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NATIONAL CENTRE FOR
TERTIARY TEACHING
EXCELLENCE



Tutor practices that increase completion for Māori PTE students

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March 2011



An Ako Aotearoa publication.
Support for this work was provided by
Ako Aotearoa through its
Regional Hub Project Fund



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Executive Summary

The focus of this research project is the identification of key tutor practices for successful Māori outcomes, in particular for “second chance” students in a Private Training Establishment (PTE) environment. The research initiates the identification of the tutor characteristics (in relation to delivery of content, student engagement, and cultural awareness), which have resulted in quality teaching practice and learning environments for Māori. The intention of this report is to provide the groundwork for further exploration with the identified tutors of their delivery practices.

The retention and completion data from the three disciplines (niches) at Workforce Development for the three years: 2007, 2008, 2009 was collated for next stage analysis; in doing this, the tutors involved in programmes that achieved high retention/completion rates with Māori were identified. Interviews and questionnaires were developed and administered, providing further student generated data to complement the quantitative data already held.

Characteristics of practice identified through the questionnaires and focus group discussions with students inform the direction of this research. It has been observed (Tankersley, 2004) that to be healthy, Māori need access to learning their language, to education and qualifications, to employment and to have their culture valued. The results of this research do indeed indicate that many of the above identified needs are being provided to students at Workforce due to the supportive relationships they form with their tutors and the interactive delivery methods used. The results have highlighted the effectiveness of a bicultural approach to tutoring adult students; where Māori students were a minority in their class, they did not feel culturally alienated and achieved success rates that compare favourably with all other students. It is expected that further development of the results of this research will identify models of tutor practice that impact positively on successful completion rates for Maori students within the PTE environment.

Background

Workforce Development was registered in 1992 as a Private Training Provider (PTE) based in Napier. With a successful history in needs based learning, community based adult education programmes and delivering to a range of cultural groups, the company has grown in size and in the range of services and programmes offered and is committed to the provision of training that is accessible, appropriate and approachable. In addition to contract based delivery for private and public organisations, Workforce delivers fee-paying Level 3 and 4 programmes in three disciplines (niches), Early Childhood Education, Hospitality and Youth Work.

Workforce Development was identified by Te Puni Kōkiri in 2008 as being in the top 15% of PTEs for success in delivering to Māori and the initial research goal was to identify the practices that lead to

this achievement. In programme evaluations, gathered as part of the normal quality assurance process, students have consistently stated that they feel comfortable at Workforce due to the supportive relationships they form with their tutors and the interactive delivery methods used. The level of pastoral care given to students through this practice was proposed as a factor in student completion (success) rates at Workforce. Thus far this has not been the focus of in-depth research in a PTE environment.

It is expected that the data gathered from this project, when utilised in deeper analysis of tutor practice at Workforce, will identify models of tutor practice that impact positively on successful completion rates for Maori students within the PTE environment. The overall aim is to identify the tutor characteristics in relation to delivery of content, student engagement, and cultural awareness that result in quality teaching practice and learning environments for Māori. To further inform this research, a strong working relationship has been fostered with a Māori Mentor, Kare Tipa-Rogers, Te Manga Māori, at Eastern Institute of Technology, Hawke's Bay.

Aim

The aim of this report is to provide the initial contextual data that can be utilised for further investigation in establishing a deeper project to identify the specific tutor characteristics that can be linked to successful outcomes for Māori students. Many Māori students have had negative educational experiences, however, the incorporation of Māori cultural values into teaching - the concepts of *manaaki* (hospitality and mutual support), *aroha* (concern for others), *mahi tahi* (working together as a group), and *tuakana teina* (seniors helping juniors and reciprocated) - has been proved to be effective (Ka'ai, 2006). The data gathered from student surveys and focus group discussions, supported by student retention/completion data, will be used to identify particular practices in relation to delivery of content, student engagement, and cultural awareness that result in quality teaching practice and learning environments for Māori.

Methodology

The quantification of the retention and completion data for the previous three years of programme delivery identified successful course delivery and the tutors involved. To provide further data to complement the quantitative data, interviews and questionnaires were developed and administered to a random sample of 200 Māori students who had studied in programmes delivered in the Hospitality, Early Childhood and Youth Work niches at some stage between 2007 and 2010. The expectation was that this would highlight models of tutor practice that impact positively on retention/completion rates for Māori students within the PTE environment.

Student success (retention and completion data) for the previous 3 years was analysed for all of the Workforce Development programmes in the three fee-paying disciplines (niches) offered:

- i. Early Childhood Education
- ii. Youth Work
- iii. Hospitality

Student retention and completion data was collated for all students and then filtered for Māori students, providing a data base for survey purposes.

Student surveys ([#Appendix 1 Student Survey 2010](#)) were developed and administered by post and telephone. The survey questions were focused towards identifying tutor practices which impact positively/negatively on students' perception of their ability to achieve their goals. Two hundred and one postal surveys were mailed out; Youth Work, 52; Hospitality, 129; Early Childhood, 20. The transient nature of the PTE student demographic meant that in some cases cell phone numbers were the only remaining reliable contact details held. Follow up phone calls were made to those returned "not at this address", resulting in a total of 37 surveys (18.5%) being completed. Of these, 10 (27%) were from Early Childhood, 16 (43%) Hospitality and 11 (30%) Youth Work. While a smaller number of surveys were completed and returned for analysis than originally hoped for, the data set identifies the topics and themes that will be used as the basis for further development of the project.

Three focus group sessions, involving past and present students from each of the three niches, were held to investigate class dynamics (Whānaungatanga), class protocols (Tikanga) and peer support teaching methods (Tuakana Teina) to elaborate on the data set gathered from the student surveys. Students were invited to a Hui which was facilitated by the Māori Mentor, Kare Tipa-Rogers (Te Manga Māori, Eastern Institute of Technology), and co-facilitated by an independent researcher, Rebecca Hunter. In accordance with tikanga, each Hui was opened with karakia and mihimihi and completed with a shared meal. Following icebreaker exercises, the group broke into pairs and was asked to scribe/ brainstorm ideas around the three themes i.e. Whānaungatanga, Class Protocols/Rules and Tuakana Teina, ([#Appendix 3](#)). This activity was concluded with group feedback and facilitated discussion. At the end of the session, the students were asked to answer individual questions around their level of involvement with their Hapū, Iwi or Marae. This was followed up with further exploratory questions around how the student's level of involvement affected their ability to achieve their goals on their Workforce programme of study.

Results

Part A: Retention and Completion Data

All training programmes included in this study are of less than 1 year duration. Recruitment numbers for each of the three years were comparable due to the PTE's equivalent full time student (EFTS) allocation. Retention and completion data for the three years, 2007, 2008 and 2009, was examined, providing a description of the student body in each niche. The proportion of Māori students enrolled in each niche was considered as possibly having an impact on the completion and retention rates of these students and this was quantified. The results are shown in Table 1 below.

Table 1: Proportion of Māori Students Enrolled in each Niche for courses delivered in the years 2007 to 2009

Māori Students Enrolled in Niches	Year	Early Childhood Education	Hospitality	Youth Work	Total Students
Proportion of students in niche who are Māori	2007	4/12	8/39	17/44	29/95
	2008	8/44	95/140	55/114	158/298
	2009	7/28	140/198	48/86	195/312
Percentage of students in niche who are Māori	2007	33%	20%	38%	31%
	2008	18%	68%	48%	53%
	2009	25%	71%	56%	62%

Retention and completion in a programme of study was considered to be a robust measurement of student success. Therefore this data for the three year period was further analysed to identify the success rate for Māori students within each niche. Over the three years considered, 64% of Māori students in Early Childhood programmes (Fig i), 48% of Māori students in Hospitality (Fig ii) and 43% of Māori students in Youth Work (Fig iii) were retained and completed the qualification. The percentage of Māori students in each niche who did not complete was 6% for Early Childhood, 13% for Hospitality and 20% for Youth Work.

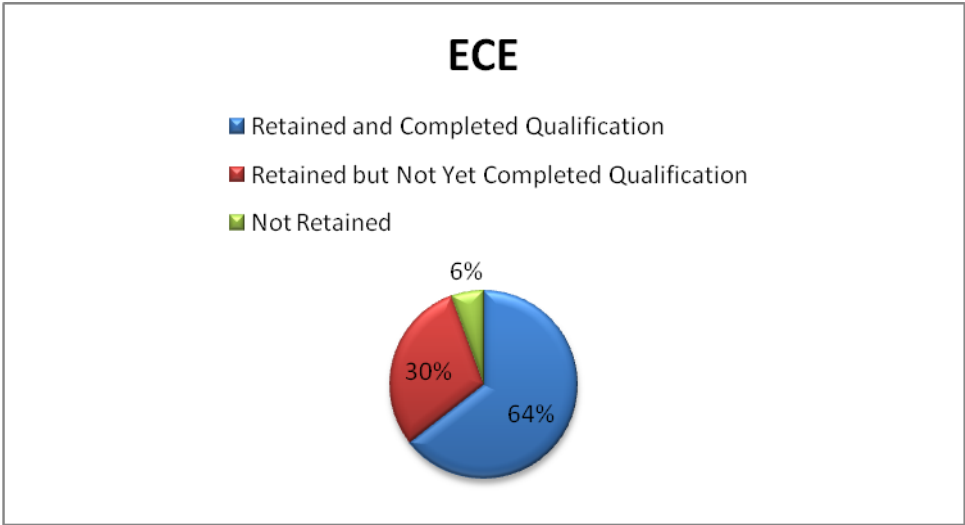


Fig i: Success rates for Māori students in the Early Childhood Niche

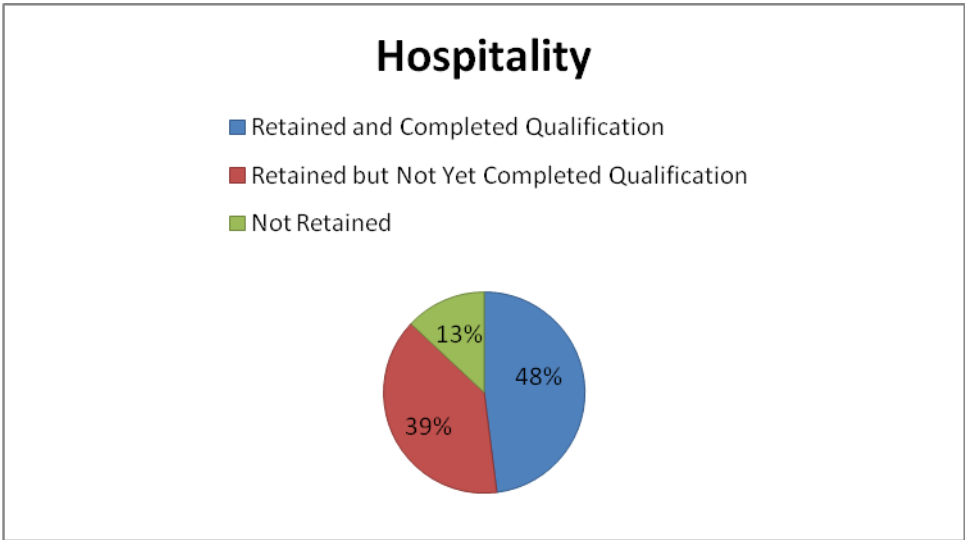


Fig ii: Success rates for Māori students in the Hospitality Niche



Fig iii: Success rates for Māori students in the Youth Work Niche

Although Māori students were a minority (33%, 18% and 25% respectively) in the ECE niche, they showed the highest percentage of retention/completion for the three niches. ECE also recorded the smallest non-retention rate.

From the analysis of the Māori students' retention and completion data for 2007 – 2009, out of a total of 25 tutors across the three niches, ten tutors with the highest rates of retention in their programmes have been identified. Table 2 shows the distribution by niche and tutor.

Table 2: Tutors Achieving High Retention Rates with Maori students

Tutor	Niche	% Success*	Retained or Completed Qualification	Not Retained
A	Youth Work	80%	8	2
B	Youth Work	100%	12	0
C	Hosp	85%	11	2
D	Hosp	100%	7	0
E	Hosp	80%	20	5
F	Hosp	75%	6	2
G	Hosp	100%	21	0
H	Hosp	100%	25	0
I	ECE	80%	4	1
J	ECE	100%	6	0

*% success is the percentage of Māori students who were retained on the programme, whether they completed the qualification or not.

The results clearly show that there are some tutors who achieve high retention/completion rates with Māori students. Table 3, below, shows the comparative success percentages, for each of these tutors with all the other (i.e. non Māori) students in their class. The average success rate for all tutors in each of the three niches is also shown.

Table 3: Tutors Retention Rates with Maori students compared to Non-Maori students

Tutor	Niche	Maori Students	All Non-Maori students
		% Success	% Success
A	Youth Work	80%	100%
B	Youth Work	100%	*50%
All tutors	Youth Work	39%	39%
C	Hospitality	85%	100%
D	Hospitality	100.00%	100%
E	Hospitality	80%	100%
F	Hospitality	75%	100%
G	Hospitality	100%	100%
H	Hospitality	100%	*50%
All tutors	Hospitality	60%	28%
I	ECE	80%	87.50%
J	ECE	100%	100%
All tutors	ECE	21%	72%

*NB the total number of non Māori students on each of these courses was only 2, so the 50% success rate correlates to only one completion and one not retained non- Māori student on each of these tutors' courses which were identified as successful for Māori students.

Whether and how the individual tutor practice relates to these high retention rates warrants further investigation. At present no correlation can be extrapolated between these specific tutors with high retention rates and the student survey results which follow. Such extrapolations would only be able to be drawn upon with further development of this project.

Part B: Student Surveys

All results are gathered from Student Surveys and are for Māori students unless otherwise stated. A total of 37 questionnaires were completed, 12 from the ECE niche, 12 from the Hospitality niche and 13 from the Youth Work niche.

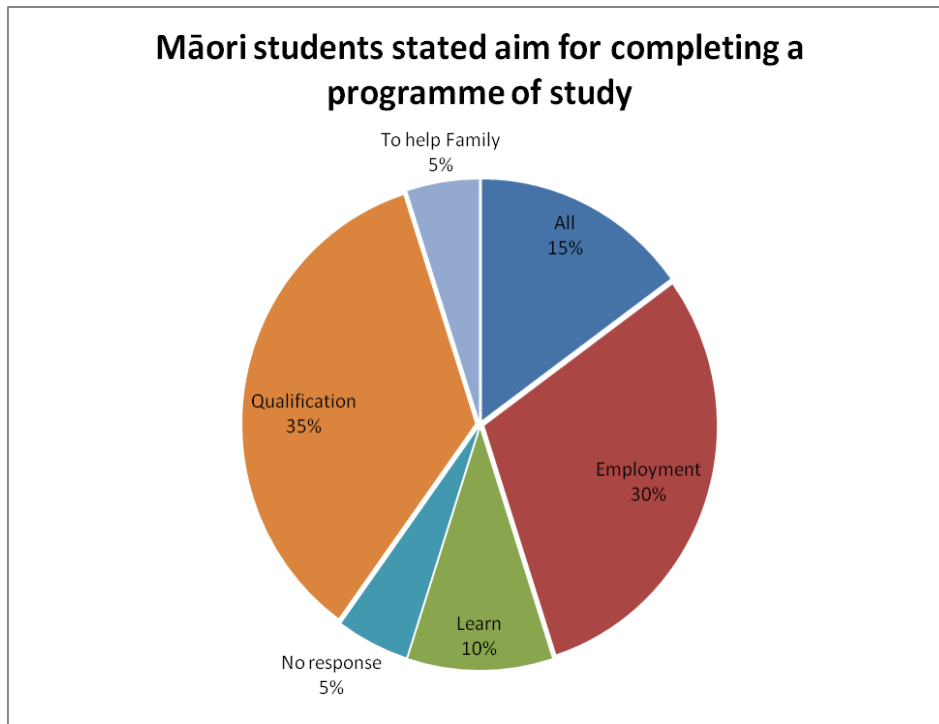


Fig iv: Māori students stated aim for completing a programme of study

Within the PTE student body of 'second chance adult learners', students often approach study without a defined career goal. As shown above, only 35% of respondents were immediately driven by gaining a qualification. While a consistently high level of success by Māori students shown on some programmes may derive from a variety of factors, including programme choice and relevance of the subject matter to each learner, this may also be an indication of the impact of tutor practices fostering a passion for an area of study, resulting in high student retention and success.

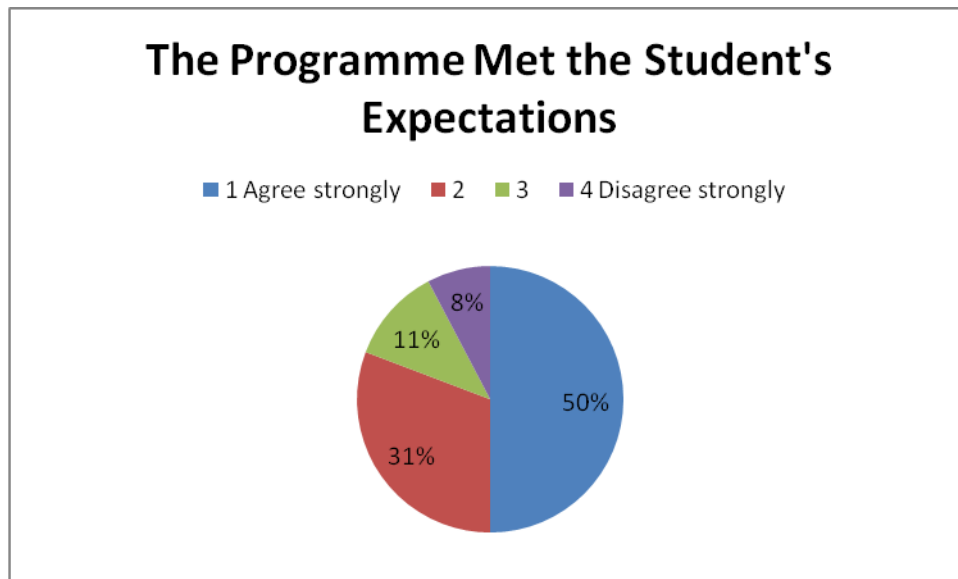


Fig v: To what extent did the programme meet students' expectations

A clear majority of students agreed that their programmes of study had met their expectations.

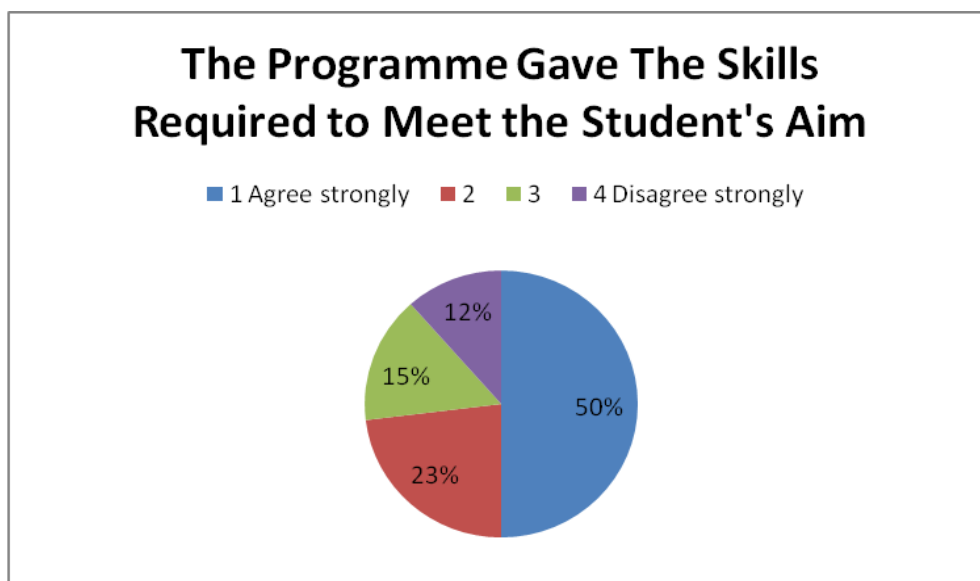


Fig vi: To what extent did the programme give the skills required to meet the students' aims

The high proportion of agreement with each statement (Fig v, Fig vi) positively links the students' perceptions of what a successful programme means to them with the quantitative retention/completion data presented in Results Part A.

Students' Educational History

When asked how their Workforce programme compared to previous educational experiences (school or other training) 56% of the students recorded a negative response. Conversely, 67% of the students commented that they enjoyed the relaxed nature and adult environment at Workforce, stating that the environment allowed them to feel comfortable enough to speak up in class. They also cited smaller classes and the availability of One on One time with their tutor as supporting their positive approach to their learning. See Figure vii below.

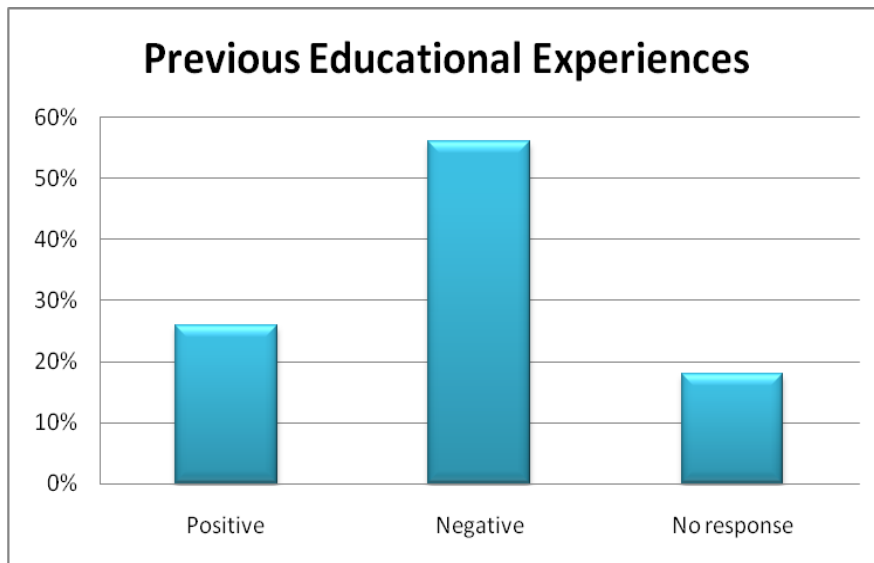


Fig vii: Students' evaluation of previous education or training.

This result corresponds to the conclusions made by Ka'ai (2006) that many Māori students have had negative educational experiences.

Factors Attributed to Achievement or as a Barrier to Success

Students have stated that they feel comfortable at Workforce due to the supportive relationships they form with their tutors and the interactive delivery methods used. The level of pastoral care given to students through this practice was proposed as a factor in student retention/completion (success) rates at the PTE. This is supported in the factors identified below by the respondents. Students were given a list of possible factors that helped them to achieve their goal or which they felt were a factor that acted as a barrier to achieving their goal. The results are tabled below:

Table 4: Identification of Factors Attributed to Achievement or as a Barrier to Success

Factor	Identified as Helping each student achieve their aim (% of students)	Identified as a Barrier to each student achieving their aim (% of students)
Cultural Understanding	54	4
Home Situation	31	15
Location	50	12
Other	0	8
Peers	58	8
Resources	50	15
Subject Matter	50	27
Support	77	15
Teaching	62	12
Transport	31	27
Tutor	54	12

Support and teaching were the most commonly identified contributors to the successful achievement of students' aims; supportive peers, cultural understanding in the classroom and a good tutor were also identified as important factors. Subject matter, resources and course location are clearly additional factors enhancing student ability to achieve their goals.

A number of students observed that reliable transport and a good home situation had allowed them to achieve with greater ease. Conversely, subject matter and transport are clearly identified in the table as the main barriers to Māori students achieving their aims at Workforce Development. That tutors are able to counteract these barriers through pastoral care practices that allow a student to complete successfully is an important factor in the PTE sector.

Study Skills

Specific examples of how tutors helped students with their study skills were given by many survey participants, with 82% of responses citing group discussion and tutors explaining things well. Again many students (21%) specifically mentioned one on one support as integral to their study success. Group brainstorming and the use of specific and/or work related examples were also seen by 38% of the students as essential study skills modeled in the classroom. Students highlighted the support they received from their tutor, both from an academic perspective and from a pastoral perspective.

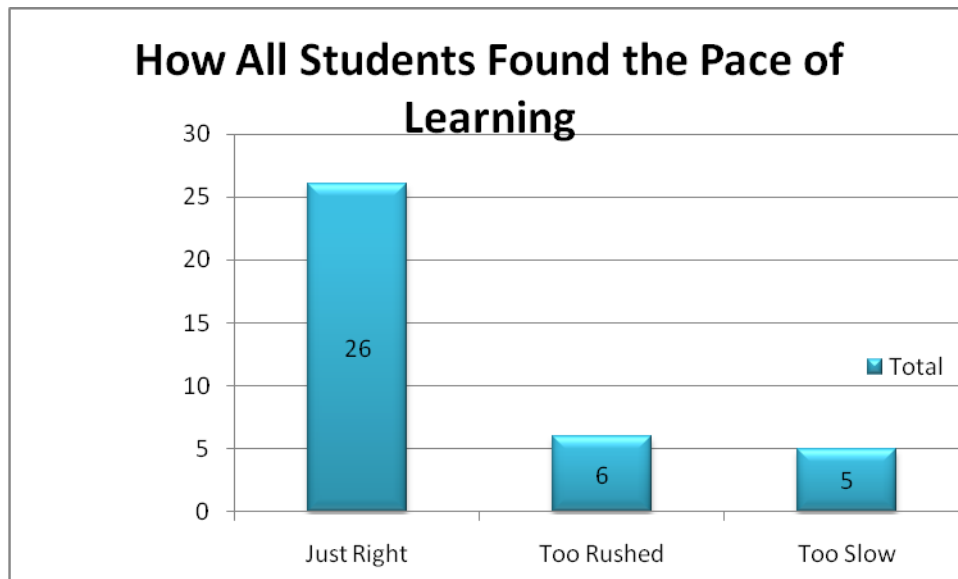


Fig viii: The majority of students found programmes to be the right pace for them.

That the pace of learning was identified by 70% of respondents as being “just right” for them, endorses the approach to supporting study skills identified by students above.

Students’ Comments about Tutor Sensitivity to Cultural Needs of Learners

In an attempt to link a high level of student retention and completion to the Kaupapa in the classroom, students were asked to comment on how sensitive their tutor was to their cultural needs.

Generally, students noticed a tutor’s attempts to pronounce Māori names and Māori words correctly and appreciated their effort in doing so. Students commented that sometimes Māori words were used without their meanings being explained and this was confusing and left students feeling too embarrassed to ask what the words meant. One student commented that being Whakamā (shy) in this regard, was especially true of Māori and Pacific Island students.

Māori students were found to be accepting of tutors from other cultures who did not demonstrate knowledge of tikanga in the classroom. Some students commented that the tutor ‘gave it a try but it wasn’t really their culture.’

Of the Māori Students who Commented that the Programme did not Meet their Expectations

Where the programme did not meet their expectations, the few dissatisfied students (see fig v and fig vi) also stated that they were not given all or any of the skills they needed for their aim to be achieved. Each of these students (5) were on different programmes delivered by different tutors. Eighty per cent of these students found the pace of learning too slow or too rushed, 60 % of them had issues with the difficulty of the Numeracy and/ or Literacy tasks on the programme, and they all rated the learning materials as only OK or not very good. Given the focus of this research, it is interesting that only one student identified Cultural Understanding in the classroom as a factor

which enhanced their learning experience, while none of these students specifically identified a lack of cultural understanding as a barrier to their achievement at Workforce. However, as none of these students chose to give specific examples of how their tutor was sensitive to the cultural needs of learners, it may be an indication that their cultural needs were not addressed, leading to their disengagement with the programme of study. None of these students participated in the focus group discussions.

Part C: Focus Groups

This section presents the results from the three focus group sessions, involving past and present students from each of the three niches; three questions investigating class dynamics (Whānaungatanga), class protocols (Tikanga) and peer support teaching methods (Tuakana Teina) were put to the groups to elaborate on the data set gathered from the student surveys. Please see Appendices 3, 4 and 5.

Question 1: Whanaungatanga

Shared experiences and working together, which provides people with a sense of belonging, were identified in the focus group discussions as being essential for Māori students to feel comfortable and welcome in their class. Waiata and karakia were an important part of building the confidence to participate fully in the classes. Students commented that having a shared passion in the programme subject area brings the class together; that they felt there is a common value of 'wanting to achieve'.

One student commented 'that it all starts with us, with our family behind us'. She drew on the proverb "Whakawhanaungatanga, Whanaungatanga, Whanau, au" to illustrate the relationship of the individual to the whole, demonstrating her appreciation of the community environment in her class. Another student commented that Workforce is like 'a home away from home'. Students felt valued when "everyone gets a say, everyone gets listened to". A further student said "I shared my personal emotions with my teacher and class members, they all had a very good sense of understanding towards my situation, shared their aroha and sympathy. "

Identified classroom practices included:

- A group meeting every morning
- Doing a work plan as a group
- Awhi the younger ones along
- Sit down together and have a big kai at the end of the day, giving feedback on the day
- Exchanging knowledge
- Singing waiata (up to 5 times a day until it sounds good/cohesive; the tutor says the cohesiveness of the waiata is a symbol of the class working together)
- Everyone respecting each others' opinion no matter what the cultural differences are.

On courses where a noho marae was included, these were seen by students as bringing about new friendships and knowledge of karakia, karanga, and waiata. This was a highly valued experience on the courses in which it was included and contributed to a sense of belonging in the classroom. The students discussed a sense of becoming a class hapū and the support that this provided for them in their successful completion.

Question 2: Class protocols/ rules

Overwhelmingly Māori students commented they felt welcome to bring tikanga and their own ideas into classroom protocols. Some commented that if they couldn't do this, then they would voice their concerns. The ease with which the students discussed their personal experiences of the programmes demonstrated their high level of comfort at Workforce and the open minded, welcoming kaupapa in their classrooms. There was a familiarity and openness in the discussion. One group commented "We feel very comfortable in regards to asking our tutor anything that is on our mind because she makes us feel very comfortable."

Students agreed that the class and tutor developed class protocols and rules as each programme started. Students felt comfortable discussing their view of tikanga and protocols for the classroom environment. Common practices were:

- No sitting on tables
- Respecting each others belongings
- Protocols observed on Marae visits/noho marae
- Karakia every morning

Students commented that they had observed tutors being open to learning about protocols from students with different ethnic backgrounds to the tutor's own. They were confident that classroom protocols were built around ethics and a respect for customs, beliefs, and culture. They reflected that clarification or a further explanation was always forthcoming from the tutor and peer group around reasons for specific rules. All of these factors contribute to student engagement and therefore to success in their study.

Question 3: Concept of Tuakana Teina

It was common practice in the classes for the older or more knowledgeable ones 'to help the younger ones when needed and vice versa, because everyone needs help sometimes'. 'We naturally help each other, (ages vary from 19-40 years old in the class), no-one feels like they've been left behind'. One student commented that during the noho marae "from listening to Kaumatua, I've learnt how to communicate more in a positive manner, to be more honest with myself and more sociable." Another group said "We naturally help each other with whatever we do in class. With us helping each other, no one feels like they have been left behind with the assignments we have to complete." The concept of sharing learning and knowledge between students as well as between tutor and student was important to all focus group participants. The

importance of being able to work as a collective group was emphasised; individual achievement was not discussed by the students.

Individual Question: [Appendix 4](#)

As a measure of student involvement in Te Ao Maori and each student's opinion of how their level of involvement impacted on their ability to achieve their aims at Workforce, an individual question was posed to each of the focus group participants (13 students). We found a range of levels of involvement with Marae, Hapū and Iwi. Each student shared their own view on how their level of involvement affected their ability to achieve at Workforce.

For example, one student with little involvement with Hapū and Iwi felt that her achievements were her own, and had a lot of pride in that, while at the same time acknowledging that her Iwi does offer a lot of educational support for its people. Another student, with similarly little involvement, correspondingly showed pride in her own achievement and went on to say that the subject matter on the course, including a study of Te Tiriti O Waitangi, "has brought my attention back to who I am as a Māori Wahine". Another student with little involvement in Marae, Hapū or Iwi says she carries her Māoritanga within and the course has helped her find a voice and be more confident.

A further student with some involvement with her Marae, Hapū and Iwi, cited that involvement as a motivation for her to enroll in study. The support from her Whanau for the path she has chosen continues to motivate her in her studies and her aims upon completion revolve around giving back to her Marae and community.

Discussion

The overriding aim of this project is to unravel what allows a tutor to achieve exceptional retention and completion results with their adult Māori students. A consistently high level of success by Māori students shown on some programmes may derive from a variety of factors, including programme choice and relevance of the subject matter to each learner. However if, as argued by Benseman and Sutton (1999), the tutor/learner relationship is primary, such high rates of success must accordingly be attributed to particular tutor practice. While the student surveys asked a wide range of questions relating to what worked for students at Workforce, this discussion will focus on linking the practice of tutors with high rates of success to the students' own perceptions of quality teaching practices.

Most of the students in this study came to Workforce as their first experience of tertiary education. Some had been reasonably successful at school, both socially and academically. However many had not been successful at, or enjoyed, school and as identified by Rawiri (2007) had a strong association with negative school experiences of assimilation, exclusion and cultural denigration. That 56% of the students who responded to the questionnaire recorded their previous learning experiences in negative terms, supports this finding. Overwhelmingly the students surveyed claimed that their Workforce course had been a valuable learning experience for them in the context of giving them skills and meeting their expectations. Support, teaching and peers were the most commonly identified factors in helping students achieve their goals.

Cultural understanding was not identified as a barrier to success by many students, but was named as important to success by just over 50% of the respondents. A tutor's willingness to try to pronounce Māori names correctly was seen as more imperative than their competence at it. Norman and Hyland (2003, cited in Culligan, 2005) argue that learning has its basis in interactions between people, that the relationship between confidence and learning is complex and reciprocal. In the focus group discussions, the practice of Whānaungatanga within the class environment was identified as a potent factor in student engagement and successful completion.

Consistently, students commented that they enjoyed the relaxed nature and adult environment at Workforce. The availability of one on one time with their tutor was constantly commented on and the environment allowed them to feel comfortable enough to speak up in class. Smaller classes and the relevance of subject matter may also have contributed to this. Whether or not students have a strong involvement in their Maori community, a sense of belonging in the classroom was identified as being paramount to successful completion of a programme of study. This was achieved largely through the tutor's practices such as including students in setting classroom rules. Waiata and karakia were noticed and appreciated where they were included in classroom routines and were effective tools in creating a sense of belonging (Mana Whenua) and group cohesiveness.

Peer support learning (Tuakana Teina) was a common feature students identified. In Māori "ako" means both to "teach" and to "learn" (Metge, 1984) and the shared value of learning and passion for the subject matter between students and their tutors was highlighted. Students identified a feeling of inclusion and value in the classroom, drawn together by a common interest in the course subject matter. Further the inclusion of specifically Māori subject matter such as Te Tiriti o Waitangi and

Noho Marae provided Māori students with a sense of pride and an opportunity to enhance and share their knowledge of whakapapa protocols, in its historical and contemporary context.

The data gathered from this research has highlighted the anomalies which have led us to pose the question that we hope will be a key driver for further development of this research project. It could be inferred that a higher proportion of Māori students in a particular niche would support a higher completion/success rate than in a niche with a smaller number of Māori students; the premise being that Māori students would be in the minority and therefore possibly culturally isolated. Within the ECE Niche there is a much lower proportion of Māori students than in the Hospitality or Youth Work niches. It could be surmised that low numbers of Māori students in a class should have resulted in those students feeling culturally alienated (that is, having a low sense of belonging) and therefore not achieving at similar levels as students who attended classes with a higher proportion of Māori students in the class. Interestingly the opposite is identified, with the proportionately small numbers of Māori students gaining high levels of achievement within the ECE programmes.

To address Māori needs and demands, Sullivan (1994) advocates a bicultural approach which acknowledges Tangata Whenua status and confirms that acknowledgement by focusing on partnerships, rather than the domination of a primary group. This research appears to indicate that the practice of Whānaungatanga in class dynamics, the inclusion of Tikanga in class protocols and peer support teaching methods, Tuakana Teina, have a positive impact on the retention/completion success rates of Māori students in the PTE environment. The further development of this research will utilise the data from this report as a base from which to explore the actual tutor practices which result in positive outcomes for Māori students. It is intended that this will culminate in the creation of a toolkit of specific skills, practices and attitudes for tutors in the PTE sector which will enhance teaching practice in relation to success for Māori students.

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Appendices

Appendix 1

Student Survey 2010



Tēnā koutou ngā karanga maha, ngā hau e wha o te motu e, koutou ngā akonga tēnā koutou katoa. Otirā, koutou kua haere kei tua, haere haere hoki atu rā.

Nā reira he patapātai tirohanga tēnei nā mātau o Workforce. He kohikohinga pātai hai awhina i a tātau titiro ki ngā whakahaerenga o ā mātau hōtaka,

Nā reira, nei rā te mihi whetai e tuku atu ki a koutou mō ō koutou tautoko ki tēnei kaupapa.

Greetings to you the many ethnicities of students in our country, to you students, warm greetings. To those who have passed, we bid farewell to you.

This is a survey of collected questions from Workforce Development to assist us in looking at and analysing the learning programmes here.

Therefore we express thanks for your support for this survey.

Name				
Ethnicity	<input type="checkbox"/> Maori	<input type="checkbox"/> Pakeha	<input type="checkbox"/> Pacific Islands	<input type="checkbox"/> Other:
Programme of Study			Name of Tutor	
Year of Study				

What was your aim(s) in completing your programme?	
Do you agree with the following statement? The programme met my expectations.	(1) Agree strongly (4) Disagree strongly 1 2 3 4
Do you agree with the following statement? The programme has given me the skills I needed to achieve my aim(s)?	(1) Agree strongly (4) Disagree strongly 1 2 3 4

<p>Select some of the factors that have helped you achieve your aim(s) at Workforce Development.</p>	<input type="checkbox"/> support <input type="checkbox"/> location <input type="checkbox"/> cultural understanding <input type="checkbox"/> resources <input type="checkbox"/> home situation Other: <input type="checkbox"/> teaching <input type="checkbox"/> peers <input type="checkbox"/> subject matter <input type="checkbox"/> transport <input type="checkbox"/> tutor
<p>Select some of the factors that have been a barrier to achieving your aim(s) at Workforce Development.</p>	<input type="checkbox"/> support <input type="checkbox"/> location <input type="checkbox"/> cultural understanding <input type="checkbox"/> resources <input type="checkbox"/> home situation <input type="checkbox"/> mentoring Other: <input type="checkbox"/> teaching <input type="checkbox"/> peers <input type="checkbox"/> subject matter <input type="checkbox"/> transport <input type="checkbox"/> tutor
	<input type="checkbox"/> lessons were interesting <input type="checkbox"/> there was time to answer questions <input type="checkbox"/> there was time for team work <input type="checkbox"/> lessons were well-prepared <input type="checkbox"/> things were explained well <input type="checkbox"/> lesson objectives were explained <input type="checkbox"/> course was logically structured and well organised
<p>How would you describe the pace of learning on your programme? Select <u>one</u> of the following.</p>	<input type="checkbox"/> too rushed <input type="checkbox"/> just right <input type="checkbox"/> too long and drawn out
<p>Describe how your tutor was sensitive to the cultural needs of learners - for example, pronunciation of Maori names; issues surrounding tikanga:</p>	
<p>Do you agree with the following statement? The learning materials, handouts, text books, visual aids and other written resources were suitable.</p>	<p>(1) Agree strongly (4) Disagree strongly 1 2 3 4</p>
<p>Describe your past learning experiences. Refer to school experience (primary, intermediate, secondary, tertiary):</p>	

How do these past learning experiences compare with your experiences at Workforce Development?	
Do you agree with the following statement? The reading tasks were too difficult.	(1) Agree strongly (4) Disagree strongly 1 2 3 4
Do you agree with the following statement? The writing tasks were too difficult.	(1) Agree strongly (4) Disagree strongly 1 2 3 4
Do you agree with the following statement? The numeracy tasks were too difficult.	(1) Agree strongly (4) Disagree strongly 1 2 3 4
Give some examples of any reading, writing or numeracy activities that you found difficult:	
Give some examples of how your tutor supported your study skills, such as completing homework, reading and writing independently, note-taking or what to do if you didn't understand something:	
How do you suggest we can improve the programme?	
Would you recommend the programme you did to other people?	

Thank you for completing this survey. Your answers are valuable to us.

Appendix 2

Focus Group Invitation

Nāku te rourou Nāu te rourou ka ora te Iwi!

With your valuable contribution and ours, we hope to find out what works well for Māori Learners

**PLEASE ACCEPT THIS INVITATION TO OUR HUI
FOLLOWED BY A KAI ON**

THURSDAY 22 JULY

11:30AM-1:00PM

At 'Preparado' Workforce Development, 60 Prebensen Drive, Napier

Nau mai Haere mai!

- Researchers Rebecca Hunter and Kare Rogers will come to talk to you about what your course is like, what you've been enjoying and not enjoying
- **Crazy Horse Aotearoa T shirt** and **Te Wiki o te Reo Māori Prizes**
- The Professional Cookery course will provide tasty **Traditional Māori Kai** to cap off the hui
- This is an important research project to find out what works well for Māori Learners

RSVP to Nicola 06 835 1014 or Mob 027 348 555

Appendix 3

Focus Group Brainstorming Sessions

Three brainstorming/scribe questions:

1: Whanaungatanga

A relationship through shared experiences and working together which provides people with a sense of belonging.

Were there any teambuilding exercises or things such as waiata, karakia, mihi or Māori games which seemed to strengthen relationships and your learning in class?

Please describe them:

Did you feel you had a role or place in your class, did you feel welcome in class and could you relate to the layout of the building or classroom?

2: Class Protocols/ rules

Did the tutor and class set rules together at the beginning of the course?

If so, were tikanga and cultural understanding taken into account and can you give any examples of how (for example no stepping over people, no sitting on tables)?

Were these cultural sensitivities explained?

3: Tuakana Teina

Older brother/ younger brother.

Was the concept of Tuakana Teina incorporated into teaching methods by allowing time for older or more experienced students to support those younger or less experienced to learn in the classroom?

Do you think that using these cultural concepts in the classroom did/ would enhance your learning? Why?

Appendix 4

Focus Group Individual Question

[focusgroup indiv Qs.pdf](#)

Individual Questions:

What level of involvement would you say you have with your:

	None	A little	Some	Quite a lot	Very involved
Marae					
Hapu					
Iwi					

How would you say that your level of involvement affected your ability to achieve your goals at Workforce?

Appendix 5

Focus Group Brainstorming Results

Question 1: Whanaungatanga

A relationship through shared experiences and working together which provides people with a sense of belonging.

Were there any teambuilding exercises or things such as waiata, karakia, mihi or Māori games which seemed to strengthen relationships and your learning in class?

Please describe them.

Did you feel you had a role or place in your class, did you feel welcome in class and could you relate to the layout of the building or classroom?

Group 1

Cookery Level 3, Youth Work L3

Have a group meeting every morning to do a work plan in the kitchen together. Awahi the younger ones along.

Shared Passion brings the class together – common values of wanting to achieve.

Then sit down and have a big feed at the end of the day giving feedback exchanging knowledge. Sing a song sometimes five times a day! Everyone respects each others opinion no matter what the cultural differences are

All starts with us whakawhanaungatanga, whanaungatanga, Whanau, au

Group 2

Youth Work Level 4, Youth Work Level 3

I shared my personal emotions with my teacher and class members, they all had a very good sense of understanding towards my situation shared their aroha and sympathy. Outcome: I felt very thankful they understood where I was coming from they had a lot of respect for me. I felt I belonged.

Noho Marae - class trip to Wanganui

New experience - Karakia, Waiata, Karanga

Respect for each other, supporting each other morally. Outcome: new friendships - tatou Whanau.

Korero - everyone gets a say- everyone gets listened to.

Group 3

ECE Level 3, ECE Level 4

Karakia, we do every morning before class starts

Karakia

Nau te Rangi

Nau TeWhenua

Nau Te Rangatiratanga

Mo Ake tonu

A Waiata/ Karakia made up by Christians at a Wananga for Te Tiriti O Waitangi

The support that my tutor gives is real important. They don't rush work and give lots of one on one time.

Need to simplify tasks so students don't over think too much

To explain hard words, break it down.

Go over one unit at a time and make sure all understand

Speak more clear

Maybe having a group discussion

Too much info can be given at once

There are different learning area's each person

We comfortable (to b) and welcome in class.

Everyone support each other

Cultural values

Question 2: Class Protocols/ rules

Did the tutor and class set rules together at the beginning of the course?

If so were tikanga and cultural understanding taken into account and can you give any examples of how (for example no stepping over people, no sitting on tables)?

Were these cultural sensitivities explained?

Group 1

No sitting on Tables

Having group rules – and have a open talk – about units and once a month going over these rules – (may need to add to rules)

Yes rules where done, but not all listen to them (no cellphones, no music etc)

Cultural sensitivities was explained

Tutor wants to know Maori protocols

Respects everyones cultural background/ beliefs. Tutor has open door policy that you can voice your opinion

Te waireka otane rehab visit the whole class followed the protocol during the powhiri on the marae no matter what their race!

Group 2

Noho Marae We went onto marae as a hapu- explained that because we work as group it would be good to form a hapu. No pressure to sing or pray but you just wanted to anyway. Noho Marae is an example of what we learn in class: Clear instructions, support in understanding information, Clarification/ information

Respect for – ethics, customs, cultural beliefs

We all felt very welcome at the marae, everyone were so sociable and caring. We built the confidence to get up and speak and to ask any questions to the kaumatua.

Karanga- We were told not to walk on to the marae until the karanga was done and we had to sit behind the men so they could protect us women. Respect the Wharenui we were told that we are stepping into an ancestor, we must respect.

We feel very comfortable in regards to asking our tutor anything that is on our mind as she makes us feel very comfortable.

Group 3

Yes

No sitting on classroom tables

Everyone and their belongings are respected.

Protocols were talked about for a hui we were attending at Otane at a marae e.g. take shoes off before entering the whare moe

We start with a karakia and end with one – makes you feel comfortable and welcomed. Comes under peoples beliefs

We feel that the teachers don't explain stuff well.

Class Protocols/rules

I liked how we set our own rules for the classroom. Our values.

Question 3: Tuakana Teina

Older brother/ younger brother

Was the concept of Tuakana Teina incorporated into teaching methods by allowing time for older or more experienced students to support those younger or less experienced to learn in the classroom?

Do you think that using these cultural concepts in the classroom did/ would enhance your learning? Why?

Group 1

Yes the older ones help the younger ones when needed and vice versa because everyone needs help sometimes

Explain stuff so that everyone is on the same page.

Making sure student share information between the students that are behind. And support them.

To much information is given out at once. Needs work on one thing at a time.

Group 2

From listening to Kaumatua on the marae I've learnt how to communicate more in a positive manner. To be more sociable and honest with myself. I have a lot of respect for elder people as we learn alot of knowledge from them. Being encouraged to reflect on past living:

Experience

Knowledge

Whanau

Aunties

Uncles

Koro-nan

Cousin

Group3

In our class the ages vary from 19-40. We naturally help each other with whatever we do in class.

With us helping each other no one feels like they have been left behind with the assignments we have to complete. Also to know it is OK to ask for help.

Students have different learning levels some teachers come out with big words and some don't know what it means.

I feel that I can speak on behalf of the class when there is an issue at hand.

Working more as a group so everyone has a say.

Having a class discussion where all can be heard. So others are heard and valued.