



# Me He Horoeka Torotika ki te Rā

## Kia Hua

### Realising Māori Potential within the Youth Guarantee

— An Evaluation of the Youth Guarantee Programme with a Focus on Māori Learners

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Prepared by

Dr Wendy Wen Li, Hera White

Korikori Hawkins, Kazlo Evans, Kingi Kiriona

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## Executive Summary

Māori students' educational success is critical to Aotearoa New Zealand's success. The New Zealand Government is committed to supporting Māori learners explore and achieve full potential as Māori. To fulfil this commitment, the Ministry of Education released *Ka Hikitia – Managing for Success: The Māori Education Strategy 2008–2012* in April 2008, which sets the direction for improving education outcomes for and with Māori learners. The Youth Guarantee (YG) programme is one of the initiatives which aim to increase the educational achievement of 16 and 17 year olds by making the education system more responsive to their needs. The Ministry of Education is currently undertaking a research project to evaluate the YG with a focus on improving these programmes to better meet the needs of Māori learners. This report offers a snapshot of the achievements of the YG Māori learners at Wintec and the challenges they face.

Me he torotika ki te rā is a metaphor for stretching and aiming directly for the goal or target. We have entitled this report, *Kia Hua*, to bear fruit, to complement the beauty and depth of meaning of Me he torotika ki te rā.

### Research goals:

#### The specific goals of this evaluation research were to:

- Assess the effectiveness of the YG programme at Wintec in relation to improving education outcomes for and with Māori learners using the Measurable Gains Framework and associated rubrics.
- Identify opportunities to strengthen and improve the YG programme delivery and responsiveness to Māori learners and their parents, families and whānau.

The report is presented in **five** main parts:

- **Part one** reviews the background of the evaluation project and literature on Māori learners in tertiary education. This section reviews issues related to Māori learners in tertiary education, providing a snapshot of Māori learners' academic achievements and offering an understanding of Māori learners' cultural identity, group-oriented learning environment and teacher-learner interaction.

- **Part two** outlines a Kaupapa Māori study undertaken with three groups of participants – Māori learners, their whānau members and staff members. The data collection techniques include surveys and in-depth interviews to gather data and information against the three measurable gains rubrics. It is noted that the evaluation does not approach the topic of Māori learner in tertiary education from a purely deficit oriented perspective. Rather, the report emphasises that many Māori learners are actively engaged in and outside the classroom and are supported by their whānau and education providers.
- **Part three** presents the research results of the surveys. The results span teaching effectiveness, whānau engagement, Māori learner support, information and advice, and service provision for Māori learners.
- **Part four** offers the research findings of in-depth interviews. The issues covered in this section include access to and reasons for enrolment on YG, teaching effectiveness, service provision for Māori learners, Māori learner progress and achievement and whānau engagement.
- **Part five** outlines recommendations on the YG programme. These include more staff training regarding the Māori Potential Approach model and Māori pedagogy in teaching, promoting whānau engagement and interaction with the YG programme, more funding to assist the initiatives which support Māori learners and their whānau toward success and achievement, more actively promoting the YG programme, more promotion of Te Kete Kōnae (Māori and Pasifika Support Centre) among Māori and Pacific students, and provide training to Māori student mentors to improve the effectiveness of mentoring.

Summary of findings and recommendations:

It is recommended that Wintec:

1. Ensure a focus on capability development for staff in the area of Māori pedagogies and teaching and learning practices that address Māori student needs through its 2012 business plan. The Hei Tauira model may well serve this purpose and this should be explored.
2. Continue to resource the pastoral care initiatives implemented at Wintec in 2011 aimed at increasing retention and completion rates for Māori YG students if they are proven to be effective. These initiatives include individual enrolment interviews with prospective YG students, provision of information to and involvement of whānau throughout the YG programme.

3. Increase the emphasis on whānau engagement and interaction with the YG programme by:
  - providing opportunities for whanau to participate in selection and enrolment processes and
  - updating programme and student services information to explicitly recognise the role of whanau in Māori educational success and making this information available to whanau of prospective students.
4. Promoting the YG programme through collaboration/association with the Star Taster Courses, e.g. introducing the YG programme and distributing pamphlets on the YG programme to the students in the Star Taster Course.
5. Provide further training by Te Kete Kōhanga to Māori student mentors to improve the effectiveness of mentoring.
6. Continue to monitor the effectiveness of YG related initiatives as part of the institution's annual business planning processes.
7. Utilise the Wintec Wharehūi (which will be completed in 2011) as a base for YG Māori student social activities, pastoral care and learning and to support these students' transition to mainstream programmes on the completion of their YG programmes.

It is recommended that the Ministry of Education consider:

1. Providing financial assistance or a financial allowance for YG students, for example, to cover transportation costs.
2. Endorsing or developing best practice information and resources on Māori pedagogy in teaching and learning, particularly at NZQF levels 1 – 3 and make this available to tertiary providers of YG programmes.
3. Promoting more strongly the holistic approach to Māori learners in order to support educators to better understand the measures of success for YG Māori students (beyond course and qualification completion rates) as they are perceived by the students, their whanau and Māori communities.
4. The holistic approach to success when developing policy for tertiary education settings.

# Table of Contents

Acknowledgements.....	2
Executive Summary.....	3
Table of Contents.....	6
List of Tables .....	8
List of Figures .....	10
Part 1: Introduction and Literature Review .....	11
Background.....	11
Literature Review: Issues Related to Māori Learners in Tertiary Education .....	19
Part 2: Methodology .....	23
Kaupapa Māori .....	23
The Questionnaires and the Interview Guides.....	24
Participants Recruitment.....	25
Data Collection .....	26
Data Analysis.....	26
Limitations of the Research .....	27
Part 3: Survey Results .....	28
Section 1: Teaching Effectiveness.....	28
Section 2: Māori Learner Support, Information and Advice .....	34
Section 3: Whānau Engagement .....	41
Section 1: Access to and Reasons for Enrolment on Youth Guarantee.....	46
Section 2: Teaching Effectiveness.....	49
Section 3: Service Provision for Māori Learners.....	54
Section 4: Māori Learner Progress and Achievement .....	58

Section 5: Whānau Engagement .....	60
Section 6: Issues Related to Youth Guarantee .....	62
Part 5: Conclusions and Recommendations .....	66
References .....	71
Appendices.....	76
Appendix A: Youth Guarantee (YG) Māori Student Survey of Effective Māori Learner Support, Information and Advice .....	76
Appendix B: Whānau Survey of Youth Guarantee (YG) about their Child/ren Education Pathways and Career Options.....	81
Appendix C: Staff Survey of Effective Teaching for Youth Guarantee (YG) Māori Learners .....	83
Appendix D: Youth Guarantee Student Focus Group of Effective Māori Learner Support, Information and Advice .....	86
Appendix E: Focus Group of Youth Guarantee Whānau .....	89
Appendix F: Staff Focus Group of Effective Teaching for Youth Guarantee Māori Learners.....	92
Appendix G: Me he horoeka torotika ki te rā - Realising Māori potential within the Youth Guarantee Project.....	95
Appendix H: Me he koroeka torotika ki rā– Realising Māori potential with YG Project .....	99

## List of Tables

Table 1 2010 Youth Guarantee Students' Study Pathway .....	16
Table 2 2010 Youth Guarantee Student Completion (N).....	16
Table 3 2011 Youth Guarantee Students' Study Pathway .....	17
Table 4 Youth Guarantee Māori Students' Study Pathway .....	18
Table 5 Awareness of Māori Learners' Strengths and Needs .....	29
Table 6 Awareness of Creating Cultural Contexts for Learning .....	30
Table 7 Valuing and Seeking out Cultural Expertise, Knowledge and Resources .....	30
Table 8 Comfortable to Work with Māori Learners.....	31
Table 9 Support from Wintec in Understanding Māori Pedagogies.....	31
Table 10 Māori Learners Taking Responsibility for Learning.....	32
Table 11 Caring about Māori Learners.....	32
Table 12 Effective in Achieving High Levels of Performance with Māori Learners .....	33
Table 13 High Expectations for Māori Learners and with Effective Teaching .....	33
Table 14 Using Culture-Specific Pedagogies to Highly Effective Teaching Māori Learners.....	34
Table 15 Providing Teaching Responsive to Māori Learners' Cultural Identity .....	34
Table 16 Staff Members' Ability.....	35
Table 17 Support from Wintec.....	36
Table 18 Staff Members' Ability for Conveying Relevant Information, Support and Advice .....	36
Table 19 Accessibility of Wintec Support Services .....	36
Table 20 Support to Whānau .....	37
Table 21 Well Informed Options for Whānau.....	38
Table 22 Confidence about Decision Making.....	38
Table 23 Being Skilled at Accessing Information, Advice and Support .....	39
Table 24 Students Receiving Information and Support according to their Needs .....	39
Table 25 Students' Views and Aspirations Being Respected .....	40
Table 26 Students Making Informed Choices of Options for Future Education and Career Pathways.....	40
Table 27 Youth Guarantee Leading to Students' Future Employment .....	41
Table 28 Whānau Being Well Informed about their Children's Career Options.....	41
Table 29 Children Being Skilled at Using Information.....	42



Table 30 Children Making Informed Choices of Options for Future Education and Career Pathways.....	42
Table 31 Youth Guarantee Leading to Children's Future Employment .....	43
Table 32 Confidence about Decision Making.....	43
Table 33 Being Skilled at Accessing Information .....	44
Table 34 Whānau Receiving Information and Support According to their Children's Needs.....	44
Table 35 Choosing a Programme of High Importance to Aotearoa and Māori Economies.....	45

**List of Figures**

Figure 1 The Niho Taniwha Structure ..... 69

## Part 1: Introduction and Literature Review

### Overview

This section provides:

- Background of the evaluation
  - *Ka Hikitia – Managing for Success: The Māori Education Strategy 2008–2012*
  - Youth Guarantee (YG) and implementation of YG within Wintec
  - Summary of feedback provided to Ministry of Education on the initial implementation of YG
  - Summarised information on the results of YG programmes
  - Purpose of the evaluation
- Literature review of issues related to Māori learners in tertiary education
  - Snapshot of Māori learners’ academic achievements
  - Understanding of Māori learners’ cultural identity
  - Teacher-learner interaction
  - Educator characteristics
  - Group-oriented learning environment and the concept of whānau

### Background

Māori students’ educational success is critical to Aotearoa New Zealand’s success. The New Zealand Government is committed to supporting Māori learners to explore and achieve full potential as Māori. To fulfil this commitment, the Ministry of Education released *Ka Hikitia – Managing for Success: The Māori Education Strategy 2008–2012*, in April 2008, which sets the direction for improving education outcomes for and with Māori learners. The strategic intent of *Ka Hikitia – Managing for Success* is “Māori enjoying education success as Māori”. This strategic intent embraces today’s world where Māori live and contribute as Māori in te Ao Māori, Aotearoa New Zealand and the wider world. *Ka Hikitia – Managing for Success* is concerned with having a high quality education system that is accessible, equitable and responsive to different learning aspirations, and ensuring that every education option is a quality choice. The purpose of *Ka Hikitia – Managing for Success* is to transform the education system to ensure Māori are enjoying educational success as Māori (Ministry of Education, 2009).

*Ka Hikitia – Managing for Success* reflects the Government’s education vision that is for a world-leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens. It also aligns directly with the priorities of the Tertiary Education Strategy 2010-2015 (Ministry of Education, 2010d), specifically increasing the number of Māori students enjoying success at higher levels; increasing the number of young people moving successfully from school into tertiary education; and improving literacy, language, and numeracy and skills outcomes from levels one to three study (Ministry of Education, 2010d).

*Ka Hikitia – Managing for Success* has a Māori potential approach, which reflects three underlying principles. The principles are: 1) Māori Potential - all Māori learners have unlimited potential; 2) Cultural Advantage - all Māori have cultural advantage by virtue of who they are; and 3) Inherent Capability - all Māori are inherently capable of achieving success. *Ka Hikitia – Managing for Success* has four focus areas in which coordinated activity has the potential for significant impact. These areas are foundation years, young people engaged in learning, Māori language in education, and organisational success. *Ka Hikitia – Managing for Success* advocates for increased student involvement in and responsibility for decision-making about future education pathways. It also promotes improved whānau partnerships focused on presence, engagement, and achievement. *Ka Hikitia – Managing for Success* recognises that engagement in meaningful and relevant learning will ensure Māori learners progress within secondary school and transition successfully to tertiary education (Ministry of Education, 2010c).

The YG is an initiative which supports the strategic intent of *Ka Hikitia – Managing for Success*. YG is designed to increase the educational achievement of 16 and 17 year olds by making the education system more responsive to their needs. The goal of the YG is to ensure that every student should have educational opportunities that work for them and to create stronger links between senior secondary and lower-level tertiary education systems. YG provides young people with access to qualifications at levels 1-3 on the National Qualifications Framework in tertiary education, and improves transitions between school, tertiary education and work. Learners targeted through the programme are those who have left school, are unable to find a job and are ready to study towards a full qualification. In 2010, YG offered 2,000 equivalent full-time student places at 18 polytechnics and 12 private training establishments across the country (Ministry of Education, 2011b). Tuition is free for students studying on YG scheme. YG students are not eligible for a student loan or a student allowance (Wintec, 2011b).

In August 2009, Wintec applied to be a partner institution for the establishment of the YG Programme. Notification of acceptance of Wintec's proposal was received in mid-October 2009.

The Ministry of Education approved 120 YG places for 2010 and Wintec made eight programmes available for YG enrolments as follows:

- Certificate in Business Administration and Computing (Level 3)
- Certificate in Catering (Level 3)
- Certificate in Electricity Supply (Level 2)
- Certificate in Engineering and Automotive Trades (Level 2)
- Certificate in Hairdressing (Level 2)
- Certificate in Introduction to Trades (Level 2)
- Certificate in Rural Technology (Level 3)
- National Certificate in Business Administration and Computing (Level 2)

Wintec also put in place pastoral care initiatives specifically designed to address the needs of YG students. These initiatives included attendance monitoring and personal learning plans. Programme Managers and Tutors worked closely with YG students completing in 2010, to assist them in work placement, apprenticeships, further study options.

Promotion of YG included meetings with Waikato Work and Income management and case managers, distribution of YG material to their eligible clients and a prospective client presentation and campus tour. Wintec's liaison team sent information and email communications to all Waikato secondary school career advisors and specific YG presentations were given to over 20 careers advisors. These communications were followed by visits to 15 schools and individual sessions were held for interested students.

2010 yielded approximately 140 applications which resulted in 81 initial enrolments reported at the “10% point” i.e. the date at which enrolments are formally reported to TEC through the SDR. 16 students formally withdrew leaving a total of 65 students in the YG programme in 2010. 25 of these students were Māori.

- Waikato secondary schools applauded the philosophy behind the scheme, however some policy implementation aspects provided barriers to their students accessing the scheme. In March 2010, Wintec provided feedback regarding the roll-out of YG in year one to the Ministry of Education as follows: The requirement for students to have completed Year 11, but not obtained NCEA L2 restricted many students from being involved, significantly narrowing the eligible pool of students.
- The timing of the confirmation of the YG scheme late in 2009 was simply too close to the end of secondary school year. This meant that secondary students were already on exam/study leave and secondary schools weren't able to identify/access and coach potential students.
- Secondary schools want to retain their students until March to secure their funding.
- Unless there are special circumstances, students cannot access Student Loans and Allowances until they are 18 making most YG students ineligible for support while they study. This is a significant barrier, as many students are seeking assistance with living and travel costs.
- There was also an anomaly in the TEC guidelines regarding eligibility. The TEC website stated that students must be 16 or 17 at the time of study commencement and not turn 18 years of age **within three months of starting study** under the Youth Guarantee. This had been applied as three months from the start of the YG course and the date of their birthday. However this didn't align with the Single Data Return (SDR) report, which excludes a full month, regardless of when the birthdate occurs in that month. In several instances, Wintec carried the full cost of delivery to these students.
- Wintec also had examples of students who applied for YG, but then obtained NCEA L2 and therefore had to cancel their enrolment.

An internal review of YG at the end of 2010 prompted Wintec to strengthen its focus on pastoral care arrangements for YG students and commit additional resources in 2011. The following new initiatives were introduced: a formalised pastoral care communications plan including a process for communications between tutors and the YG Coordinator and a targeted YG induction plan for new students.

Whilst the original intention for YG was for full year intakes commencing in semester 1, 2010 and concluding at the end of semester 2, 2010, the Ministry of Education approved an additional intake to commence in semester 2, 2010. As a consequence, 2011 YG enrolments reflect both new students and students returning from 2010.

In order to improve the YG initiative, the Ministry of Education invited tertiary education organisations providing YG programmes in 2010 and 2011 to undertake a programme improvement evaluation of their programmes with a focus on Māori learners (Ministry of Education, 2010c). Wintec was one of the five tertiary education providers of YG programmes invited by the Ministry of Education to conduct the evaluation.

In 2010:

- The total number of enrolments recorded for the YG Programme at Wintec was 81. 16 students formally withdrew leaving a total of 65 students (see Table 1).
- There were 41 enrolments for Semester 1.
- 31 students enrolled in Semester 1 continued onto Semester 2.
- There were 24 new enrolments for Semester 2.
- The course completion rate (by EFTS) was 71%.
- Of the 65 students, 31 passed all of the courses in which they were enrolled. Of the 31 students, 10 were Māori.
- Of the 41 students who potentially were eligible to complete the programme, 15 successfully completed making their qualification completion rate 36%. Four Māori students completed the programme making the YG Māori student qualification completion rate 40% .

- 16 students enrolled in YG courses in 2010 returned to Wintec in 2011 and 50% of these were Māori. Table 1 shows the study pathway of the 2010 YG students.
- One of the YG Māori students enrolled in Hairdressing completed the 2010 year as the top student in the Certificate in Hairdressing Level 3 (Evans, 2010).

**Table 1. 2010 Youth Guarantee Students' Study Pathway**

Study pathway	2010 YG Enrolments (Semester 1 and 2)	
	N	%
Automotive	4	6
Business	12	18
Catering	7	11
Electrical	1	2
Hairdressing	2	3
Introduction to Trades	35	54
Rural Technology	4	6
<b>Total</b>	<b>65</b>	<b>100</b>

15 YG students completed 17 qualifications in 2010 including 4 Māori students as in Table 2. See also Table 4 for 2010 and 2011 YG Māori students' study pathway.

**Table 2. 2010 Youth Guarantee Student Completion (N)**

Programme	All	Māori
National Certificate in Business Administration and Computing (Level 2)	3	0
Certificate in Business Administration and Computing (Level 3)	2	0
Certificate in Catering (Level 3)	7	2
Certificate in Hairdressing (Level 2)	2	1
Certificate in Engineering and Automotive Trades (Level 2)	3	1
<b>Total</b>	<b>17</b>	<b>4</b>



Completion rates for YG students Māori and non-Māori were low if measured against total enrolments in semesters 1 and 2. However it should be noted only students who could potentially enrol for the full year would have been in a position to complete. If the completion rate is measured against these students then the completion rate is 36%.

In 2011, 99 students enrolled in the YG programme, including 16 students who were YG students in 2010. Table 2 shows the study pathways of the 2011 YG students. Both 2010 and 2011 YG enrolments show that the course *Introduction to Trades* attracted approximately half of the enrolments.

**Table 3. 2011 Youth Guarantee Students' Study Pathway**

<b>Study pathway</b>	<b>N</b>	<b>%</b>
Automotive	9	9
Business	9	9
Catering	20	20
Electrical	1	1
Hairdressing	15	15
Introduction to Trades	43	43
Rural Technology	2	2
<b>Total</b>	<b>99*</b>	<b>100</b>

\* Including 16 returning students from 2010.

Table 4 shows the study pathways of YG Māori students. The YG programme attracted 25 Māori students in 2010 and 29 in 2011 with 8 returning students from 2010. The percentage of Māori students enrolled on the YG programme dropped from 38% in 2010 to 29% in 2011. The programme *Introduction to Trades* had the highest enrolment rates (>55%) among Māori students. Among the 16 returning students from the previous year, eight (50%) were Māori.

**Table 4. Youth Guarantee Māori Students' Study Pathway**

Study pathway	2010 YG Māori students		2011 YG Māori students	
	N	%	N	%
Automotive	1	4	2	7
Business	6	24	4	14
Catering	2	8	2	7
Electrical	0	0	1	3
Hairdressing	1	4	3	10
Introduction to Trades	14	56	17	59
Rural Technology	1	4	0	0
<b>Total</b>	<b>25</b>	<b>100</b>	<b>29**</b>	<b>100</b>

\*\* Including 8 returning students from 2010.

The purpose of this evaluation research is twofold. First, the evaluation aims to assess the effectiveness of the YG programme at Wintec in relation to improving education outcomes for and with Māori learners. Second, the evaluation identifies opportunities to strengthen and improve the YG programme delivery and responsiveness to Māori learners and their parents, families and whānau. The evaluation uses new tools developed by the Ministry of Education to measure progress towards the key outcomes of *Ka Hikitia – Managing for Success*. These tools are part of the Measurable Gains Framework (MGF) which includes a logic model and evaluative rubrics (Ministry of Education, 2010a). We chose the following MGF Rubrics as our evaluation tools:

- MGF Rubric 4.3: Māori learners and whānau are well informed and making good choices about education pathways and career options;
- MGF Rubric 3.1: Effective teaching for Māori learners; and
- MGF Rubric 3.6: Effective Māori learner support, information and advice.

### **Research questions:**

According to the three Rubrics, our research questions are:

- To what extent are Māori learners and their whānau well informed about career options and making good choices that keep education pathways and career options open?
- To what extent is there evidence of highly effective teaching practices for Māori learners?
- To what extent do Māori learners, family and whānau receive high quality support, information and advice?

### **Literature Review: Issues Related to Māori Learners in Tertiary Education**

This section provides a snapshot of Māori learners' academic achievements in secondary school and tertiary education. This section also integrates recent relevant literature to outline issues for Māori learners through the perspectives of the learner's cultural identity, teacher-student interaction, educator characteristics, group-oriented activities and the concept of whānau in education.

Since the Treaty of Waitangi was signed in 1840 until today, Māori form only approximately 10% of all university students in Aotearoa/New Zealand (Bennett & Flett, 2001). Recent Ministry of Education publications demonstrate a concern for the underachievement of Māori students. For example, Ministry of Education (2006) reported that in 2005 Māori students had the highest early leaving exemption rates amongst 15-year-olds, 2.8 times higher than their European/Pākehā counterparts. Māori students have the lowest retention rates for staying at school to ages 16 and 17. Māori students are 2.9 and 2.5 times more likely to be granted an early leaving exemption than European/Pākehā and Pasifika students respectively. Moreover, Māori students are three or more times more likely to be stood-down, suspended, excluded or expelled as their European/Pākehā counterparts and four times more likely to be "frequent truants". According to Norton, Sanderson, Booth and Stroombergen (2000), students who leave school early, many with little or no formal qualifications, are less likely to participate in further training and/ or employment and are more likely to have lower incomes or be dependent on income support. The positive effect of each additional year of schooling on incomes has been estimated to range from 5 to 10 percent.

Of Māori students who were granted early leaving exemptions in 2005, 73 percent attended youth training programmes, 21 percent went on to full-time employment, and the remaining 6 percent participated in polytechnic and university courses (Ministry of Education, 2006). Focusing on Māori students' transition from secondary school to tertiary education, Earle (2008) stated that, although the number of Māori students moving from secondary school to tertiary education is increasing, participation rates for young Māori learners (aged 18-19) in tertiary education have increased only marginally. Māori students have the lowest rate of progression from secondary school to tertiary degrees of any ethnic group. Consequently, Māori students, who choose to study at tertiary level, had on average lower school qualifications and lower NCEA results than non-Māori students (Earle, 2008).

Researchers have argued that Aotearoa/New Zealand's educational institutions and teachers need to move away from a deficit model to a positive consideration where teacher-student interaction, learning environment and teaching practice can be improved in order to develop the learning of all students (Bennett & Flett, 2001; Bevan-Brown, 2009; Bishop, Berryman, Cavanagh, & Teddy, 2007; Bishop, Berryman, & Richardson, 2001; Earle, 2008; McQueen & Clark, 2001). For instance, Earle (2008) explored issues for Māori students entering tertiary study. Earle summarised seven key themes to improve outcomes for Māori students. These themes are: 1) the institution and teachers engage effectively with students and understand their learning needs and aspirations; 2) families and whānau are welcome and encouraged in their support for their students; 3) support, orientation and advice are provided in a timely manner to students; 4) teachers work alongside students and are focused on the success of all students; 5) students have access to a range of learning supports, including space to organise their own learning groups in their own way; 6) Cultural diversity is welcomed and valued; and 7) discrimination and racism on campus are not tolerated.

To improve Māori learners' academic achievements, as suggested by McMurchy-Pilkington (2009), we firstly, need to understand Māori learners' cultural identity. According to McQueen and Clark (2001), Māori culture is based on kinship units which are comprised of whānau, hapū and iwi. Whānau is the "extended family group, the basic social group or unit, the fundamental social unit and the household unit" (McQueen & Clark, 2001, p. 18); hapū is "the extension of whānau, the main social, economic, and political unit" (Hopa, 1977, pp. 30-31); iwi is the tribe descended from a common named ancestor or ancestors, and is usually comprised of a number of hapū. According to Macfarlane and colleagues

(2008), the concept of whānau is important for Māori because it emphasises Māori understanding of human development and learning. Macfarlane and colleagues claimed that the concept of whānau explains how Māori people relate to each other, how Māori define meaning of “belonging”, within a context of collective cultural identity. The concept of whānau can articulate the aspirations of Māori students, teachers, whānau and community members, develop and integrate their capabilities together within both tertiary and private/iwi-based institutions (Ministry of Education, 2010b). The perspective of whānau is reflected in Māori group-oriented learning practices. When Māori young learners enter a Māori group-oriented learning environment, the Māori culture-specific pedagogical approach can empower teachers and students to gain trust, respect, commitment, and responsibilities to each other. This in turn can maximise opportunities for Māori students at all levels to learn within the Māori context of supportive interaction with teachers (Macfarlane, Glynn, Grace, Penetito, & Bateman, 2008).

Previous studies have suggested teacher-learner interaction is also important when students are from minority ethnic or marginalised groups ( Bishop, et al., 2001; Hawk, Cowley, Hill, & Sutherland, 2002). Hawk and colleagues (2002), for example, conducted three separate research projects focusing on teaching and learning processes involving Māori students in the Auckland region. The projects, respectively, give emphasis to primary, secondary and tertiary sectors. The authors argued that when teacher-student interaction is positive, students will have more motivation to learn, and will participate more actively in the learning. In contrast, if a teacher cannot establish positive interactions, students will resist learning from the teacher, and the learning becomes less effective. Hence, in order to improve young Māori learners’ achievements, teachers need to have positive attitudes towards their teaching and students. They should be approachable and provide creative and supportive learning environments for students (McMurphy-Pikington, 2009). Teachers who teach young Māori students need to understand Māori learners’ culture, learning and life experiences, and to be “positive, approachable, committed to students and encouraging collaborative and cooperative work” (McMurphy-Pikington, 2009, p. 5). A supportive and positive teacher-student interaction can help young Māori learners set realistic goals for their future study or employment, in order to balance challenges within the learning process (McMurphy-Pikington, 2009).

In summary, research supports the view that effective learning and teaching strategies for Māori learners should create a culturally responsive context for Māori learning, within which Māori learners are secure in their identity (McMurphy-Pikington, 2009). The process of establishing whānau

relationships (Bishop, 2005), the concept of whakawhānaungatanga, which is an integral aspect of pedagogical practices, provides a framework that encourages interaction and the establishment of positive teacher-student relationships.

### **The structure of the report**

The remainder of the report is comprised of:

- Methodology
- Survey results
- In-depth interview findings
- Recommendations

## Part 2: Methodology

### Overview

The section outlines the Kaupapa Māori methodology. It offers detailed description of engaging research participants and explanation of ethics and quality assurance processes. This section also discusses the procedure of data collection and analysis, and the limitations of the research.

### Kaupapa Māori

A Kaupapa Māori research approach was used to gather and evaluate information related to Māori student success within the YG programme at Wintec, and to assess the effectiveness and responsiveness of the various modes of delivery and student support mechanisms in place to address Māori students' needs and enable them to enjoy education success as Māori. Fundamentally, Kaupapa Māori is the philosophy and practice of being Māori, and generally refers to the provision of services that are culturally appropriate and relevant, by and for Māori (McMurchy-Pikington, 2009; Tahau-Hodges, 2010). According to Smith (2003), Kaupapa Māori is about bringing to the centre and privileging indigenous values, attitudes and practices into research. It assumes the taken-for-granted social, political, historical, intellectual, and cultural legitimacy of Māori people, in that it is an orientation in which Māori language, culture, knowledge and values are accepted in their own right. The essential theme underlying Kaupapa Māori is self-determination in respect of Māori asserting their right to achieve their aspirations for development and advancement which are anchored in Māori values, knowledge, and cultural practices (Ministry of Education, 2009; Tahau-Hodges, 2010). In the present research, Kaupapa Māori offers a means by which culturally sound evaluation can be conducted in a way that not only collects data effectively, but also adheres to Māori tikanga and tradition; challenges the norms of mainstream research methodologies; stands to benefit Māori learners; and allows Māori to interpret collected data in an appropriate way (Nikora, 2007; Smith, 2003). In other words, Kaupapa Māori is a discourse that has emerged and is legitimised from within the Māori learners and their whānau (Bishop, 2005). Within this methodology is a strong emphasis on whānaungatanga (formation of relationships) so that research is not conducted *on* Māori, rather research is conducted *with* Māori. This emphasis is reflected in our consultation process. We organised two hui for students and their whānau, and staff to communicate the purpose of the present research. The hui participants discussed and agreed on the project

methodology, project researchers and project protocols. The research team is comprised of a majority of Māori researchers who have been involved in a number of Kaupapa Māori research projects and a subcontracted researcher who is experienced in Kaupapa Māori research methodology. The composition of the research team guarantees the present research is culturally safe, relevant and appropriate while satisfying the rigour of research.

During the course of the research, ongoing weekly team meetings took place. This forum was where concerns and questions were raised, feedback was given, and the first seeds of the analysis and interpretation process were planted. The convergence and divergence of our viewpoints – five researchers from different ages, gender (two males and three females), ethnicity (four Māori and one Chinese), life experiences, and research expertise and background (Kaupapa Māori, culture, education and management) – produced the productive ground necessary for report. These meetings were particularly important when the research was led by a non-Māori researcher (Dr. Wendy Li). Such a practice reflects the tiaki or mentoring model (Smith, 2003) by which culturally appropriate research can be undertaken by non-indigenous researchers. Using the tiaki model, this evaluation research was guided and sponsored by authoritative Māori people (e.g., Hera White is the Director of Māori at Wintec).

### **The Questionnaires and the Interview Guides**

The purpose of the survey was to collect data for quantitative analysis of Māori learners and whānau to ascertain the extent to which they were well informed and making good choices about education pathways and career options and whether effective teaching for Māori learners, and effective Māori learner support, information and advice were provided. Three questionnaires were developed, including the student survey (see Appendix A), whānau survey (see Appendix B) and staff survey (see Appendix C).

The aim of the in-depth interview was to provide data for qualitative analysis of the YG experiences of the students, their whānau and staff members. Three interview guides were developed, including the student interview (see Appendix D), whānau interview (see Appendix E) and staff interview (see Appendix F).



For both the qualitative analysis and the in-depth interviews questions were drawn from the MGF Rubrics 4.3, 3.1 and 3.6 (as outlined on page 19).

## **Participants Recruitment**

The present research is committed to upholding high ethical standards. Before we recruited participants, ethical approval for the research was obtained from the Human Ethics in Research Committee at Wintec. The following strategies were employed to recruit our participants.

For the student and whānau participants, we approached the Knowledge Unit at Wintec to identify the Youth Guarantee Māori student enrolments for the Years of 2010 and 2011. The initial phone contact with the students was aimed at obtaining potential participants' agreement to participate in the research. In phone conversations, we informed the students that a consultation hui, a survey and a focus group of about one hour would be conducted at their convenience in April 2011. During the phone conversations, we also invited the students' whānau to participate in the research.

For the staff participants, we first identified all the staff who had been involved with YG since its inception in 2010. This included tutors, managers, and support staff. A total of 40 staff were identified, and were subsequently sent an email inviting them to participate in the consultation hui, survey and focus group interview of about one hour. This was followed up by a phone call to each staff member a week prior to the hui.

We assured all participants that any information that could identify them would not appear in any of our publications. For those who agreed to participate in the research, we sent them an Information Sheet (see Appendix G). The Information Sheet described the background of the research and the rights of the participants.

## Data Collection

The surveys began in the first week of April 2011 and were completed in the first week of May 2011. 90 questionnaires were distributed and 56 questionnaires were fully completed and returned representing a response rate of 62 percent in total. Specifically, 40 staff questionnaires were distributed; 20 questionnaires completed and returned, representing a response rate of 50 percent. Among the 20 staff respondents, 11 were teaching staff members, 7 were support staff members and 2 were programme managers. 20 whānau questionnaires were distributed; 15 questionnaires were fully completed, representing a response rate of 75 percent. 30 student questionnaires were distributed and 21 completed questionnaires were returned, representing a response rate of 70 percent.

Five focus-group interviews were conducted in April 2011, including two student focus groups (one for 2010 students and the other for 2011 students), one whānau group and two staff groups. A total of 12 students, four whānau members and 14 staff members participated in the focus group discussions. The focus group interviews lasted from 20 minutes to one hour. We also collected qualitative data using phone interviews with whānau members. Two whānau members participated in the phone interviews. All focus group and phone interview participants signed the Consent Form (see Appendix H) or gave oral consents. All focus-group interviews were digitally recorded and transcribed. After the focus-group discussions, several staff members provided us with further feedback and comments on the YG scheme. With the permission of the staff members, their opinions were also included in the report. The flexibility of our data collection reflects the spirit of Kaupapa Māori methodology which places great emphasis on doing research *with* instead of *on* people.

## Data Analysis

We used the PASW Statistics 18 (Predictive Analytics Software) to analyse the quantitative data. The descriptive statistics were used to provide statistical information such as frequency in presenting the variability of the data. For the qualitative data, we used the thematic analysis (Riessman, 2008). The analytic themes were coded under a number of thematic headings (e.g., teaching effectiveness; Māori learner support, information and advice; and whānau engagement) which were consistent with the effectiveness focus and Māori learner outcomes outlined in *The Measurable Gains Framework*:

*Monitoring the effectiveness and progress of Ka Hikitia – Managing for Success*(Ministry of Education, 2011a).

Despite the challenges facing Māori noted in the literature, it is important not to approach the topic of Māori learners in tertiary education from a purely deficit oriented perspective. Many Māori learners are actively engaged in and outside the classroom and are supported by their whānau and education providers. *Ka Hikitia – Managing for Success* strategy states that the education system needs to have less focus on remedying deficit, problems of dysfunction, targeting deficit, Māori as a minority, and more focus on realising potential, identifying opportunity, investing in people and local solutions, tailoring education to the learner, and indigeneity and distinctiveness (Ministry of Education, 2008).

### **Limitations of the Research**

This evaluation research offers valuable insights into Māori learners in the YG programme at Wintec. However, the research has its limitations due to the very tight timeframe required by the Ministry of Education. First, the quantitative survey was based on a small number of respondents, which limits the generalisability of research findings. Such a limitation is reflective in our statistical analysis. For example, in both student survey and whānau survey, zero respondents chose the answers of “disagree” or “strongly disagree”. Second, a limitation of this research is the lack of participation by students who withdrew from YG. These students were either non-contactable or unwilling to participate in the research project. To better understand the reasons for the students’ withdrawal, we worked with Wintec Student Contact Centre which had contacted students who withdrew from YG programmes. Contacting students who withdrew from YG is an important aspect of Wintec pastoral care processes. Reasons for withdrawing fell into four main categories:

- Personal reasons – shifting city/country;
- Alternative Study – returned to school or enrolled in a programme that attracted Loans and Allowances;
- Employment – student’s found a job or apprenticeship;
- Incompatible – a small number found that YG was unsuitable.

## Part 3: Survey Results

### Overview

This section analyses the results of the three surveys: staff survey, student survey and whānau survey. We focus on the following themes outlined in the MGF Rubrics 3.1, 3.6 and 4.3:

- Effective teaching for Māori learners
- Effective Māori learner support, information and advice
- Whānau engagement

Research has suggested that high quality teaching makes the biggest difference to student achievement across the sector (Ministry of Education, 2010a). Our evaluation on effective teaching incorporates the concept of ako- learning from each other where culture counts. This approach requires educators to know where students come from and building on what students bring with them. Our evaluation on effective Māori learner support, information and advice also incorporates the concept of ako - productive partnerships where Māori learners, family, whānau, educators and personnel work together to produce better outcomes. Our evaluation on Whānau engagement incorporates the key *Ka Hikitia – Managing for Success* outcome of Māori learners working with others to determine successful learning and education pathways (Ministry of Education, 2010a).

### Section 1: Teaching Effectiveness

#### Overview

This section presents the results of the staff survey which indicate the extent of teaching effectiveness for Māori learners.

In the MGF Rubric 3.1, highly effective teaching is evaluated by the following measurements: All educators are fully aware of the strengths, needs and agency with respect to teaching Māori learners; they generate contexts for learning that reflect and affirm identity, language and culture of every Māori

learner; value and seek out expertise and resources as needed, including Māori learner, whānau and/or iwi expertise and knowledge

- The vast majority of Māori learners are directly involved in and take responsibility for leading their own learning, at a level appropriate for their age
- The vast majority of Māori learners know educators care about their learning, have high expectations of them and help them to succeed
- All educators have been effective in achieving high levels of performance with Māori learners, have high expectations for Māori and clearly believe that every Māori learner can learn and enjoy education success *as Māori* with effective teaching
- All educators use pedagogies that are known to be highly effective for Māori learners
- All educators provide their Māori learners with opportunities to bring what they know to their learning and to express themselves as Māori through topics or contexts of learning which are culturally responsive

This section focuses on the results of the staff survey which evaluates teaching effectiveness. As shown in Table 5, 60 percent of respondents (including both teaching and support staff) strongly agreed or agreed that they were fully aware of the strengths, and needs of teaching Youth Guarantee Māori learners, with 20 percent stating neutral on the statement.

**Table 5. Awareness of Māori Learners' Strengths and Needs**

<b>Scale</b>	<b>N</b>	<b>%</b>
Strongly agree	5	25.0
Agree	7	35.0
Neutral	4	20.0
Disagree	4	20.0
Strongly disagree	0	0.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

Regarding awareness of creating cultural contexts for learning, as shown in Table 6, 60 percent of respondents strongly agreed or agreed that they were aware of creating contexts for learning that

reflect and affirm identity, language and culture of Māori learners. Fifteen percent of respondents indicated that they did not agree with this statement.

**Table 6. Awareness of Creating Cultural Contexts for Learning**

<b>Scale</b>	<b>N</b>	<b>%</b>
Strongly agree	6	30.0
Agree	6	30.0
Neutral	5	25.0
Disagree	3	15.0
Strongly disagree	0	0.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

Regarding valuing and seeking out cultural expertise, 75 percent of respondents strongly agreed or agreed that they valued and seek out expertise and resources as needed, including Māori learner, whānau and/or iwi expertise and knowledge. Table7 shows the details.

**Table 7. Valuing and Seeking out Cultural Expertise, Knowledge and Resources**

<b>Scale</b>	<b>N</b>	<b>%</b>
Strongly agree	3	15.0
Agree	12	60.0
Neutral	1	5.0
Disagree	4	20.0
Strongly disagree	0	0.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

Table 8 demonstrates that there was a very high positive respondent rate on the statement “I am comfortable to work with YG Māori learners”. Ninety-five percent of respondents felt that they were very comfortable or comfortable to work with YG Māori learners. Zero respondents felt uncomfortable to work with Māori learners.

**Table 8. Comfortable to Work with Māori Learners**

<b>Scale</b>	<b>N</b>	<b>%</b>
Strongly agree	14	70.0
Agree	5	25.0
Neutral	1	5.0
Disagree	0	0.0
Strongly disagree	0	0.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

Regarding the support from Wintec, Table 9 indicates that only 35 percent of respondents strongly agreed or agreed that they were supported by Wintec in understanding the needs of YG Māori students and the pedagogies that best support their learning. Forty-five percent of respondents felt that Wintec did not offer sufficient support to them.

**Table 9. Support from Wintec in Understanding Māori Pedagogies**

<b>Scale</b>	<b>N</b>	<b>%</b>
Strongly agree	3	15.0
Agree	4	20.0
Neutral	4	20.0
Disagree	8	40.0
Strongly disagree	1	5.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

As shown in Table 10, 25 percent of respondents agreed with the statement “the majority of YG Māori learners were directly involved in and take responsibility for leading their own learning, at a level appropriate for their age”, with 35 percent of respondents stating neutral on the statement. There was another 40 percent who disagreed or strongly disagreed with the statement.

**Table 10. Māori Learners Taking Responsibility for Learning**

<b>Scale</b>	<b>N</b>	<b>%</b>
Strongly agree	0	0.0
Agree	5	25.0
Neutral	7	35.0
Disagree	7	35.0
Strongly disagree	1	5.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

Regarding the statement “the majority of YG Māori learners know we care about their learning as educators and have high expectations to help them to succeed”, Table 11 shows the responses were very positive, 65 percent of surveyed staff members strongly agreed or agreed with it.

**Table 11. Caring about Māori Learners**

<b>Scale</b>	<b>N</b>	<b>%</b>
Strongly agree	5	25.0
Agree	8	40.0
Neutral	5	25.0
Disagree	2	10.0
Strongly disagree	0	0.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

Regarding self-reflection for teaching Māori learners, half of the respondents were confident on their performance, strongly agreeing or agreeing that they have been effective in achieving high levels of performance with Māori learners. Another 45 percent of respondents stated neutral on this statement. Table 12 shows details. The percentage for neutral suggests that more interaction between staff and students to ensure both parties understand what is required in achieving high levels of performance with Māori learners.



**Table 12. Effective in Achieving High Levels of Performance with Māori Learners**

<b>Scale</b>	<b>N</b>	<b>%</b>
Strongly agree	3	15.0
Agree	7	35.0
Neutral	9	45.0
Disagree	0	0.0
Strongly disagree	1	5.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

Results of the staff questionnaires also indicated that staff members had high expectations for Māori learners. As shown in Table 13, all respondents (100%) believed that every Māori learner could learn and enjoy education success *as Māori*.

**Table 13. High Expectations for Māori Learners and with Effective Teaching**

<b>Scale</b>	<b>N</b>	<b>%</b>
Strongly agree	13	65.0
Agree	7	35.0
Neutral	0	0.0
Disagree	0	0.0
Strongly disagree	0	0.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

Regarding using culture-specific pedagogies, as shown in Table 14, 35 percent of respondents strongly agreed or agreed that they used current pedagogies that are highly effective for Māori learners. 45 percent of respondents indicated neutral on this item. Several tutors expressed their concerns about their answers to this question. A tutor sent us an email after the survey was conducted, stating that as a tutor they pursued pedagogies more according to their students' age (e.g., young YG students) and social background rather than their ethnicities. This may explain why there were a high number of respondents who remained neutral (45%) and disagreed (20%).

**Table 14. Using Culture-Specific Pedagogies to Highly Effective Teaching Māori Learners**

<b>Scale</b>	<b>N</b>	<b>%</b>
Strongly agree	4	20.0
Agree	3	15.0
Neutral	9	45.0
Disagree	4	20.0
Strongly disagree	0	0.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

Finally, regarding Māori learners' cultural identities, 65 percent of respondents strongly agreed or agreed that they provided their Māori learners with opportunities to bring what they know to their learning and to express themselves as Māori through topics which are culturally responsive (see Table 15).

**Table 15. Providing Teaching Responsive to Māori Learners' Cultural Identity**

<b>Scale</b>	<b>N</b>	<b>%</b>
Strongly agree	6	30.0
Agree	7	35.0
Neutral	6	30.0
Disagree	1	5.0
Strongly disagree	0	0.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

## **Section 2: Māori Learner Support, Information and Advice**

### Overview

This section presents the results of the student survey. The results show that Māori student respondents strongly and positively support the YG programme at Wintec.

Regarding the demographic information of the student respondents, our analysis shows that:

- Females comprised 19.0 percent of the sample and males 81.0 percent.
- Of the Respondents, 52.4 % attended high schools within Hamilton and 47.6 percent attended high schools outside of Hamilton.
- 61.9 percent of respondents enrolled in the Introduction to trades programme. Hairdressing and Automotive were 14.3 percent each, Building and Engineering comprised 4.8 percent each.
- 52.4 percent of respondents said they know of the YG programme from school careers advisors. 28.6 percent through family, 14.3 percent of respondents via friends, and 4.8 percent of respondents indicated the internet as their information source.

The vast majority of surveyed students (81%) positively and strongly agreed or agreed that tutors and support staff at Wintec were highly skilled at working with them and their whānau. Table 16 shows the results that are consistent with teaching staff’s responses in Section 1, that staff teaching on the YG programme are capable of teaching young Māori learners at Wintec.

**Table 16. Staff Members' Ability**

<b>Scale</b>	<b>N</b>	<b>%</b>
Strongly agree	9	42.9
Agree	8	38.1
Neutral	4	19.0
Disagree	0	0.0
Strongly disagree	0	0.0
<b>Total</b>	<b>21</b>	<b>100.0</b>

As shown in Table 17, 85.8 percent of student respondents recognised that Wintec provided high quality support, information and advice that was appropriate to the needs and aspirations of YG Māori learners and their family and whānau.

**Table 17. Support from Wintec**

<b>Scale</b>	<b>N</b>	<b>%</b>
Strongly agree	9	42.9
Agree	9	42.9
Neutral	3	14.3
Disagree	0	0.0
Strongly disagree	0	0.0
<b>Total</b>	<b>21</b>	<b>100.0</b>

Regarding staff members' ability to convey relevant information, support and advice, Table 18 shows that 90.5% respondents agreed that their teachers were able to convey relevant information, support and advice that were responsive to their needs, parents and whānau.

**Table 18. Staff Members' Ability for Conveying Relevant Information, Support and Advice**

<b>Scale</b>	<b>N</b>	<b>%</b>
Strongly agree	5	23.8
Agree	14	66.7
Neutral	2	9.5
Disagree	0	0.0
Strongly disagree	0	0.0
<b>Total</b>	<b>21</b>	<b>100.0</b>

With respect to the accessibility of Wintec support services such as library, IT, and Te Kete Kōnae, as shown in Table 19, 47.6 percent of respondents strongly agreed or agreed that the services were accessible. 52.4 percent of the sample stated neutral, which indicates that half of the respondents may not have used those services or may not have been aware of that those services are available for them.

**Table 19. Accessibility of Wintec Support Services**

<b>Scale</b>	<b>N</b>	<b>%</b>
Strongly agree	7	33.3

Agree	3	14.3
Neutral	11	52.4
Disagree	0	0.0
Strongly disagree	0	0.0
<b>Total</b>	<b>21</b>	<b>100.0</b>

Table 20 indicates that 61.9 percent of respondents strongly agreed or agreed that Wintec staff were supportive and the students' families and whānau were able to express the needs of, or desires for their children.

**Table 20. Support to Whānau**

<b>Scale</b>	<b>N</b>	<b>%</b>
Strongly agree	6	28.6
Agree	7	33.3
Neutral	8	38.1
Disagree	0	0.0
Strongly disagree	0	0.0
<b>Total</b>	<b>21</b>	<b>100.0</b>

As shown in Table 21, 71.4 percent of respondents strongly agreed or agreed that their families and whānau were well informed about support, educational opportunities and options.

**Table 21. Well Informed Options for Whānau**

<b>Scale</b>	<b>N</b>	<b>%</b>
Strongly agree	12	57.1
Agree	3	14.3
Neutral	6	28.6
Disagree	0	0.0
Strongly disagree	0	0.0
<b>Total</b>	<b>21</b>	<b>100.0</b>

Regarding making decisions about educational opportunities, options and career pathways, as shown in Table 22, as high as 95.2 percent of student respondents said they (strongly) felt that they were confident about making decisions about educational opportunities, options, and career pathways; and they were confident about taking action to meet their needs and aspirations.

**Table 22. Confidence about Decision Making**

<b>Scale</b>	<b>N</b>	<b>%</b>
Strongly agree	16	76.2
Agree	4	19.0
Neutral	1	4.8
Disagree	0	0.0
Strongly disagree	0	0.0
<b>Total</b>	<b>21</b>	<b>100.0</b>

As shown in Table 23, 81 percent of respondents believed that they were skilled at accessing and making good use of information, advice and support.

**Table 23. Being Skilled at Accessing Information, Advice and Support**

<b>Scale</b>	<b>N</b>	<b>%</b>
Strongly agree	9	42.9
Agree	8	38.1
Neutral	2	9.5
Disagree	2	9.5
Strongly disagree	0	0.0
<b>Total</b>	<b>21</b>	<b>100.0</b>

Table 24 shows that 85.7 percent of student respondents positively agreed or agreed that they received the information, advice and support according to their specific needs and circumstances from Wintec.

**Table 24. Students Receiving Information and Support according to their Needs**

<b>Scale</b>	<b>N</b>	<b>%</b>
Strongly agree	5	23.8
Agree	13	61.9
Neutral	3	14.3
Disagree	0	0.0
Strongly disagree	0	0.0
<b>Total</b>	<b>21</b>	<b>100.0</b>

As illustrated in Table 25, 92.8 percent of student respondents felt that they were listened to and that their views, aspirations, social and cultural contexts are respected.

**Table 25. Students' Views and Aspirations Being Respected**

<b>Scale</b>	<b>N</b>	<b>%</b>
Strongly agree	8	38.1
Agree	12	57.1
Neutral	1	4.8
Disagree	0	0.0
Strongly disagree	0	0.0
<b>Total</b>	<b>21</b>	<b>100.0</b>

Regarding making informed choices, Table 26 demonstrates that as high as 95.2 percent of student respondents reported that they had been making informed choices about 2010/2011 YG programmes that kept open a wide range of options for their future education and career pathways.

**Table 26. Students Making Informed Choices of Options for Future Education and Career Pathways**

<b>Scale</b>	<b>N</b>	<b>%</b>
Strongly agree	7	33.3
Agree	13	61.9
Neutral	1	4.8
Disagree	0	0.0
Strongly disagree	0	0.0
<b>Total</b>	<b>21</b>	<b>100.0</b>

In regards to their future employment, as shown in Table 27, 85.7 percent of student respondents strongly agreed or agreed that they chose the YG programme and career paths that led to employment. Table 35 shows details.



**Table 27. Youth Guarantee Leading to Students' Future Employment**

<b>Scale</b>	<b>N</b>	<b>%</b>
Strongly agree	14	66.7
Agree	4	19.0
Neutral	3	14.3
Disagree	0	0.0
Strongly disagree	0	0.0
<b>Total</b>	<b>21</b>	<b>100.0</b>

### Section 3: Whānau Engagement

#### Overview

This section presents the results of the whānau survey. Consistent with the results of the student survey, the results of the whānau survey suggest that whānau highly appreciated the YG programme at Wintec.

As shown in Table 28, 93.3 percent of respondents strongly agreed or agreed that they had been well informed about and open to a wide range of career options that suits the interests, strength and aspirations of their children.

**Table 28. Whānau Being Well Informed about their Children's Career Options**

<b>Scale</b>	<b>N</b>	<b>%</b>
Strongly agree	11	73.3
Agree	3	20.0
Neutral	1	6.7
Disagree	0	0.0
Strongly disagree	0	0.0
<b>Total</b>	<b>15</b>	<b>100.0</b>

Table 29 illustrates that 80 percent of respondents strongly agreed or agreed that their children had the skills to manage and use the information available to enable them to make quality decision about future education options.

**Table 29. Children Being Skilled at Using Information**

<b>Scale</b>	<b>N</b>	<b>%</b>
Strongly agree	7	46.7
Agree	5	33.3
Neutral	3	20.0
Disagree	0	0.0
Strongly disagree	0	0.0
<b>Total</b>	<b>15</b>	<b>100.0</b>

Table 30 shows that all whānau respondents (100%) recognised their children were making informed choices about the YG programme, which opened a wide range of options for their future education and career pathways. This result is consistent with the result of our student survey (see Table 22) where 95.2 percent of respondents reported that they had been making informed choices about 2010/2011 YG programmes that kept open a wide range of options for their future education and career pathways.

**Table 30. Children Making Informed Choices of Options for Future Education and Career Pathways**

<b>Scale</b>	<b>N</b>	<b>%</b>
Strongly agree	8	53.3
Agree	7	46.7
Neutral	0	0.0
Disagree	0	0.0
Strongly disagree	0	0.0
<b>Total</b>	<b>15</b>	<b>100.0</b>

Regarding their children’s future employment, as illustrated in Table 31, 93.3 percent of respondents strongly agreed the YG programme leads to employment. This result is consistent with the results of the student survey (see Table 27) - 85.7 percent of student respondents chose the YG programme and career paths that led to employment. The consistency indicates both students and their whānau are

confident that the YG programme at Wintec provides a wide range of choices to Māori learners' future employment.

**Table 31. Youth Guarantee Leading to Children's Future Employment**

<b>Scale</b>	<b>N</b>	<b>%</b>
Strongly agree	9	60.0
Agree	5	33.3
Neutral	1	6.7
Disagree	0	0.0
Strongly disagree	0	0.0
<b>Total</b>	<b>15</b>	<b>100.0</b>

Results of the whānau survey show, in Table 32, that all respondents (100%) were very confident about making decisions about educational opportunities, options, and career pathways, and taking action to meet their children's needs and aspirations. This result is consistent with student respondents' result (See Table 22) – 95.2 percent of student respondents were confident about making decisions about educational opportunities, options, and career pathways, and taking action to meet their children's needs and aspirations.

**Table 32. Confidence about Decision Making**

<b>Scale</b>	<b>N</b>	<b>%</b>
Strongly agree	13	86.7
Agree	2	13.3
Neutral	0	0.0
Disagree	0	0.0
Strongly disagree	0	0.0
<b>Total</b>	<b>15</b>	<b>100.0</b>

With regards to the results of the statement “I am skilled at accessing and making good use of information, advice and support”, 93.3 percent of whānau respondents considered that they were skilled at accessing and making good use of information, advice and support for their children (see Table 33).

**Table 33. Being Skilled at Accessing Information**

<b>Scale</b>	<b>N</b>	<b>%</b>
Strongly agree	11	73.3
Agree	4	20.0
Neutral	1	6.7
Disagree	0	0.0
Strongly disagree	0	0.0
<b>Total</b>	<b>15</b>	<b>100.0</b>

Table 34 shows that 93.4 percent of whānau respondents strongly agreed or agreed that they received the information, advice and support according to their children’s needs and circumstances from Wintec. This result is consistent with the students’ responses (see Table 24)—85.7 percent of student respondents strongly agreed or agreed with it.

**Table 34. Whānau Receiving Information and Support According to their Children’s Needs**

<b>Scale</b>	<b>N</b>	<b>%</b>
Strongly agree	10	66.7
Agree	4	26.7
Neutral	1	6.7
Disagree	0	0.0
Strongly disagree	0	0.0
<b>Total</b>	<b>15</b>	<b>100.0</b>

Finally, as illustrated in Table 35, all whānau respondents (100%) believed their children had chosen a programme of study and career path of high importance to Aotearoa and Māori economies.

**Table 35. Choosing a Programme of High Importance to Aotearoa and Māori Economies**

Scale	N	%
Strongly agree	13	86.7
Agree	2	13.3
Neutral	0	0.0
Disagree	0	0.0
Strongly disagree	0	0.0
<b>Total</b>	<b>15</b>	<b>100.0</b>

### Summary points

To summarise, our analysis has demonstrated that by and large the results of the three surveys are consistent:

- All three groups of respondents agree that YG Māori learners have received information, advice and support according to their specific needs and circumstances.
- Both student and whānau respondents agree that YG Māori learners are confident about educational opportunities, options, career pathways, and taking action to meet their needs and aspirations.
- Both whānau and student respondents agree that they are confident about being skilled at accessing and making good use of information, advice and support.
- Both whānau and student groups agree that Wintec has provided support, information and advice to them.
- Both staff and student respondents agree that Māori learners' views, aspirations, social and cultural contexts are respected.
- It is noticeable that staff members' ratings regarding teaching effectiveness are not as high as students' ratings. This suggests that it would have been more balanced to have had learners also give an opinion for some of the questions related to teaching effectiveness.

## Part 4: Findings of the In-depth Interview

### Overview

This section presents the research findings of the in-depth interviews with 12 students. The issues covered in the section are:

- Access to and reasons for enrolment on YG
- Teaching effectiveness
- Service provision for Māori learners
- Māori learner progress and achievement
- Whānau engagement
- Issues related to YG

Across the next four sections, findings support the view that the YG programme supports young Māori students to pursue their career aspirations. The decision to embark on tertiary education at the age of 16 or 17 years emerges from the realisation by the young Māori students and their whānau that they can work towards a more promising future for themselves and their whānau through the YG programme. The six sections work together to demonstrate that tertiary study can function as a platform for building a more positive sense of Māori self. When the young Māori students perform well in their tertiary studies they recognise that they can make positive contributions to their whānau, community and society at large. As we will show, the findings of our in-depth interviews are consistent with the results of our surveys.

### Section 1: Access to and Reasons for Enrolment on Youth Guarantee

#### Overview

This section reveals that the students accessed the YG programme through Wintec's promotion, Wintec's YG website, secondary school career advisors, friends and/or relatives. The students enrolled on the YG programme mainly because of the financial incentive (fee-free) and choices of different study pathways offered.

Regarding the way in which the students knew of the YG programme, the students reported that they heard of the YG programme from Wintec's promotion, Wintec's website, secondary school career advisors, friends and/or relatives.

The Star Taster Course is a collaborative introduction programme run by Wintec and high schools. Although the Star Taster Course is not specifically designed to promote the YG programmes, our participants acknowledged that the Star Taster Course did influence their subject choices and career aspirations in their tertiary studies. One student claimed:

*In our high school they do this start course thing and Wintec was a part of it. So what they do is the careers office they um you can sign up for different start course taster for like different profession and career choices so you get an idea of what you want to do and you get a taste the um course. I was interested in hairdressing so when I hear there was a hairdressing one I signed up for that one. And we came in to Wintec and did shampoo and stuff and treatment and stuff. Um they, Wintec tutor, came in from hairdressing course and explained what the course was about if we decided to go through it. And when I did that I was like oh my gosh I'm in hairdresser now like I kinda just set my mind up for it. That course taster was really good. ... It was like the intro into it like it lets you ask questions also to the tutors even though we're still in high school. It lets us know like questions about it we couldn't find on the internet. We could like just get answers straight up from them, if we had any question or concerns or anything.*

This account implies that we can combine the YG promotion with the Star Taster Course in high schools. For example, the YG promoting officers can collaborate with the tutors of Star Taster Course, and introduce the YG programme and distribute pamphlets of the YG programme to the students after the tutors' demonstrations. This will provide a face-to-face opportunity to high school students who are interested in the YG programme to ask questions. The students can take the pamphlets home to discuss the YG programme with their parents. Such a practice not only promotes the YG programmes per se, but also better informs the students and their whānau about the career options that are available to them.

Other than learning about the YG programme through Wintec promotion, some whānau members heard about the YG programme from their friends. The mother of a 2010 student told us:

*We didn't really know a lot about it, we actually heard it from one of my husband's friends; I think, his daughter was doing it. That's how we first heard about it and obviously we looked on the websites.*

Wintec's YG website also provides detailed information about how to access and enrol on the YG programme, as asserted by a 2010 student:

*We went on to the internet and looked it up, and applied for it online and read all the information and stuff. The information was useful and quite clear. It said that like we had to apply online and then I think I either got a letter or email said that I had to go in and [had an] interview with um some of the tutors.*

This student's assertion was supported by her whānau members (mother and sister):

*We just went to the website read all the information and see if she fitted the criteria and just went from there.*

When asked what attracted them to the YG programme, the motivations the students outlined was mainly the financial incentive. A 2010 student stated:

*[The Youth Guarantee programme was] helping me do stuff. Like the fees were like five grand and I didn't want my first year of [poly]tech and like I want to do it and I didn't want to have by the end have a 15 to 20 thousand dollar loan out. And [I was] finding out that I got, could like get my first year paid for my course related cost, [which] made me want to do hair dressing just a little bit more.*

Some students also mentioned that YG offered them different choices. A 2011 student said:

*I can choose from all the option[s]. There're different types of options [that YG offers].*

A number of 2011 students told us that they wanted to be a plumber, builder, engineer or welder. This indicates that YG assists our students to make informed choices about the education pathways and career options.



## Section 2: Teaching Effectiveness

### Overview

To improve teaching effectiveness, our participants identified that teacher-student interaction, practice-based learning, dividing a big teaching project into smaller projects, tutors being encouraging, caring and supportive, first six-month experience, group-oriented activities, and student mentoring are important aspects of their learning experience.

As reviewed in Part 1, various studies have highlighted the importance of teacher-student interaction in teaching effectiveness. This is particularly important when students are members of minority ethnic or marginalised groups (Bishop, et al., 2001; McMurchy-Pikington, 2009). Our participants' accounts lend support to this point of view. For our participants, the teacher-student interaction starts from the interview that the student sits in before they enrol on the YG programme. The student participants appreciated the interviewers' encouraging and supportive manners during the interview. A student told us:

*They're like really nice and they were like the head of the programme and tutors. I was gonna be around anyway. [The interview was] like pretty much everyday conversations, so like it wasn't scary. I guess they weren't like intimidating.*

For this young Māori student, establishing a positive relationship with her tutors prior to formal courses taking place is essential because the encouraging and supportive relationship promotes interaction between the student and the tutors. This is supported by Hawk and colleagues (2002) who posit that such a prior relationship better facilitates successful learning outcomes.

The participants of the staff focus group support the student's view that emphasises the importance of teacher-student interaction. More specifically, a tutor reported that she used face-to-face interaction as a strategy to engage with Māori learners:

*I use face to face direct interaction, like [I am] actually being there. I tend to have better responses from students when I see students than they email me, and quite often, I don't know, with them young fellas um tend to like talking to me.*

Our student participants also emphasised the importance of practical learning:

*I like um the way that they do things physically because it's a lot easier to remember things when you're actually doing it and remembering it. Like that a lot of us and student found it way easier than just sitting in a theory class and reading from the board. You kinda like whoa those are big words, I don't really understand it. Once you brought in like models or stuff and you get to touch it or point to it or even draw it out and stuff. It helps us remember it a lot more.*

The above excerpt suggests that practical learning is one of the key elements to improve teaching effectiveness. In the practical learning, practice is a focus for teaching and learning (Cross et al., 2006). This type of learning provides the effective means for students to acquire specific skills required by the courses they enrol in. Through the practical learning and teacher-student interaction, the teaching activities become interactions between the teachers and the students, through which the students can establish their identity as an active and a positive Māori learner. This is reflective in one of the students' account:

*There were like a couple Māori students in there and we were all like kinda a lot better because she (the tutor) was adapting to our learning style. We told her we learn better when we do it at the same time. She's teaching it and she adopted that into her lesson plans and a lot of us started passing tests a lot easier and getting high grades and not having to resit [the exams] so often.*

Another 2011 student reported that practical learning was effective for him:

*Having your own sort of freedom really, instead of sitting in school, [which] makes you want to listen more.*

When discussing how to improve teaching effectiveness with YG Māori students, a carpentry tutor described that he divided a big project into smaller projects:

*One thing I found that works for most of the students is that I changed my tactics with this group of students, and I'm doing smaller projects in the workshop while teaching carpentry. That's fairly cartridge handle skills. So rather than the first group (the 2010 group) we had that had one project for three weeks, this time (in 2011) I'm doing five [smaller projects]. So if they miss a couple of days they don't get behind, at the end of the three weeks they only have to hand in three projects to get a mark, they're given the opportunity of making five at home and they have to hand three of those in. When they have time off they don't get behind.*

Such teaching tactics not only help the students to obtain better marks, but also assist the students to maintain their motivation and rekindle their interests. Staying interested in a project over a long period of time is a challenge for young students. However, when they have a number of tiny projects they have the chance to work on something new more often. Research has revealed that people do their best work when they are excited about starting something new (Yelle, 1979).

In Part 1, we have argued that quality teachers are those who have positive attitudes, are approachable, and create positive and supportive learning environments. The characteristics are evident in our participants' narratives. A cookery tutor claimed:

*The one thing that I noticed teaching the Māori was where you're not the sir, you're just a person. And if you show warmth to them and you show care to them, you're just there to guide them and assist them along where they want to go, then they will respond, they will feel at home with you in the classroom and they will have the opportunity to their best and it's giving them the confidence of being able to make a mistake and say "hey, don't worry about the mistake, you know? But let's see what went wrong and how we can fix it."*

She further elaborated:

*I think too often in education there is this like "I'm sort of this sitting up at the front and you guys have gotta perform and hurry up about it" sort of thing, you know. Or where they think the bar is here and they just... before the assessment they lose it up.*

Our staff participants reported that the first six months have a major impact on later study achievements and participation. A trade tutor told us:

*A lot of them have already got 16 or 17 years of learnt behaviour behind them. We are finding now that the first six months of our courses is a very good settling period. If we can take them a bit in the first six months and get them to settle and change their behaviours and outlooks on life, ... um, get them to settle in the first six months, that's very good and it goes well for the second six months when they achieve.*

The first year of tertiary education has been the subject of research into transition from secondary school to tertiary education. McInnis (2001) argues that the first year has also been identified as the year in which the greatest amount of academic failure and attrition from study occurs. As pointed out by the tutor, the first year is a significant transition period, one that may affect the development of attitudes towards continuing learning at tertiary education and the establishment of values, attitudes, and approaches to learning that will endure throughout their tertiary experience (Hillman, 2005).

Consistent with previous literature that group activities and group setting are widely favoured among Māori learners, our staff participants reported that group work created a sense of whānau among the YG students. A level-two tutor said:

*We've altered the delivery in some of our level two courses so that a lot of our work is group work because a lot of our, the majority of our student[s] tend to learn, they prefer to be in groups. They prefer to be doing discussions. They don't like being singled out. So we are trying to work within their comfort levels and we're trying to do that as much as possible.*

A literacy tutor stated in his email which was sent to the research team after the staff focus group meeting:

*Susan and Helen (both names are pseudonyms) often use games and real-life scenarios in [a] group context, capturing many of the holistic principles of Māori pedagogy, exposing all students to different modes of learning. They have advocated for a designated space [which they have been given], and they've introduced kai. They work on creating a sense of belonging and connectedness within the group. They have had team-building excursions. Susan has often remarked that YG students are much more than their LN (learning) needs. Her customised workbooks for the group and her instructional designs should be applauded.*

As stated in Part I, the group-oriented learning practice reflects the Māori concept of whānau. The above narrative indicates that the pedagogical setting in the YG programme differs from that in a Western educational context. According to McMurchy-Pikington (2009), the concept of whānau is embedded in kōhanga reo and kura kaupapa Māori contexts as the young Māori learners – in the group setting - learn about whānau responsibilities of caring and sharing, and looking after each other.

Both our student and staff participants placed emphasis on mentoring. Here the concept of mentoring refers to the formation of a relationship between a more experienced student and a less experienced person for the purpose of transferring knowledge and skills (Gill, 2005). A tutor said:

*We've got a young guy Jason (a pseudonym). There are about 64 youngsters there and I would say that by far Jason is the group leader of everything and a mentor of other young kids. Positive, extremely positive, without a shroud of a doubt. ... when a young student passed away at the motor accident, Jason was the one that got all of the guys together to go to the funeral and do a haka and all the positive things for the passing student. So again, a good Māori boy, a good mentor. He has a senior status in the class, but positive, very very strongly.*

Compared to the informal mentoring in the above story, a 2010 student told us about her experience as a formal mentor:

*A couple of us signed up to [be] student mentors and we found out where all the stuff was on campus and we try to do as much as we can for our student mentor class, like we let them know we're just down stairs, and we come up all the time into their class and like make sure that they're ok and they had no questions.*

The two accounts provide examples of informal and formal mentoring. The informal mentoring relationships tend to develop spontaneously between students who already know each other, and are likely to have an emotional connection that includes trust and respect for each other's qualities (Tahau-Hodges, 2010). Jason, as a group leader as well as an informal mentor, positively influences his fellow Māori students' self-development. As indicated in the student's account, the formal mentoring involves the deliberate development of purposeful mentoring relationships, through the formal mentoring programme (Tahau-Hodges, 2010). The practice of informal or formal mentoring reflects the Māori worldview that education is valued as a communal good, not just a personal one (Greenwood & Te Aika, 2008).

It is noticeable that our survey results show that almost all staff agreed (25%) or strongly agreed (70%) that they were comfortable working with Māori learners (see Table 7) and they had high expectations for them (see Table 12). However, they did not rate themselves as highly for other elements with respect to their Māori learners. For example, 20 percent staff members disagreed that they were fully aware of the strengths, and needs of teaching Youth Guarantee Māori learners (see Table 5); 15 percent

disagreed that they were aware of creating contexts for learning that reflect and affirm identity, language and culture of Māori learners (see Table 6); and 45 percent and 20 percent respondents remained neutral and disagreed respectively regarding the statement 'I use pedagogies that are known to be highly effective for Māori learners' (see Table 14). These issues were raised during the focus group discussions. As mentioned in Part 3, a tutor sent us an email stating that as a tutor they pursued pedagogies more according to their students' age and social background rather than their ethnicities. Many staff members who participated in the discussions also offered evidence to support this opinion. The following excerpt is an example:

*Honestly, how we treat our Māori learners is how we treat our other youth guarantee anyways, the principle of the Māori is all inclusive, it happens all ways like that for all of our cultures not just the Māori learners, we take onto account special needs and we apply those with our other youth guarantee students, because they've all come from a social, a similar social background rather than a cultural background.*

Another staff member supported this point:

*Yes, we are teaching 16, 17 year olds, straight out of school, very weak behind the ears, alot of them very immature, life experience is very limited. That's what I paid more attention to in my teaching.*

Although the staff members emphasised that they did not treat Māori students differently from other YG students and did not rate themselves as highly for other elements with respect to their Māori learners as shown in Table 5, 6, and 14, it does not necessarily suggest that they are not aware of the cultural contexts of Māori learners.

### **Section 3: Service Provision for Māori Learners**

#### **Overview**

This section reports the participants' views on services provision for Māori learners. By and large, students and their whānau are satisfied with support services provided by Wintec to Māori learners. Staff members also offer accounts in relation to services provision for Māori learners.

By and large, students and their whānau were satisfied with support services at Wintec. For example, a student asserted:

*The tech people were always there when we wanted to use computers and we had trouble with our logons they were there. And um our ipod guy, he was really good because when you needed him and give him a txt and he'll be like "oh yea I'll come tomorrow". So it was good.*

Another student added:

*When we had to go and do our student IDs or our course fees or whatever the staff were really helpful. They give you more than what you ask for. That was good and you really never had to wait long because they go really fast. They go as fast as they can which is really good.*

A whānau member also acknowledged her positive experience with Wintec:

*It's been really easy with Wintec. We haven't had any problems with Wintec. It was nice that they, our children, know what they want to do and can do it. And the criteria for the youth guarantee makes it achievable for them that just give them that little bit of leg up. So, we had very positive experiences. I can't think of anything negative and any other process we went through.*

Many of our staff participants considered that Wintec had offered great support to YG students and their whānau. For instance, a staff member reported that tea and milk were provided to the students:

*We've provided tea and milk in the morning which is good for the young students, um, a really good settling for them.*

The importance of providing food to the students should be understood and not be restricted in a monetary sense. The sharing of food can be understood in a broader sense because celebration of togetherness through communal meals is an important part of Māori culture. It reflects the Māori concept of *manaakitanga* (caring and hospitality) (King, Nikora, Li, Young-Hauser, & Rua, under review) where care and support is valued, expected and encouraged through meaningful experiences. It is through the provision and sharing of food that barriers are removed, and connection to and responsibility for others are highlighted. The spiritual link created by sharing food forges bonds of well-being, camaraderie and trust (Fraser, 2004). In other words, the sharing of food assists the students to construct their identity as a supportive, responsible and caring Māori person.

Our staff participants also discussed their desire to create an inclusive environment and to be approachable and available to their students. A support staff member said:

*One of our campuses our office administrator is learning like the name of everybody. It seems to be if we can make those connections, they (the students) can feel like they belong to the part of the place.*

What the support staff members do is about relationships and about the ability to establish a rapport with the students. As argued by Greenwood and Te Aika (2008), such a relationship is about establishing a relationship with the students and showing them that the staff members are willing to know the person, know their whakapapa and connect with their whānau.

Research has revealed that induction/orientation is of importance in Māori students' transition from high school to tertiary education because it demonstrates commitment of the programme to Māori values, provides connection with iwi and affirms the importance of personal relationship (Greenwood & Te Aika, 2008). A number of staff members talked about induction at Wintec. A support staff said:

*There's also like in the first couple of weeks they (the students) are bombarded with all this information but actually keeping it, we keep giving them that information and referring to parts they heard in the first week so even in week 6, 7, 8, 9 we're still talking about services in Wintec or this happens at Wintec that happens at Wintec its um keep bringing them back to what they found in week one. It's too much in week one.*

Another tutor supported this opinion:

*I don't think the induction thing was done in one day, day one of the program starting. I think you get to sort of look at a model where it's done over a week or two. [Over one or two weeks,] the learners can develop a learning community but also the parents develop a new community of people that, you know, my son's first off the block, you know similar situations that might help support the learners as well as support the family.*

A whānau member appreciated and valued her experience of her daughter's graduation:

*It was so nice to go to [the graduation]. I think it had a limit of how many of your family could go. It was nice that the whole family could go and just support her (the daughter) and that was a*



*really nice experience and you get emotional. You know there are six in our family. That is a big number so for them (the graduation officers) to accommodate us. It was really nice that they could do that for us.*

Graduation, as suggested by Greenwood and Te Aika (2008), plays a significant part in the success of the programmes in tertiary settings. The whānau member's narrative shows that graduation is a big event for the extended family. It serves not only to celebrate graduate's success, but also the success of the whānau.

During our staff focus group interviews, the participants acknowledged support from Te Kete Kōnae – Māori and Pasifika Support Centre (TKK). A tutor stated:

*TKK is probably been the biggest support with anytime, anywhere, any place, no matter what it is, there's never been a boundary around what we can call for or find help for.*

It is pertinent to point out that our student participants hardly mentioned Te Kete Kōnae, which may indicate that most of the YG students have a lack of knowledge of it. Te Kete Kōnae supports Māori and Pasifika students, their whānau and staff at Wintec by creating a warm and welcoming space which is a learning hub for students of Māori and/or Pacific descent (Waikato Institute of Technology, 2011a). Te Kete Kōnae is a community where Māori/Pacific students are nurtured through cultural support, involvements, and networking, which strengthens the students' cultural identities and promotes their wellbeing. Hemara (2000) has suggested that there is a close relationship between the curricula and the Taha Tinana (physical wellbeing - health), Taha Hinengaro (mental & emotional wellbeing - self confidence), Taha Whānau (social wellbeing - self esteem) and Taha Wairua (spiritual wellbeing - personal beliefs) of the learner. In this sense, the YG students' involvements with Te Kete Kōnae where their hauora (sense of wellbeing) is strengthened help in developing their social interdependence and fostering their learning. More work to promote Te Kete Kōnae is still to be done. A tutor suggested:

*We've got TKK, why don't we, this is just a thought, you know, give those Māori youth and bring them together, you know, bring them together every two weeks so that they know there's other youth guarantee students out there. TKK can put something there for them, maybe a Māori specific module amongst it so that they eventually build on their culture and go from there.*

The above suggestion implies that Te Kete Kōnae can be treated as if it were marae, welcoming and caring for YG Māori students, sharing food, and observing the interactional protocols of tikanga Māori.

In places such as Te Kete Kōhanga, Māori values and Māori scholarship have pre-eminence. Such places can be conceptualised as “virtual marae” (Greenwood & Te Aika, 2008), where Māori values operate, where Māori knowledge is valued, and where Māori students can be at home and belong.

#### Section 4: Māori Learner Progress and Achievement

##### Overview

This section presents the findings on Māori learner progress and achievement. Our analysis suggests that educators should place greater emphasis on the holistic approach that characterises the constructions of learner as a whole and connected person.

In the Western pedagogical system, the measure of success in education is the successful completion of a programme of study (Middleton, 2003). Oriented by Māori educational values, Durie (2001) argues that for Māori to be successful in the academic world, they need not only to succeed according to criteria that might be called global or universal but also according to Māori criteria, which involve their potential for participating effectively within the context of Māori values and Māori aspirations. Our findings tend to support Durie’s view that Māori learners’ completion of their courses and qualifications is parallel in Māori pedagogical traditions that it may not be possible to consider students’ academic achievement without also considering their holistic overall development (Greenwood & Te Aika, 2008). Alongside Durie’s (2001) view, many staff participants acknowledged Māori learners’ achievement. A tutor commented:

*Generally I personally, my experience with Māori learners has always been successful. And sometimes they are the best ones in the class. Seriously and that we have that... cause I also teach plumbing and gas as well (fairly multi-skilled), and again the kids are always keen, enthusiastic as long as they know what they want.*

A hairdressing tutor gave an example to articulate the above comments:

*This year, I have a Māori youth guarantee student and she is young. She is so bright. It’s amazing. She would get up and speak in front of the class. She’s very passionate about learning. ... She’s very intelligent. She’s up to date with every single thing.*

According to Greenwood and Te Aika (2008), the Māori approach to tertiary education suggests that the academic goals of the programme are not separated from the holistic development of the students. Māori perspectives search for traditional academic expectations to be mediated by valuation of the learner as a whole person. This is evident in the account of a carpentry tutor:

*Just one other thing the way we're measuring their success is to be a bit of an issue, we're measuring if they have passed our course. One of the students last year, started [in] mid-year and he achieved quite well in the first six months and he said to me during that six month[s] that his parents didn't believe that he had attended almost every day. I said why's that and he said, "Well, the last two years at school I never went. I waggged every day and I went to my mates place and we drank beer and we smoked weed. My parents don't believe that I'm here every day." This year he's come back and he's doing carpentry. He's now getting assistance for drug and alcohol abuse. So now he's made two huge steps which aren't part of the measuring system, first of all he's attended, second of all he's now getting help with his addictions, that's a huge [two] step for a 17 year old guy.*

What the tutor appreciates is the holistic approach that characterises the constructions of learner as a whole and connected person. The holistic approach recognises that each learner is a member of a wider family and of a community. Such recognition mirrors the belief that students are people with multiple obligations and personal journeys of growth. The above account emphasises that the students' efforts in attending classes and seeking help for his addiction help him to function as a positive and healthier person.

To focus on realising potential and nurturing students, a number of teaching staff employed the strategy that encourages small achievement. The excerpt below exemplifies the strategy:

*What I'm trying to do is to get them to achieve something. If you get little wins, you can do all of it, you know? And that's the thing, it's just getting little wins. A little win, then you get bigger wins and then they can start seeing it, what they can achieve. And that takes a lot of patience to achieve, it's not something that we are all designed to be like that. You know, it's little outcomes and it's trying to keep that measure of when you need to say "You are progressing well, well done!"*

The approach to “getting little wins” shows the students how much their teachers value their achievements. It also helps the students to reconstruct themselves as successful learners.

Although the above accounts have shown that the holistic approach to assessing achievements of Māori learners is appreciated, it is noted that 75% of respondents remained neutral, disagreed and strongly disagreed with the statement “the majority of YG Māori learners were directly involved in and take responsibility for leading their own learning, at a level appropriate for their age” (see Table 10). This suggests that more efforts are needed to promote the holistic approach among educators.

## Section 5: Whānau Engagement

### Overview

This section focuses on whānau engagements in YG. Our participants believed that whānau engagements are essential for the personal growth and success of YG students.

The New Zealand tertiary education system not only helps to develop the skills, competencies and knowledge needed for Māori learners to participate in the economy and in society, but also encourages and promotes whānau engagement in tertiary education. Evidence has shown that effective transitions into tertiary education are critical for Māori students to reach their full potential. During the transition from high school to tertiary education, whānau engagement and support are of particular importance for young Māori learners (Ministry of Education, 2010d). This is reflected in our staff participants’ accounts where they emphasised the importance of whānau involvement with Wintec. For example, a trade tutor asserted:

*I think whānau connection is paramount. We’ve had a couple of very disrupted youngsters that have arrived at trades. One young Māori boy in particular, he’s got so many life issues running around him and we were trying so many many things and to put support structures around him, but it seems to be falling on deaf ears. The one that did work is his sister who’s studying here, in this campus, in city site. And every now and then she phones up to say “hi, how’s he doing? Well, he’s got issues here, issues there.” She’s the one in the family sorting him out.*

Another tutor lent his support to this assertion:

*We find that because we come from a small community particularly for our Māori students. We work out their background to who their family groups are. We connect them up with relations they have on campus older or younger. If we find that students are coming in and doing the big shuffling thing working from room to room cause they haven't got any friends yet, we get our older more mature students or other ones that we know quite well to look after them because we find that they won't come back if we don't give them a group to talk with or be with. So probably the only difference with our Māori is we do try to find their whānau groups because our community most of our family are related some way or another.*

Historically, Māori have increasingly come to see whānau engagement as vital to their education. For example, the fifth Hui Taumata Mātauranga, held in Taupo in 2001, centred on the role of whānau in education. Whānau can make contributions not only to educational achievement at school but also as agents of education in the broader sense of gaining knowledge and applying it to economic, social and cultural advancement (Durie, 2006). Our staff participants recognised this cultural understanding. A tutor said:

*I think with the way the Māori learner, the way the Māori family structure, the hierarchical structure works, the whānau works, that needs to be fostered with the youngsters.*

At Wintec, staff members establish connections with YG students' whānau through meeting with the whānau before the academic year commences, in the induction and throughout the academic year. The excerpt below from a tutor shows that the induction day/orientation establishes relationships and facilitates future communications with the whānau:

*We have induction day for the youth guarantee and the young Māori guy comes along. Say then if you come along with your mum or your dad or your sister or your brother with you, that guardian that signs the form, that youngster knows that person is going to be the contact person. ... If students aren't attending, I'll just phone up the contact person and just say "I'm worried about such and such who has not turned up." And I found that works very well.*

At Wintec, YG students' whānau also engage with effective teaching. A hairdressing tutor stated:

*In my situation in hairdressing, the family is quite involved because they can help heaps, because they can come in and, students are doing other students parents. Like today I had someone doing someone else's mother [s hair] today. They booked it in, and that's the parent coming in. They always come and talk to me. They're so proud and it's the way that you can interact with the parents all the time. Their family is a huge thing.*

The mother of a hairdressing student supported the tutor's statement:

*Last year I was there all the time though, having to do stuff in the class. We [would] like to know what our children are doing anyway. So we make a point of getting involved with it. So we weren't just gonna send her to school and forget about her.*

The above two accounts show that whānau provide a basis for positive development and for promoting educational achievement. According to Durie (2006), Whānau have a dual interest in education. Not only are they interested in outcomes for their children, but they are themselves educators who lay the foundations for a culture of learning.

## **Section 6: Issues Related to Youth Guarantee**

### **Overview**

This section outlines a number of issues related to the YG programme that were identified by our participants: transportation, resource for practice-oriented learning, mentor training, institution support and funding.

Our participants also raised a number of challenges related to YG. The first issue is transportation. A tutor explained:

*Maybe because we have a different group of Māori learners and what we do is we also have an influence from one Māori to all Māori. If one is sick then none come because they travel together. And we need to understand ... cause they're in Huntly and Waihere and they don't have a lot of transport so we've looked at how to support them in that role.*

This issue is consistent with Akroyd's (2010) finding that the main reason why YG learners withdrew from YG is because they cannot afford travel.

The second issue is that more resources are needed for practical learning. Several 2011 students asserted:

*Student 1: We need more resources in plumbing. Student 2: Because we don't really get any turn in there. Student 3: Because there's not enough like sinks and stuff so you have to do it one at a time or group at a time. Student 1: When a group's doing sinks the rest of us are just standing there. Student 3: Watching them, not actually doing it.*

The third issue is that formal student mentors need to spend more time with their mentees. A student said:

*In our first year we had like, we were assigned student mentors, but we saw them once or twice and then after that we had absolutely nothing and um, we were told that they were gonna be there to ask questions we didn't want to ask our tutor or just there to talk to, but we never saw them or anything so we were left in the dark.*

According to Tahau-Hodges (2010), mentoring requires a high level of commitment. Mentors need to receive training and tools to support their mentoring activities. Through training, student mentors will better understand mentor and mentee roles and responsibilities, and to effectively refine responsiveness to their mentees' needs.

The fourth issue our participants mentioned is institutional support. A teaching staff member asserted:

*The other thing too is that I don't think we actually train our staff enough to be able to deal with that pastoral side of the classroom.*

Another teaching staff member agreed:

*Training for staff into protocol [of how to work with whānau] and etiquette around that are very important. We don't receive sufficient training around that.*

However, a staff member sent us an email after the focus group discussion to express a different perspective:

*For the literacy-embedding project, the sponsor of the project insisted with Wintec Management that NCALE (National Certificate in Adult Literacy Education) training was transformative because it sensitised staff to the complexities of literacy and numeracy for all our students (including Maori and Pasifika students). She therefore advocated that the training be paid for by the institute. She was instrumental in allocating at least \$172 000 to training when TEC scrapped study support for tutors. In that training, there is a significant component on Māori History and Pedagogy. More than 130 out of 144 tutors from Wintec at the last count have been put on this training – so, we can claim that tutor awareness of Māori pedagogy has been raised and appropriate training given. This training sensitises tutors to Te Whare Tapa Wha and the resources are freely available on the National Centre’s website.*

Those contradictory comments somehow reflect the divided results in our survey which show that 35 percent of respondents strongly agreed or agreed that they were supported by Wintec in understanding the needs of YG Māori students and the pedagogies that best support their learning; 20 percent of respondents remained neutral; and 45 percent felt that Wintec did not offer sufficient support to them in understanding Māori pedagogies (see Table 9). Both qualitative and quantitative findings suggest that more staff training on Māori pedagogies is needed.

Moreover, funding was an issue raised by a number of staff members:

*We do try to create a whānau influence on two of our campuses and there’s definitely whānau influences in our two campuses. You feel it when all of our students from all ages are encouraged to do that, even with our senior students we try to get the older Māori in there to support the younger ones. We also have strong family connections right through, and we are able to provide that so far with no fund and no support.*

Another support staff member said:

*The thing is financially as well, I mean you were saying about budgets. We have to be looking at. Now we bring in all these new initiatives that have more participation from the families, but the funding is not there to go with it.*

Our finding of financial constraint is consistent with Greenwood and Te Aika’s (2008) research in which the authors argue that tertiary institutions in New Zealand struggle to offer high-quality learning experience that is holistic and fully responsive to the complex needs of students. Many tertiary institutions are constrained by funding.



**Summary points**

As Greenwood and Te Aika (2008) have argued, from a Māori point of view, wellbeing is a holistic concept, and student success is a component of wellbeing. Our research confirms that the academic goals of the programme are not separated from the holistic development of the students.

## Part 5: Conclusions and Recommendations

This research sets out to assess the effectiveness of the YG programme at Wintec in relation to improving education outcomes for and with Māori learners, and to identify opportunities to strengthen and improve the YG programme delivery and responsiveness to Māori learners and their parents, families and whānau. Using the Kaupapa Māori methodology, our research evaluated the YG programme at Wintec according to the three MGF Rubrics (Rubric 3.1, Rubric 3.6 and Rubric 4.3).

### Overview

Both our survey results and in-depth interview findings suggest that the YG programme at Wintec is:

- Developing effectiveness in teaching practices for Māori learners;
- Developing effectiveness in Māori learner support, information and advice; and
- Consolidating effectiveness in ensuring Māori learners and whānau are well informed and making good choices about education pathways and career options.

Our findings also suggest that educational outcomes of Māori learners rely on more factors than just success in educational courses, which reflects the Māori Tertiary Education Framework.

According to the MGF Rubric 3.1, our findings are evident of **developing effectiveness in teaching practices for Māori learners** of the YG programme in Wintec; because our findings show evidence of all of the success factors listed below:

A clear majority of educators:

- create, for and with Māori learners, learning contexts that reflect and affirm identity, language and culture of every Māori learner;
- have been effective in achieving high levels of performance with Māori learners (e.g., achieving full potential and enjoying education success as Māori);
- are reflective practitioners – fully aware of who their Māori learners are, as well as their strengths, needs, aspirations and diverse backgrounds – and use this knowledge to enhance the effectiveness of their teaching;

- can articulate what teaching practices and other support/resources will be required to address the needs and aspirations of Māori learners; and
- purposefully and selectively use a range of evidence-based teaching strategies, using evidence of impact and feedback to inform decisions about what to continue with.

Regarding Māori learners, family, whānau, educators and personnel working together to produce better outcomes (Rubric 3.6), our findings are evident of **developing effectiveness in Māori learner support, information and advice**; because all of the following is evident and backed by our research:

A clear majority of educators and providers of services:

- are informed and feel able to work with Māori learners and their family and whānau although it is not always done in a timely and responsive way that takes account of the social and cultural contexts of Māori learners and their family and whānau;
- convey and provide quality support, information and advice that is appropriate to the needs and aspirations of Māori learners and their family and whānau; and
- provide or facilitate access to information, advice or support that is relevant to Māori learners' needs and aspirations and those of their parents and whānau.

Moreover, most

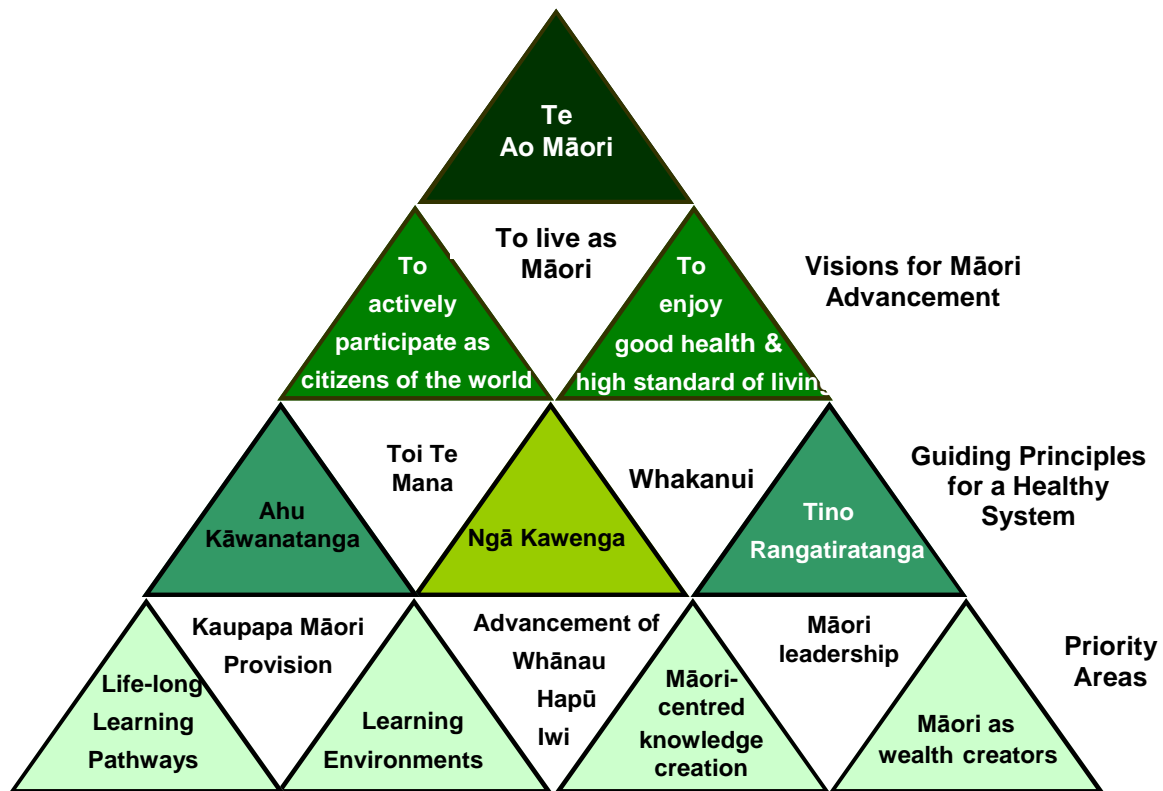
- family and whānau have some understanding of the needs of, or desires for, their children;
- family and whānau feel informed about support, or educational opportunities and options, but do not always have the confidence to make decisions or take action to support their children;
- Māori learners feel informed about support, or educational opportunities and options, but do not always have the confidence to make decisions or take action to meet their needs and aspirations;
- Māori learners and their family and whānau have some knowledge of how to access and make use of information, advice and support;
- Māori learners and their family and whānau feel that they receive information, advice and support but not always according to their specific needs and circumstances; and

- Māori learners and their family and whānau generally feel that they are listened to and that their views, aspirations, and social and cultural contexts are respected.

In relation to informed choices (MGF Rubric 4.3, our findings are evident of **consolidating effectiveness in Māori learners and whānau being well informed and making good choices about education pathways and career options**; because all of the following are evident and backed by our research:

- The vast majority of Māori learners and their family and whānau are very well informed about and open to a wide range of career options, including those in which Māori learners have traditionally been underrepresented;
- The vast majority of Māori learners have the skills to manage, process and use the information available to enable them to make quality decisions about future education options (including courses) and career pathways;
- The vast majority of Māori learners are making high quality, informed choices about current subjects that keep open a good range of options for future education and career pathways; and
- Over time, increasing numbers of Māori learners are choosing subjects and career paths of high strategic importance to the Aotearoa New Zealand economy and in which Māori learners have traditionally been underrepresented.

Furthermore, a particular valuable finding from the research is that **educational outcomes of Māori learners rely on more factors than just success in educational courses**. This finding reflects the Māori Tertiary Education Framework, a structure that can operate at and inform all levels of Māori interaction within the tertiary sector (Māori Tertiary Education, 2003). This framework aims to act as a starting point to initiate discussions between these communities and their local and regional tertiary education providers, which is expressed in a triangular niho taniwha (tooth of the taniwha) structure (see Figure 1). The framework emphasise the accountability to every dimension, responsiveness to Māori values and development, equity and balance, Māori desire to participate in the tertiary system, the cutting edge that tertiary qualifications have to offer iwi development; and the “kōkiri” - a traditional fighting formation which spearheads the forward thrust of Māori.



**Figure 1. The Niho Taniwha Structure**

(Source: Māori Tertiary Education, 2003, p. 13)

As shown at the top tier in Figure 1, our findings confirm that the aspirations of Māori learners and their whānau help determine the contents at each of the four tiers as they work to achieve their educational potential. Our findings also reflect the second tier of the niho taniwha structure – visions for Māori achievement, which include living as Māori, actively participating as citizens of the world, and enjoying a high standard of living and good health. Moreover, our findings reflect the five guiding principles, set out by the Māori Tertiary Education Framework (the third tier in Figure 1), that need to underpin a system that meets Māori expectations for quality tertiary education (Māori Tertiary Education, 2003). As importantly as the above three tiers, the bottom tier of the seven priority areas in Māori tertiary education is reflective in our findings. For example, our findings emphasise the role whānau plays in the YG programme, which indicates that a successful tertiary education system is responsive and supports Māori whānau.

Based on previous studies and our research, **the following recommendations are made:**

It is recommended that Wintec:

1. Ensure a focus on capability development for staff in the area of Māori pedagogies and teaching and learning practices that address Māori student needs through its 2012 business plan. The Hei Tauira model may well serve this purpose and this should be explored.
2. Continue to resource the pastoral care initiatives implemented at Wintec in 2011 aimed at increasing retention and completion rates for Māori YG students if they are proven to be effective. These initiatives included individual enrolment interviews with prospective YG students, provision of information to and involvement of whanau throughout the YG programme.
3. Increase the emphasis on whānau engagement and interaction with the YG programme by:
  - a. providing opportunities for whanau to participate in selection and enrolment processes and
  - b. updating programme and student services information to explicitly recognise the role of whanau in Māori educational success and making this information available to whanau of prospective students.
4. Promoting the YG programme through collaboration/association with the Star Taster Courses, e.g. introducing the YG programme and distributing pamphlets on the YG programme to the students in the Star Taster Course.
5. Provide further training to Māori student mentors to improve the effectiveness of mentoring.
6. Continue to monitor the effectiveness of YG –related initiatives.
7. Utilise the Wintec Wharenuī (which will be completed in 2011) as a base for YG Māori student social activities, pastoral care and learning and to support these students' transition to mainstream programmes on the completion of their YG programmes.

It is recommended that the Ministry of Education consider:

1. Providing financial assistance or a financial allowance for YG students, for example, to cover transportation costs.
2. Endorsing or developing best practice information and resources on Māori pedagogy in teaching and learning, particularly at NZQF levels 1 – 3 and make this available to tertiary providers of YG programmes.

3. Promoting more strongly the holistic approach to Māori learners to support educators to better understand the measures of success for YG Māori students (beyond course and qualification completion rates) as they are perceived by the students, their whanau and Māori communities.
4. The holistic approach to success when developing policy for tertiary education settings.

#### **Final remarks**

As stated in the methodology of this research, Wintec utilised the Measurable Gains Framework (MGF) developed by the Ministry of Education to monitor the effectiveness and progress of *Ka Hikitia—Managing for Success* and more specifically to evaluate the effectiveness of the YG programmes taught at Wintec, focussing on the Māori Learner. The research team support the notion that the MGF reflects Māori aspirations and aligns with Wintec’s WinQual Excellence Framework. The MGF rubrics provided a useful model for structuring, guiding and evaluating this research. Wintec sees value in such an approach and would be open to using the framework to undertake other assessment of learning and teaching policy and practice at our institution.

- We acknowledge the holistic nature of the framework, that each of the rubrics has a particular focus contributing to the overall Māori learner outcomes and success.
- Provision will be made in Wintec’s key priority of Māori achievement through its Māori strategic directions which will incorporate the MGF rubrics focus and guidelines.

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## Appendices

### Appendix A: Youth Guarantee (YG) Māori Student Survey of Effective Māori Learner Support, Information and Advice

Please take a few minutes to fill out this survey to help us better understand the effectiveness of Youth Guarantee (YG) Māori learner support, information and advice. We welcome your feedback and your answers will be kept confidential. Thank you for your participation. Please tick **ONLY** one option that is closest to your opinion.

#### Part 1: How we are doing?

1. Our tutors and support staff are well informed and highly skilled at working with Māori learners and their family and whānau.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly agree	Agree	Neutral	Disagree	Strongly disagree

2. Wintec provides high quality support, information and advice that is appropriate to the needs and aspirations of YG Māori learners and their family and whānau.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly agree	Agree	Neutral	Disagree	Strongly disagree

3. Our tutors and support staff are able to convey relevant information, support and advice that is responsive to my needs, parents and whānau.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly agree	Agree	Neutral	Disagree	Strongly disagree

4. Wintec support services (e.g., library, IT, Te Kete Kōnae) are accessible.

- 
- Strongly agree                      Agree                      Neutral                      Disagree                      Strongly disagree

5. WINTEC staff support my family and whānau to express the needs of, or desires for their children.

- 
- Strongly agree                      Agree                      Neutral                      Disagree                      Strongly disagree

6. My family and whānau feel well informed about support, or educational opportunities and options.

- 
- Strongly agree                      Agree                      Neutral                      Disagree                      Strongly disagree

7. I feel confident about making decisions about educational opportunities, options and career pathways, as well as taking action to meet my needs and aspirations.

- 
- Strongly agree                      Agree                      Neutral                      Disagree                      Strongly disagree

8. I am skilled at accessing and making good use of information, advice and support

- 
- Strongly agree                      Agree                      Neutral                      Disagree                      Strongly disagree

9. I feel that I receive the information, advice and support according to my specific needs and circumstances

- 
- Strongly agree                      Agree                      Neutral                      Disagree                      Strongly disagree

10. I feel that I am listened to and that my views, aspirations, social and cultural contexts are respected.

- 
- Strongly agree                      Agree                      Neutral                      Disagree                      Strongly disagree

**Part 2: Māori learners well Informed and Making Good Choices about Education Pathways and Career Options**

11. I am/was making informed choices about last year's/ the current YG programme that keep open a wide range of options for future education and career pathways.

- 
- Strongly agree                      Agree                      Neutral                      Disagree                      Strongly disagree

12. I am/was choosing the YG programme and career paths that lead to employment.

- 
- Strongly agree                      Agree                      Neutral                      Disagree                      Strongly disagree



**Part 3: Your details**

13. Your gender:

Male

Female

14. From which high school did you last attended?

\_\_\_\_\_

15. What YG programme had/have you enrolled?

\_\_\_\_\_

16. From what sources did you know of the YGY Programme?

\_\_\_\_\_

17. Your iwi/hapu: \_\_\_\_\_

**Reference: MOE Measurable Gains Framework (MGF) rubric 3.6**



## Appendix B: Whānau Survey of Youth Guarantee (YG) about their Child/ren Education

### Pathways and Career Options

Please take a few minutes to fill out this survey to help us better understand the effectiveness of teaching for Youth Guarantee Māori learners. We welcome your feedback and your answers will be kept confidential. Thank you for your participation. Please tick ONLY one option that is closest your opinion.

1. We are informed about and open to a wide range of career options that suits the interests, strengths and aspirations of my child/ren

Strongly agree      Agree                      Neutral                      Disagree                      Strongly disagree

2. Our children have the skills to manage and use the information available to enable them to make quality decisions about future education options (including programmes of study, and career pathways).

Strongly agree      Agree                      Neutral                      Disagree                      Strongly disagree

3. Our children are/were making informed choices about YG current programme of study that keep open a wide range of options for future education and career pathways.

Strongly agree      Agree                      Neutral                      Disagree                      Strongly disagree

4. Our child/ren had/have chosen the YG programme and career paths that lead to employment. (?)

Strongly agree      Agree                      Neutral                      Disagree                      Strongly  
disagree

5. I feel confident about making decisions about educational opportunities, options and career pathways, and taking action to meet my son's/daughter's needs and aspirations.

Strongly agree      Agree                      Neutral                      Disagree                      Strongly  
disagree

6. I am skilled at accessing and making good use of information, advice and support

Strongly agree      Agree                      Neutral                      Disagree                      Strongly  
disagree

7. I feel that I receive the information, advice and support according to son's/daughter's specific needs and circumstances.

Strongly agree      Agree                      Neutral                      Disagree                      Strongly  
disagree

8. My child/ren had/has chosen a programme of study and career path of high importance to Aotearoa and Māori economies.

Strongly agree      Agree                      Neutral                      Disagree                      Strongly  
disagree

**Reference: MOE Measurable Gains Framework (MGF) rubric 4.3**

## Appendix C: Staff Survey of Effective Teaching for Youth Guarantee (YG) Māori Learners

Please take a few minutes to fill out this survey to help us better understand the effectiveness of teaching Youth Guarantee (YG) Māori learners. We welcome your feedback and your answers will be kept confidential. Thank you for your participation. Please tick ONLY one option that is closest to your opinion.

1. I am fully aware of the strengths, and needs with respect to teaching Youth Guarantee Māori learners.

Strongly agree      Agree                      Neutral                      Disagree                      Strongly disagree

2. I am fully aware of creating contexts for learning that reflect and affirm identity, language and culture of every Māori learner.

Strongly agree      Agree                      Neutral                      Disagree                      Strongly disagree

3. I value and seek out expertise, knowledge and resources as needed, including from the Māori learner, whānau and/or iwi.

Strongly agree      Agree                      Neutral                      Disagree                      Strongly disagree

4. I am comfortable to work with YG Māori learners.

Strongly agree      Agree                      Neutral                      Disagree                      Strongly disagree

5. I feel supported by Wintec in understanding the needs of YG Māori learners And the pedagogies that best support their learning

- 
- Strongly agree      Agree      Neutral      Disagree      Strongly disagree

6. The majority of YG Māori learners are directly involved in and take responsibility for leading their own learning, at a level appropriate for their age.

- 
- Strongly agree      Agree      Neutral      Disagree      Strongly disagree

7. The majority of YG Māori learners know we care about their learning as educators and have high expectations to help them to succeed.

- 
- Strongly agree      Agree      Neutral      Disagree      Strongly disagree

8. I have been effective in achieving high levels of performance with Māori learners.

- 
- Strongly agree      Agree      Neutral      Disagree      Strongly disagree

9. I have high expectations for Māori and with effective teaching, believe that every Māori learner can learn and enjoy education success *as Māori*.

- 
- Strongly agree      Agree      Neutral      Disagree      Strongly disagree

10. I use pedagogies that are known to be highly effective for Māori learners.

- Strongly agree       Agree       Neutral       Disagree       Strongly disagree

11. I provide Māori learners with opportunities to bring what they know to their learning and to express themselves as Māori through topics or contexts of learning which are culturally responsive.

- Strongly agree       Agree       Neutral       Disagree       Strongly disagree

12. I am a:

- Teaching staff member       Support staff member

**Reference: MOE Measurable Gains Framework (MGF) rubric 3:1**

## **Appendix D: Youth Guarantee Student Focus Group of Effective Māori Learner Support, Information and Advice**

### **Interview Guide**

Participants' names and contact details:

Date:

Venue:

Order of events:

- Karakia/mihi and whakawhānaunga
- Refreshments before consultation hui
- Introduction – objective of the research, introduction of research team
- Go through the programme and information sheet with the participants (which will have been provided prior to the interview) and discuss any uncertainties.
- Present the consent form for participants' signatures
- Conduct interview, survey to be completed.
- A meal/dinner will be held in the Hub to follow interviews

#### **Statement to the participants before interview:**

*Wintec, one of five Institutes of Technology/Polytechnics (ITP's) has been supported by the Ministry of Education (MOE) to undertake a programme improvement evaluation of the Government's Youth Guarantee (YG) programmes as offered by Wintec, with a focus on Māori learners. MOE has provided us with categories of programme performance called evaluative rubrics which will guide us in our discussions with you. We are excited about the opportunity to explore the effectiveness of this programme (and its academic and pastoral care mechanisms/interventions) in enhancing and facilitating Māori educational success with you. The main topic of discussion today is your experiences as a YG Māori learner. We want to explore the effectiveness for YG Māori learners. This exploration breaks down into three main themes:*

- *What attracted you to YG?*
- *Your learning experiences in and outside the classroom*
- *What more could be done to strengthen your identity as a Māori learner and assist in with your learning?*

**Theme one: What attracted you to YG?**

- What was your motivation/reason for studying on this programme? (Prompt: their motivations and aspirations).
- How did you find out about YG?
- How useful was the information you received about the programme (include pathways and careers) and what would be helpful next time?

**Theme two: Your learning experiences in and outside the classroom**

- What teaching content, practices and activities affirm your learning as a Māori:
  - In the classroom
  - In areas of support
  - Other (informal settings, food etc.)

**Theme three: What more could be done to as address your needs as a Māori person and learner and assist with your learning?**

- What more could be done to as address your needs as a Māori person and learner and assist with your learning?
  - In the classroom
  - Support services provided
  - Other (informal settings, food etc.)

**Discussion:**

- Ask if there is anything the participants would like to add from any of the sections.

All questions are points of conversation. If at any time an area of interest is brought up by the participants, impromptu questions will be asked to gain a more detailed understanding of that point of interest.

Thank the participants. At this point we will officially end the interview and end audio recording. Then tea, coffee and refreshments will be shared. During this time, we will engage in general conversation to create a relaxed and calm atmosphere. The participants will then be informed that they will be contacted to go over the summary of the interview to ensure the meaning of what they said has been interpreted in an accurate way. A koha will then be given in appreciation for the time and their kōrero.



## Appendix E: Focus Group of Youth Guarantee Whānau

### Interview Guide

Participants' names and contact details:

Date:

Venue:

#### Order of events:

- Karakia/mihi and whakawhānaunga
- Refreshments before consultation hui
- Introduction – objective of the research, introduction of research team
- Go through the programme and information sheet with the participants (which will have been provided prior to the interview) and discuss any uncertainties. Have some copies available
- Present the consent form for participants' signatures
- Conduct interview, survey to be completed.
- A meal/dinner will be held in the Hub to follow interviews

#### Statement to the participants before interview:

*Wintec, one of five Institutes of Technology/Polytechnics (ITP's) has been supported by the Ministry of Education (MOE) to undertake a programme improvement evaluation of the Government's Youth Guarantee (YG) programmes as offered by Wintec, with a focus on Māori learners. MOE has provided us with categories of programme performance called evaluative rubrics which will guide us in our discussions with you. We are excited about the opportunity to explore the effectiveness of this programme (and its academic and pastoral care mechanisms/interventions) in enhancing and facilitating Māori educational success with you. The main topic of discussion today is your experiences as a YG tutor or support staff member. We want to explore the effectiveness of teaching for Youth Guarantee Māori learners. This exploration breaks down into three main themes:*

- *What are your aspirations for your son/daughter/mokopuna*
- *Your experiences with Wintec*
- *What more could be done to address the needs of our YG Māori students and assist their learning and success as a Māori*

**Theme one: What are the aspirations of the whānau for the future of their son/daughter/mokopuna?**

- Tell us what your understanding is of Wintec's YG programme
- What attracted your son/daughter to YG?
- Where do you think this programme will lead?

**Theme two: Your experiences with Wintec**

- Tell us about your experiences with Wintec from the point that you contacted us and during the time your son/daughter/mokopuna studied with us.

**Theme three: What more could be done to address the needs of our YG Māori students and assist their learning and success as a Māori**

- What more could be done to improve Wintec's YG programme.
- *Have you felt involved in your son/daughter/mokopuna's decisions about enrolling and learning at Wintec?*
- How can Wintec's interaction with whānau be improved
- How can Wintec better inform you and your child about vocational options, pathways and future career options?

**Discussion:**

- Ask if there is anything the participants would like to add from any of the sections.

All questions are points of conversation. If at any time an area of interest is brought up by the participants, impromptu questions will be asked to gain a more detailed understanding of that point of interest.

Thank the participant. At this point we will officially end the interview and end audio recording. During this time, we will engage in general conversation to create a relaxed and calm atmosphere. The participants will then be informed that they will be contacted to go over the summary of the interview to ensure the meaning of what they said has been interpreted in an accurate way. Inform them that they will receive a copy of the report.

## Appendix F: Staff Focus Group of Effective Teaching for Youth Guarantee Māori Learners

### Interview Guide

Participants' names:

Date:

Venue:

#### Order of events:

- Karakia/mihi and whakawhānaunga
- Introduction – objective of the research, introduction of research team
- Go through the programme and information sheet with the participants (which will have been provided prior to the interview) and discuss any uncertainties
- Present the consent form for participants' signatures
- End this session with tea, coffee and refreshments
- Conduct interview

#### Statement to the participants before interview:

*Wintec, one of five Institutes of Technology/Polytechnics (ITP's) has been supported by the Ministry of Education (MOE) to undertake a programme improvement evaluation of the Government's Youth Guarantee (YG) programmes as offered by Wintec, with a focus on Māori learners. MOE has provided us with categories of programme performance called evaluative rubrics which will guide us in our discussions with you. We are excited about the opportunity to explore the effectiveness of this programme (and its academic and pastoral care mechanisms/interventions) in enhancing and facilitating Māori educational success with you. The main topic of discussion today is your experiences as a YG tutor or support staff member. We want to explore the effectiveness of teaching for Youth Guarantee Māori learners. This exploration breaks down into three main themes:*

- *Strategies you use for engaging and affirming the Māori learner and whānau*

- *Support from Wintec*
- *What more could be done to strengthen your identity as a Māori learner and assist in with your learning?*

**Theme one: Strategies you use for engaging and affirming the Māori learner and whānau**

- Tell us about your experiences of engaging and affirming the Māori learner. Give examples:
  - In the classroom
  - In support areas
  - Other (In informal or social settings or networking)

**Theme two: What support have you had from Wintec to support you to work effectively with Māori learners?**

- Tell us about what support you have had from Wintec to support you to work effectively with Māori learners. Give examples:
  - In the classroom
  - In support areas
  - Other (In informal or social settings or networking)

**Theme three: What more could be done to improve teaching in support of and with the Māori learner and whānau?**

- Tell us about what more could be done to improve teaching in support of and with the Māori learner and whānau. Give examples:
  - In the classroom
  - In support areas
  - Other (In informal or social settings or networking)

**Discussion:**

- Ask if there is anything the participants would like to add from any of the sections.

All questions are points of conversation. If at any time an area of interest is brought up by the participants, impromptu questions will be asked to gain a more detailed understanding of that point of interest.

Thank the participants. At this point we will officially end the interview and end audio recording. Then tea, coffee and refreshments will be shared. During this time, we will engage in general conversation to create a relaxed and calm atmosphere. The participants will then be informed that they will be contacted to go over the summary of the interview to ensure the meaning of what they said has been interpreted in an accurate way. Participants will receive a copy of the research report.

## **Appendix G: Me he horoeka torotika ki te rā - Realising Māori potential within the Youth Guarantee Project**

### **Information Sheet**

*Tēnā koutou katoa. Tēnā koutou me ngā tūmanako o te wā.*

#### **Introduction**

Thank you for considering participation in the above research project. The purpose of this letter is to introduce the project team and provide a brief outline of this study and project.

Wintec, one of five Institutes of Technology/Polytechnics (ITP's) has been supported by the Ministry of Education (MOE) to undertake a programme improvement evaluation of the Government's Youth Guarantee (YG) programmes as offered by Wintec, with a focus on Māori learners. MOE has provided us with categories of programme performance called evaluative rubrics which will guide us in our discussions with you.

Wintec is a YG provider and we are excited about the opportunity to explore the effectiveness of this programme (and its academic and pastoral care mechanisms/interventions) in enhancing and facilitating Māori educational success with you.

We will start by holding a hui with all participants, including YG Māori students from 2010 and current students, their whānau, tutorial staff and support staff to explain the project. We aim to gather participants in group interviews in each of the student and whānau groups and for one group for each of the tutorial and support staff. The discussions will be in the form of open ended questions rather than closed or fixed questions based on the evaluative rubrics:

Rubric 3.1: Effective teaching for Māori learners

Rubric 3.6: Effective Māori learner support, information and advice

Rubric 4.3: Māori learners and whānau are well informed and making good choices about education pathways and career options.

This format will allow you to freely share your ideas in the way that you feel best represents your experiences in finding out about YG and study on the programme. The interview will be recorded in an audio form from which a summary will be drafted and a copy made available to you for comment or discussed with you in order to ensure that the ideas shared has been captured in an accurate manner. The initial hui and focus group will last about one to two hours and the follow up review of the summary draft could take as little as 15 minutes (depending on accuracy).

#### **Who is the research team?**

Hera White	-	Project Sponsor, member of Wintec staff executive
Dr Wendy Wen Li	-	Lead researcher to the project
Lee-Ann Jordan	-	Wintec Strategic Planning and Knowledge Manager
Kingi Kiriona	-	Wintec Māori Achievement Manager
Kazlo Evans	-	Wintec First Year Student Experience Manager
Korikori Hawkins	-	Wintec Māori Student Support Manager
Jo Shortland	-	Wintec Student Experience Manager

Dr Wendy Li will be overall research leader; she will pull the report together and write the final draft. We are all responsible for the overall ethical conduct of the research team.

#### **Project aim**

The overall aim of the project is to assist both MOE, Wintec and other ITPs to improve our understanding of Māori learner success in the tertiary learning environment as a community including



whānau, academic and pastoral support. This investigation will help to inform effective best practice and the value of the rubrics as an evaluation tool for Māori at tertiary level study.

### **What am I being asked to do?**

Your participation in this project will help ensure YG programmes support other Māori learners in the best way possible and help them to achieve their goals and succeed in tertiary education.

You will be invited to attend a hui and then asked to agree to participate in a focus group interview to discuss your experiences of YG either as a 2010 past student, as a current student, a whānau member, tutorial staff or support staff. This will be recorded and a draft summary will be provided for you to read, change or comment.

### **What will I be asked in the interview?**

The questions will be open ended and revolve around your experience as a YG Māori learner based on one of the rubrics, as appropriate to your particular group. For instance rubric 3.1 is appropriate to both learners and tutorial staff. The interview will be conducted in a non-judgemental environment that enables different perspectives. We are just interested in your experience, so there are no right or wrong answers.

### **What will happen to my information?**

The project team will study all the information that people provide to find commonalities and differences. We may find general themes and patterns as they relate to your experiences, processes, challenges and matters that help us to understand what is working and what may need changing. We may use what you say to help illustrate some of these general themes, this will be done anonymously; your privacy will be completely protected through this process.

After the study we will store the summary of the interview and recording or other resources that are given to us, in Wintec's research archive for access and use by those to whom you give consent.

**Will other people know who I am?**

We will ask verbally for your consent or your written consent to use what you say to illustrate some of the themes. To ensure confidentiality we will use a pseudonym to protect your identity. Without your permission we will not disclose any information that may associate you with the research in any report, publication or presentation.

You can change your mind and withdraw from the study at any time.

**How can I find out about the results of the study?**

Once the interview has been transcribed we will send you a summary report of the interview. Later, after we have completed studying all the information that people have given, we will send you a summary report of the project.

At any time, you are more than welcome to contact any one of the project team as listed to find out about progress or Hera White or Dr Wendy Li for questions or concerns.

**Will I be asked to sign anything?**

Yes verbally in keeping with kaupapa Māori or by a consent form acknowledging that you have been adequately informed about : a) the study b) what you are being asked to do c) what will happen to your information and d) your right to withdraw without being disadvantaged or penalised. This clearly identifies what we can or cannot do with information or resources.

**Ethical approval**

Approval will be sought to the Staff Wintec Human Ethics in research before commencing.

**Contacts**

If you would like any further information please contact:

Hera White: ph. 838 6390 or [hera.white@wintec.ac.nz](mailto:hera.white@wintec.ac.nz)

Dr Wendy Li: [wendyl@waikato.ac.nz](mailto:wendyl@waikato.ac.nz)

**Appendix H: Me he koroeka torotika ki rā– Realising Māori potential with YG Project**

**Participant Consent Form**

(One copy to be retained by the Research Participant and one copy to be retained by Researcher)

I..... (participant’s name) consent to being a participant in the above named research project, and I attest to the following:

1. I have been fully informed of the purpose and aims of this project
2. I understand the nature of my participation
3. I understand the benefits that may be derived from this project.
4. I understand that the focus group discussion will be recorded
5. I understand that I may review my contributions at any time without penalty.
6. I understand that I will be treated respectfully, fairly and honestly by the researcher/s, and I agree to treat the other participants in the same way.
7. I understand that I will be offered the opportunity to debrief during, or at the conclusion of this project.
8. I understand that I may withdraw from the project at any time (without any penalties)
9. I understand that my anonymity and privacy are guaranteed, except where I consent to waive them.
10. I understand that information gathered from me will be treated with confidentiality, except where I consent to waive that confidentiality.
11. I agree to maintain the anonymity and privacy of other participants, and the confidentiality of the information they contribute.

Participant.....Date.....

Researcher.....Date.....