TE KAAHU ATAWHAI

Developing a framework to support Māori achievement within the Centre for Health and Social Practice at Wintec

ACKNOWLEDGEMENTS

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RESEARCH AIM

To capture Māori narratives of experience, which will inform the development of a framework to support Māori achievement within the Centre for Health and Social Practice (CHASP) at Wintec.

BACKGROUND

Initial data collection to focus on Māori experiences in <u>nursing</u>

- 263 Māori students currently enrolled within the Centre
- 133 located in undergraduate nursing (BN & EN)
- Pre-existing model – Tihei Mauri Ora
- 600 more Māori nurses are needed in our community

METHODOLOGY

Qualitative research focus to ascertain Māori student needs and aspirations

- In-depth one-on-one interviews
- Small focus groups

PHASE 1 **First round of interviews – Students and community (April – May 2017)**
- Māori undergraduate nursing students
- Māori health service providers
- Kaumātua
- Māori teachers of science

PHASE 2 **Thematic analysis of narratives (June 2017)**
Present prelimary findings (July 2017)

PHASE 3 **Second round of interviews**
- CHASP staff
- Māori undergraduate students of Midwifery, Social Work and Counselling

Ongoing development of the framework and action plans

Ongoing Framework development

COHORTS, DATA COLLECTION AND ANALYSIS

PRELIMINARY FINDINGS

- A considerable paradigm shift is needed within CHASP in order to meet the aspirations of Māori students and communities

- Eight recurring themes located within the first round of narratives

- The development of a multi-dimensional approach and strategic framework to support Māori achievement

DEVELOPING THE FRAMEWORK

PRELIMINARY FINDINGS

Mātauranga Māori

Te Whakaruruhau

Whakamana

Tikanga Ako

Hapori

Te Ngāwhā Whakatupu

Ngā Huarahi

Manaaki Tangata

KEY THEMES

8 THEMES → 8 DIMENSIONS

Key considerations

- What are the key aims of each dimension within the framework?

- How is each dimension currently positioned within CHASP/Wintec?

- What are the suggested future directions and opportunities for growth?

DEVELOPING THE FRAMEWORK

1

MANAAKI TANGATA

Holistic, student-centred support
- Whakawhanaungatanga – being connected
- Manaakitanga – valuing and caring for others
- Tautoko – supporting holistic well-being

Current examples
- Te Kete Konae & The Kaiāwhina Network
- Whakawhanaungatanga incorporated into some induction events
- Whānau room
- Puna kai (food bank)

Opportunities and future directions
- *Embedding frequent whakawhanaungatanga opportunities in all programmes*
- *Ongoing staff capability development to support tikanga in practice*
- *Interprofessional Māori student network*

NARRATIVES OF EXPERIENCE

2

TIKANGA AKO

Utilising a broad range of pedagogies within the learning environment

- Meaningful contexts and examples
- Innovative teaching
- Flexible and adaptable delivery
- Learning communities and academic support

Current examples

- Student Learning Services / Te Kete Konae
- TMO academic support
- Additional tutorials offered by Health Science tutors

Opportunities and future directions

- *More emphasis on 'Ako' and supportive learning environments*
- *More programme delivery options for our students*
- *Greater utilisation of our marae space for noho marae and wānanga*

NARRATIVES OF EXPERIENCE

3

MĀTAURANGA MĀORI

Centralising Mātauranga Māori and Māori epistemologies within curricula

Current examples

- Some CHASP programmes have a very tokenistic and ad hoc approach to the inclusion of mātauranga and tikanga Māori
- Some with curricula heavily biased towards western models
- Some with dedicated te reo and tikanga modules
- Paetahi Tumu Kōrero - A bicultural model in CHASP

Opportunities and future directions

- *Disjointed Tikanga Māori components replaced with purposeful wānanga*
- *Te Reo Māori skill development to be embedded in all programmes by 2019*
- *Noho marae and wānanga on traditional Māori healing practices, including rongoā and taonga pūoro*
- *He Tūāpapa Mātauranga – A bicultural knowledge framework for nursing practice (Patricia McLunie-Trust and Jan Liddell)*

4

TE NGĀWHĀ WHAKATUPU

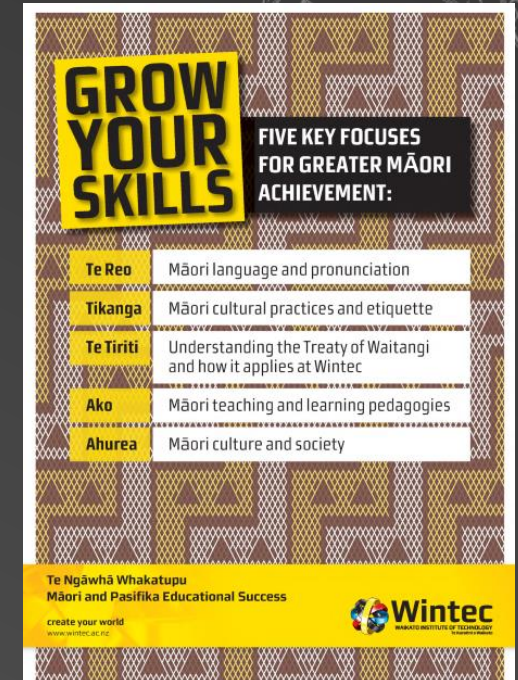**Ongoing support and development of staff capability in:**

- Te reo Māori
- Tikanga Māori
- Te Tiriti o Waitangi
- Ako
- Ahurea (Tainui kawa and Kingitanga)

Current examples

- Te Tauihu and Te Taurapa
- Ngā Mankura Leadership Programme
- Māori Achievement Staff Forum

Opportunities and future directions

- *Te Takere*
- *Māori Achievement workshops for CHASP staff*
- *Te Reo Māori workshops for CHASP staff*

GROW YOUR SKILLS

FIVE KEY FOCUSES FOR GREATER MĀORI ACHIEVEMENT:

Te Reo	Māori language and pronunciation
Tikanga	Māori cultural practices and etiquette
Te Tiriti	Understanding the Treaty of Waitangi and how it applies at Wintec
Ako	Māori teaching and learning pedagogies
Ahurea	Māori culture and society

Te Ngāwhā Whakatupu
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NARRATIVES OF EXPERIENCE

5

WHAKAMANA

Fostering a culture of Māori success and high achievement

Current examples
- Dame Te Atairangikaahu Scholarships
- Māori Achievement Office and Events
- Marae graduation and Awards evening

Opportunities and future Directions
- *TKA Leadership Programme*
- *Conference funding*
- *Māori Achievement in CHASP – Pō Whakanui*
- *Contributions to 'He Kete Kōrero' and 'Te Hōkioi'*

NARRATIVES OF EXPERIENCE

6

HAPORI

Strengthening our relationships with Māori communities
- Participation and support of Māori community events
- Participation and support of poukai and Koroneihana

Current examples
- Collaborative projects (Te Kohao Health / Kia Ora Hauora)
- Placements with Māori service providers
- Hauora Māori EPG

Opportunities and future directions
- *Greater CHASP participation at local iwi Māori events such as Koroheihana and Poukai*
- *Support for Māori students to attend conferences*

NARRATIVES OF EXPERIENCE

7

NGĀ HUARAHI

PATHWAYS
- Clearer recruitment and exit pathways
- Transitioning into employment

Current examples
- Wintec-wide recruitment events (Open Day etc)
- Level 4 certificate pathways
- Level 5 Diploma of Enrolled Nursing

Opportunities and future Directions
- *Strengthening our relationship with Te Tūāpapa Hauora*
- *Junior secondary school ignite workshops*
- *Community-based 'tuakana partnerships'*

8

TE WHAKARURUHAU

Challenging intitutional systems and structures
- Identifying and removing structures that create barriers
- Challenging prevailing attitudes and systemic racism
- The importance of the physical environment

Current examples
- Ongoing issues and barriers at the enrolment stage
- Traditional modes of assessment
- Traditional modes of delivery with some developments in the IT space

Opportunities and future directions
- *Towards a greater Interprofessional focus*
- *More Māori staff*
- *Streamlined enrolment processes*
- *Improved access to resources and learning materials*

NARRATIVES OF EXPERIENCE

NEXT STEPS

- Te Kaahu Atawhai is a living framework that will be moulded and refined for the duration of the research project

- The research will extend into other areas of CHASP by inviting contributers from Midwifery, Social Work and Counselling

- There will be a review of the literature on Māori Achievement in maintream tertiary settings to explore how else we might best support Māori Achievement within our Centre

- Wānanga with CHASP staff will be held to discuss the framework and develop action plans

- The framework will be presented to our students and community

Kua mutu