.1				
Non-Māori	102	29.1	87.6	112	27.5	83.2	98	28.5	87.6
All under 25	7	3.4	89.5	3	1.2	78.6	9	3.6	96.5
Māori under 25	1	0.5	100.0				1	0.3	100.0
Kai Tahu under 25									
Non-Māori under 25	6	3.1	87.8	3	1.2	78.6	8	3.4	96.3
Masters									
All students	61	34.3	37.5	48	25.0	18.6	86	47.9	38.7
Māori	5	2.4	34.8	4	1.8	37.1	12	8.2	54.1
Kai Tahu							2	2.5	100
Non-Māori	56	31.9	37.8	44	23.1	17.1	74	39.7	35.5
All under 25	2	1.5	28.6	3	1.3		7	2.5	76.0
Māori under 25							1	1.0	40.0
Kai Tahu under 25									
Non-Māori under 25	2	1.5	28.6	3	1.3		6	1.5	100.0

Cohort Completions (Full-time Students)

	2012		2013		2014
	Completion Rate	Completion Rate (+1 Year)	Completion Rate	Completion Rate (+1 Year)	Completion Rate
All Students	59.6	62.5	62.8	59.9	59.1
Māori	47.4	49.4	57.2	44.3	59.0
Kai Tahu	35.1	35.1	58.2	35.8	71.0
Pasifika	42.1	43.9	50.9	47.4	41.9
Non-Māori	60.8	64.1	63.6	62.2	59.1
Non-Māori and non-Pasifika	61.5	64.5	64.0	62.5	59.7

For Cohort qualification completions by programme category (SAC funded full-time enrolments) table see page 24

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

	2012			2013			2014		
	Enrolled	Completed	%	Enrolled	Completed	%	Enrolled	Completed	%
Certificates									
All students	1927	826	42.9	1755	904	51.5	1670	836	50.1
Māori	268	102	38.1	250	120	48.0	264	136	51.5
Kai Tahu	85	29	34.1	81	39	48.2	74	43	58.1
Non-Māori	1660	724	43.6	1507	784	52.0	1406	700	49.8
Diplomas									
All students	503	171	34.0	482	166	34.4	474	145	30.6
Māori	46	9	19.6	54	18	33.3	45	17	37.8
Kai Tahu	13	2	15.4	16	5	31.3	16	8	50.0
Non-Māori	458	162	35.4	428	148	34.6	429	128	29.8
Graduate Certificates & Diplomas									
All students	63	26	41.3	100	26	26.0	73	12	16.4
Māori	3	1	33.3	13	2	15.4	9	2	22.2
Kai Tahu	1	0	0	3	2	66.7	1	1	100
Non-Māori	60	25	41.7	87	24	27.6	64	10	15.6
Bachelors									
All students	713	385	54.0	732	446	60.9	732	469	64.1
Māori	70	31	44.3	77	49	63.6	77	47	61.0
Kai Tahu	10	5	50.0	15	11	73.3	15	12	80.0
Non-Māori	647	354	54.7	656	396	60.4	656	422	64.3
Postgrad Certificates & Diplomas									
All students	73	19	26.0	74	16	21.6	72	9	12.5
Māori	8	2	25.0	4	0	0.0	5	0	0.0
Kai Tahu	1	0	0	1	0	0.0	1	0	0.0
Non-Māori	65	17	26.2	70	16	22.9	67	9	13.4
Masters									
All students	21	1	4.8	27	1	3.7	33	2	6.1
Māori	3	0	0.0	2	0	0.0	5	1	20.0
Kai Tahu	1	0	0	1	0	0.0	1	1	100
Non-Māori	19	1	5.3	25	1	4.0	28	1	3.6

Key Institutional Performance Measures for Inclusive Learning Environment of Academic Schools

Ratings for Implementation of Māori Strategic Framework

By Academic School		
Implementation of Māori Strategic Framework	Rating 2013	Rating 2014
School of Architecture Building and Engineering	Good	
Bachelor of Engineering Technology		Adequate
National Diploma In Quantity Surveying (Level 6)		Adequate
National Diploma in Construction Management (Level 6)		
Diploma in Architectural Draughting (Level 6)		
New Zealand Diploma in Engineering		Adequate
New Zealand Diploma in Engineering (Mechanical)		
Diploma in Horticulture (Level 5)		Very Good
National Certificate in Horticulture (Level 4)		
National Certificate in Horticulture (Arboriculture) (Level 4)		
National Certificate in Horticulture (Advanced)		
National Certificate in Horticulture (Level 3)		
Certificate in Automotive Engineering (Level 3)		Adequate
Certificate in Automotive and Mechanical Engineering (Level 2)		
Certificate in Basic Mechanical Engineering Trade Skills (Level 2)		
National Certificate in Motor Industry (Foundation Skills) (Level 1)		
Engineering Consultancy Workplace Assessment		
Certificate in Electrical Technology (Level 4)		Adequate
Certificate in Carpentry		Adequate
Certificate in English and Engineering		Adequate
Auckland International Campus		
Graduate Diploma in Hotel Management		Poor
Graduate Diploma in Applied Management		
Bachelor of Applied Management		
Certificate in Foundation Studies (Level 4)		
Dunedin School of Art	Very Good	
Graduate Diploma in Visual Arts		Very Good
Bachelor of Visual Arts		
Master of Fine Arts		
Master of Visual Arts		
Postgraduate Diploma in Visual Arts		
Postgraduate Certificate in Visual Arts		
Bachelor of Visual Arts (Honours)		Good
Master of Professional Practice		Poor
Diploma in Ceramic Arts (Level 7)		Poor
Diploma in Ceramic Arts (Level 6)		
Central Otago Campus	Developing	
Diploma in Professional Cookery (Level 5)		Good
National Certificate in Hospitality (Basic Cookery) (Level 3)		
Certificate in Cookery (Level 3)		
Diploma In Viticulture (Level 5)		Good
Diploma in Horticulture (Level 5)		
National Certificate in Horticulture (Advanced)		
National Certificate in Horticulture (Level 4)		
National Certificate in Sports Turf Management (Level 4)		Adequate
Certificate in Stonemasonry (Level 4)		Very Good

Implementation of Māori Strategic Framework	Rating 2013	Rating 2014
Certificate in Sustainable Farming (Level 3) Certificate in Sustainable Growing (Level 3) Certificate in Sustainable Growing (Level 2)		Good
Diploma in Avalanche Studies Certificate in Snowsport Instructing (Ski) or (Snowboard) Certificate in Avalanche Safety and Snowsport Instructing (Ski) or (Snowboard) Avalanche Safety Management Stage 1		Good
Certificate in Sustainable Practice (Level 5) National Certificate in Business Administration (Level 4) National Certificate in Business Administration and Computing (Level 3)		Adequate Very Good
Central Lakes Trades Academy		
National Certificate in Hairdressing (Salon Support) (Level 3) National Certificate in Hospitality (Entry Skills) (Level 2) National Certificate in Building Construction and Allied Trades (Level 2) National Certificate in Motor Industry (Foundation Skills) (Level 1) National Certificate in Agriculture (Introductory Skills)		Adequate
School of Enterprise and Development	Good/Very Good	
Graduate Diploma in Business Transformation and Change Graduate Diploma in Human Resource Management Graduate Diploma in Sales and Marketing Graduate Diploma in Tourism Management Graduate Diploma in Applied Management Bachelor of Applied Management New Zealand Diploma in Business Diploma in Human Resource Management (Level 6) Diploma in Accounting (Level 5) Diploma in Business (Level 5) Diploma in Marketing (Level 5)		Good
Graduate Diploma in Information Technology Graduate Certificate in Information Technology (Level 7) Bachelor of Information Technology		Good
School of Midwifery	Very Good	
Bachelor of Midwifery		Good
Master of Midwifery Postgraduate Diploma in Midwifery Postgraduate Certificate in Midwifery Practice		Good
School of Nursing	Excellent	
Bachelor of Nursing		Excellent
School of Occupational Therapy	Good	
Master of Occupational Therapy Postgraduate Diploma in Occupational Therapy Practice Postgraduate Certificate in Occupational Therapy Practice Bachelor of Occupational Therapy (Honours) Bachelor of Occupational Therapy Certificate of Proficiency		Good
Institute of Sport and Adventure	Good	
Graduate Diploma in Physical Conditioning (Level 7) Diploma in Allied Sport and Exercise Leadership (Level 5) Specialty Certificate in Allied Sport and Exercise Studies (Level 4) Specialty		Very Good
Bachelor of Applied Science (Physical Activity, Health and Wellness) Diploma in Outdoor Leadership and Management (Level 5)		Good
Certificate in Outdoor Pursuits (Level 4)		Adequate

By Academic School (continued)

Implementation of Māori Strategic Framework	Rating 2013	Rating 2014
School of Social Services	Very Good	
Bachelor of Social Services		Good
Diploma in International Education Abroad		Good
New Zealand Certificate in English Language (General/Workplace/Academic) (Level 4)		
New Zealand Certificate in English Language (General/Workplace/Academic) (Level 3)		
English Communication Skills		
Social Services Short Courses		
Certificate in Human Services		Good
Certificate in Health		
Certificate in Foundation Studies (Level 3)		
Certificate in Foundation Studies (Level 2)		
Te Maru Pūmanawa (Schools of Hospitality and Design)		
Bachelor of Culinary Arts		Good
National Diploma in Hospitality (Management) (Level 5)		Good
Certificate in Professional Restaurant Bar and Wine (Level 4)		
National Certificate in Hospitality (Basic Cookery) (Level 3)		
Certificate in Cookery (Level 3)		
Certificate in Café and Bar (Level 3)		
Bachelor of Design (Fashion)		Very Good
Bachelor of Design (Communication)		
Certificate in Creative Studies		
Bachelor of Design (Product)		Good
Bachelor of Design (Interiors)		
Master of Design Enterprise		Adequate
School of Veterinary Nursing		
National Diploma in Veterinary Nursing		Very Good
National Certificate in Veterinary Nursing		
National Certificate in Animal Care		
Certificate in Rural Animal Technology		Very Good

Explanation of NZQA Levels used in the tables on pages 54-56

NZQA LEVELS

Level 9-10 Master's

Level 8

Bachelor's Degree with Honours

Postgraduate

2 years
120-240 credits

1 year
120 credits

Postgraduate Certificate
6 months
60 credits

Level 7

Bachelor's Degree

Graduate Cert/Diploma

Postgraduate Diploma
1 year
120 credits

Level 5-6

Diploma
2-3 years
120-380 credits

3 years
360-480 credits

Graduate Certificate
6 months
60 credits

Level 1-4

Certificate
1 year
40-220 credits

Graduate Diploma
1 year
120 credits

ARTIST PROFILE



Artist profile

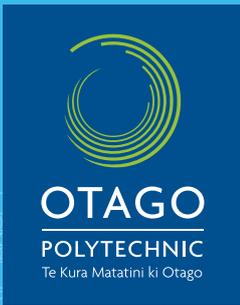
Dana Te Kanawa, née Russell – Kai Tahu, Kāti Mamoe, Waitaha

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.

Dana designed *Kotahitaka – Unity* – the design you can see applied to the glass in the new hub and 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 from which our staff and students reach us.

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 Justine Camp for the translation, Dana Te Kanawa for the the design of Kotahitaka which features on the cover image and throughout (see profile above), Hayden Parsons and Isabella Harrex for the majority of our photography, Jill Rutherford for the profile article on Khyla Russell, and Southern Colour Print. We give a special thanks to our Māori students and staff who featured in this year’s student stories and all Otago Polytechnic staff who contributed to this report.



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