



Kaiako Pono: Mentoring for Māori Learners in the Tertiary Sector

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The project was an inter-agency initiative, co-funded by Te Puni Kōkiri and Ako Aotearoa, and supported by the Tertiary Education Commission.



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CONTENTS

FOREWORD.....	4
ACKNOWLEDGEMENTS.....	5
EXECUTIVE SUMMARY.....	6
Key Findings	6
Future directions.....	7
SECTION ONE: INTRODUCTION	8
Background.....	8
Research approach.....	8
Research participants.....	9
Māori conceptual frameworks.....	9
Mentoring concepts	11
Limitations of the study.....	12
SECTION TWO: DISCUSSION – MENTORING FOR MĀORI IN TERTIARY EDUCATION INSTITUTIONS	13
Mentoring models.....	13
Formal Māori-focused mentoring programmes	14
Informal mentoring.....	15
Group and collective mentoring	15
Good mentoring practice	16
Good practice at institutional level	16
Good practice at programme level.....	17
Good practice at community level.....	18
Defining and measuring success.....	19
SECTION THREE: CONCLUSION AND SUGGESTIONS FOR FURTHER POLICY RESEARCH	21
Suggestions for further policy research	21
SECTION FOUR: INSTITUTIONAL PROFILES	22
Private Training Establishments	22
Wānanga.....	28
Rural Education Activities Programme (REAP).....	29
Adult and Community Education Organisation (ACE).....	30
Other Tertiary Education Provider (OTEP)	31
Industry Training Organisations (ITOs).....	32
Polytechnics/Institutes of Technology.....	36
Centre of Research Excellence (CoRE).....	39
Universities.....	40
BIBLIOGRAPY	43

FOREWORD

Te Puni Kōkiri and Ako Aotearoa share a commitment to improving educational outcomes for Māori at tertiary level, through promoting and facilitating increased participation, retention, achievement and advancement of Māori learners across the tertiary system.

Māori achievement in tertiary education has been steadily increasing, and recent research has identified that the support, services and facilities offered by educational institutions perform an important function in raising learners' achievement levels. Mentoring is recognised as an important support strategy to improve the retention, participation and completion rates for Māori learners in tertiary education, evident in the growth of mentoring programmes for Māori across the tertiary sector.

Education, training, and skills acquisition are priority areas for Te Puni Kōkiri as these are significant enablers that prepare Māori for future opportunities. Te Puni Kōkiri has a focus on working closely with education agencies and organisations to promote and support the development and implementation of educational policies and programmes that are equitable, and that reflect the strengths, aspirations and needs of Māori people.

Ako Aotearoa, the National Centre for Tertiary Teaching Excellence, is committed to the best possible educational outcomes for all learners across the tertiary sector. This includes creating more enabling environments for Māori by fostering best teaching and learning practice in the tertiary sector. The Ako Aotearoa Māori Caucus has a critical governance function to develop and oversee the centre's Māori teaching and learning strategy. Current projects related to this report include: teaching and learning for Māori success in tertiary settings; improving Māori student success in health professional degree level programmes; and looking at what works for Māori adults learning Te Reo Māori as a second language.

We are therefore delighted to join together to release this report as a contribution to building and strengthening the knowledge base about good practice and successful mentoring models for Māori across the New Zealand tertiary education sector, and the role mentoring plays in raising Māori achievement levels in tertiary education.



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- Eastbay REAP, Whakatāne
- Learning State, Te Whanganui-ā-Tara
- Manukau Institute of Technology, Tāmaki Makaurau
- Mātāpuna Training Centre, Tūranga-nui-ā-Kiwa
- Moana House Training Institute, Ōtepoti
- New Zealand Sports Academy, Rotorua
- Ngā Pae o Te Māramatanga, University of Auckland, Tāmaki Makaurau
- NorthTec, Whangarei
- Seafood Industry Training Organisation (SITO), Te Whanganui-ā-Tara
- SkillsActive, Te Whanganui-ā-Tara
- Te Kupenga Mātauranga, Taranaki
- Te Kura Motuhake o Te Ataarangi, Wairoa
- Te Pū Wānanga o Anamata, Whakatāne
- Te Rōpū Āwhina, Victoria University of Wellington, Te Whanganui-ā-Tara
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- Toi Whakaari, Te Whanganui-ā-Tara
- Maia Māori Development Centre, Unitec, Tāmaki Makaurau
- Whakatō te Mātauranga, Wairoa

Interested parties are encouraged to contact the respective providers directly with regards to queries about mentoring for Māori discussed in this report, and to acknowledge the source or developers in any future discussions, research or initiatives they may engage in with respect to the mentoring activities and programmes presented in the report.

Thank you also to those who contributed to the investigative study by sourcing and collecting the data and information, writing, reviewing, editing and publishing this report. Tēnā hoki koutou katoa.

EXECUTIVE SUMMARY

This is a report on an investigative study undertaken to examine mentoring for Māori learners in the tertiary education sector. The project was an inter-agency initiative, co-funded by Te Puni Kōkiri and Ako Aotearoa, and supported by the Tertiary Education Commission.

The purpose of the study was to: profile mentoring models for Māori in the tertiary sector; highlight and document good mentoring practice for Māori; and investigate how institutions are defining and measuring success in relation to mentoring Māori learners.

The study involved a review of relevant literature on mentoring for Māori, and site visits and interviews in 21 tertiary education institutions throughout New Zealand. This report provides an overview of mentoring for Māori learners in the participating institutions, and focuses attention on good mentoring practices for Māori tertiary learners and how success is measured for mentoring activities.

Key Findings

Māori focused mentoring

Mentoring in the participating kaupapa Māori-based education institutions (this includes private training establishments, a wānanga, and an adult and community education organisation) tends to be informal, and implicit in their pedagogy; therefore, considered to be the collective responsibility of staff and learners alike.

Mentoring in community-focused providers tends to be informal, using group and collective mentoring approaches.

Formal Māori-focused mentoring programmes in participating universities and polytechnics tend to be based on Māori values and practices. While these programmes have formal structures, the underlying programme values and mentoring processes produce long-term informal mentoring relationships that operate in similar ways to kaupapa-Māori-based education institutions.

Four of the formal Māori-focused mentoring programmes had some unique features. The Ngā Pae o Te Māramatanga mentoring programme – Te Kupenga o MAI, is a multi-level network model that operates at international, national and regional levels. The New Zealand Sports Academy mentoring programme is a formal part of the learners' learning programme. Te Rōpū Āwhina at Victoria University has three types of mentors with different foci. The Whai Ake mentoring programme is a partnership between Unitec and Transpower offering scholarships tagged to the mentoring programme.

Good practice

The study has highlighted a number of developing good practices. These include:

- Mentoring being prioritised as an important Māori student support activity. This is evident in the number of Māori-focused mentoring programmes, based on Māori values, principles and practices, that are supported at senior management level, with dedicated infrastructure and resourcing;
- Mentoring programmes designed for all learners include culturally relevant peer support options for Māori learners;

- Utilising data and information effectively to help refine responsiveness to Māori students' needs;
- Providing mentoring activities and services (including one-on-one, group and collective) that encourage long-term 'whānau-like' relationships;
- Providing mentoring activities and services that focus on the 'holistic' wellbeing (academic, cultural and personal) of Māori learners;
- Contributing to community development and leadership through building the capability of learners to 'give back' to their communities and to the educational institution; and
- Supporting Māori learners to develop their identity as Māori.

Defining and measuring successful mentoring for Māori

Formal mentoring programmes use participation, retention and course and qualification completion indicators to measure success. Data from the study suggests that Māori learners who participate in formal mentoring programmes offered by their educational institutions are more likely to complete their courses and qualifications than other Māori learners attending the same institution (for example Te Rōpū Āwhina at Victoria University).

The informal, thus private, nature of mentoring in kaupapa Māori and community-based institutions makes it more difficult to demonstrate a positive link between mentoring relationships and activities and student achievement; therefore, evidence about the success of mentoring tends to be anecdotal. The nature of informal mentoring also makes it difficult to quantify the cost of mentoring activity to the institutions.

Future directions

The study identified a number of areas requiring further inquiry. Key areas are:

- The extent to which mentoring contributes to raised Māori student achievement levels, in comparison to other forms of student support;
- Good mentoring practice from Māori student perspectives;
- How to measure and report on success for informal mentoring relationships, and the link between informal mentoring and Māori student achievement outcomes; and
- An examination of support for Māori learners in institutions that offer both kaupapa Māori-based, Māori-focused support options, and 'mainstream' support options that incorporate Māori values and practices; to determine what an optimal level of cultural support is in respect of student support pedagogies.

SECTION ONE: INTRODUCTION

Background

The educational institutions who participated in the study provide a range of student support services for their Māori learners. These services range in scope and scale depending on the size and type of institution. At a minimum, there are student advisory services that perform a critical role in facilitating a full range of support for Māori learners, both Māori-focused services and options that incorporate Māori values in services that are provided for all learners. The study, however, focuses solely on mentoring for Māori learners in the tertiary sector.

Mentoring has become a popular strategy, alongside other student support strategies, to improve the retention, participation and completion rates for learners in tertiary education. The popularity of mentoring may be accounted for by successful mentoring outcomes in formal mentoring programmes for Māori (see Rua & Nikora, 1999; Gibson-van Marrewijk, 2005; Ross, 2008; Institutional Profiles, pp 22-42).

A key consideration of the study was developing our collective knowledge and understanding of the link between mentoring and Māori student achievement in the tertiary sector to assist and accelerate the development of more effective support for Māori tertiary learners. Other key considerations were:

- Institutional policies and practices with a focus on mentoring practices that are beneficial for Māori tertiary learners;
- How tertiary education institutions support Māori learners to both complete their studies and achieve qualifications;
- How tertiary education institutions define and measure success for mentoring Māori learners; and
- How the findings of the investigative study could be best used to build on current good mentoring practice for Māori tertiary learners.

Research approach

Purpose

The purpose of the study was to: profile mentoring models for Māori in the tertiary sector; highlight and document good mentoring practice for Māori; and investigate how institutions are defining and measuring success in relation to mentoring Māori learners.

Method

The study involved a review of international and national literature on mentoring, focusing on mentoring for Māori in tertiary education contexts. It also involved on-site interviews with tertiary education institutions.

The interviews gathered context-based information about mentoring practices for Māori learners. The majority of interviews were with Māori student support staff, with some management representation and Māori learners. Kaupapa Māori research principles¹ informed the interview approach. Discussion focused on the institutions' approaches to mentoring and learner support. There was a particular focus on the

¹ Note: Kaupapa Māori research principles emerge from Kaupapa Māori theory and practice, and are anchored in Māori values, knowledge, and cultural practices. Kaupapa Māori theory and practice are outlined in Māori conceptual frameworks on p9

elements that worked well for both Māori learners and the educational institution itself, and the evidence to support the interviewees' perceptions.

Research participants

Institutions were invited to participate in the study based on awareness of existing mentoring arrangements. Twenty one tertiary education institutions participated in the study, including one adult community education provider (ACE), one rural education and activity programme (REAP), one centre of research excellence (CoRE), three universities, three polytechnics, four industry training organisations (ITOs), six private training establishments (PTEs), one wānanga and one OTEP – other tertiary education organisation. Māori learner cohorts across these institutions included: rangatahi; second-chance learners; adult learners including kaumātua; undergraduate and postgraduate learners; learners with little or no formal education background; and learners who were at different places on their 'identity journey' as Māori.

Māori conceptual frameworks

Kaupapa Māori theory and the Māori Potential approach

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, and by and for Māori. A common theme underlying kaupapa Māori theory and practice is self-determination in respect of Māori asserting their right to achieve their aspirations for development and advancement; anchored in Māori values, knowledge, and cultural practices (G Smith, 1995; Ross, 1998; M Durie, 2001; Eketone, 2008; Ministry of Education, 2009).

Kaupapa Māori theory is supported by the Māori Potential Approach. This strengths-based approach to Māori public policy affirms Māori as key "catalysts for achieving exceptional life quality for themselves, their whānau and their communities", in ways that reflect Māori people and culture as assets, and acknowledging Māori as indigenous people with accompanying rights and responsibilities (Te Puni Kōkiri 2009). Studies on the role of cultural identity in Māori student's educational achievement suggest that strengthening this identity could decrease the impact of external issues on their academic performance (Selby, 1996; A Durie, 1998; Bennett & Flett, 2001; Bennett, 2001). These perspectives strengthen the contention that mentoring programmes for Māori learners should be relevant and specific, and grounded in Māori cultural values and principles (Clarke, 1998; Rua & Nikora, 1999; Waiti, 2002; Gibson-van Marrewijk, 2005; Ratima and Grant, 2007). International research findings about mentoring for indigenous learners in academic contexts are consistent with New Zealand studies – that mentoring is likely to be more successful in terms of supporting participation and completion when learners' culture is taken into account (Ottrey & Welgraven, 1997; Stromei, 2000; Gelonesi, 2001; Johnson et al, 2003; Brown, 2004; Miranda, 2004; Jardine & Krause, 2005; McHenry, 2007; Wilson, 2007).

In the context of the study, kaupapa Māori theory and the Māori Potential approach support and promote a position that good mentoring practice for Māori tertiary learners should utilise Māori epistemological and pedagogical traditions and reflect a Māori potential-focus (Rua & Nikora, 1999; Gerritsen, 2002; Nikora et al, 2002a & 2002b; Aranga et al, 2008; Hook, 2007; Hook et al, 2007; Eketone, 2008; Ministry of Education 2009).

Whānau

The use of traditional and contemporary concepts of whānau, including whānau values, structures and practices, is an important component of kaupapa Māori theory and practice (G Smith, 1995). Core values include aroha (care and respect); manaakitanga (mutually beneficial and reciprocal nurturing relationships); rangatiratanga (self-determination, authority and responsibility); kotahitanga (sharing a unified purpose); and kaitiakitanga (guardianship, responsibility and accountability) (G Smith 1995; Hook et al, 2007; Aranga et al, 2008). In Māori pedagogical traditions (Clarke, 1998) and Māori and iwi contemporary educational contexts, whakawhanaungatanga (the process of establishing and maintaining familial relationships and connections between people) transfers whānau concepts to the educational context, forming the basis of teaching and learning practices. As a result, whānau values and practices are considered 'normal' in Māori contemporary educational contexts. This was evident in all of the participating kaupapa Māori and kaupapa iwi-based institutions (for example Anamata, Awanuiārangi, the Mātāpuna Training Centre and Te Kura Motuhake o Te Atārangi).

Tuakana/Teina (Senior/Junior)

The tuakana/teina relationship concept is closely linked to traditional whānau practices. It functions as a mentoring-type relationship where a senior person (in age, position or experience) works alongside a junior person (in age, position or experience) in order for the junior to learn. The tuakana is responsible for leading in the relationship, but it is a reciprocal one where both tuakana and teina are teacher and student, mentor and mentee (K Smith, 2007). NorthTec has adapted the tuakana/teina concept as a model for its Mentor - Kai Awhina mentoring programme. The programme is an integrated peer support mentoring programme that focuses on supporting first year NorthTec learners to develop a sense of belonging within the institution, and facilitates other support that learners may require, including academic and personal support.

Te Whare Tapawhā (The four-walled house)

Professor Mason Durie's (1994) whare tapawhā conceptual framework recognises the intrinsic connections between a person's spiritual, mental and emotional, social and physical wellbeing.² It therefore aligns with the view of the majority of participating institutions that mentoring for Māori is best achieved by catering to the total wellbeing of the person (or in some cases, the total wellbeing of the community). Moana House, the parent organisation for the Moana House Training Institute in Dunedin has based its mentoring practices on the whare tapawhā framework.

Implicit in the concepts of whānau, tuakana/teina and Te Whare Tapawhā are the notions of ako – the inseparable, reciprocal nature and process of teaching and learning, where teacher and learner are partners in the 'conversation' of learning (Pere, 1982; Pelling & McBride, 2004); and wānanga – teaching and learning through effective dialogue and idea exchange to enable learners to make sense of new knowledge in culturally relevant ways, locating it within their own learning development (Pelling & McBride, 2004).

² Each wall of the whare (house) represents a different dimension of a person's overall wellbeing and all four dimensions are necessary for strength and symmetry: te taha wairua (spiritual); te taha hinengaro (thoughts and feelings); te taha tinana (physical); and te taha whānau (family).

Mentoring concepts

Mentoring as a concept is essentially the formation of a relationship between a more experienced or wiser person (not necessarily older) and a less experienced person for the purpose of transferring knowledge and skills (Ragins & Cotton, 1999; Joyce-Erueti et al, 2004; Gill, 2005). Mentoring in educational contexts has been defined variously as: a process of influencing and fostering the intellectual development of learners (Darwin and Palmer, 2009); and guided and systematic self-development (Watkins, 2008).

Formal and informal mentoring models

Mentoring activities and programmes in participating educational institutions were either formal or informal. The concepts differ in the way they are initiated and in the structure and processes used. Formal mentoring involves the deliberate development of purposeful mentoring relationships, through formal mentoring programmes. The characteristics of such programmes are:

- Staff, mentor and mentee roles and responsibilities, and the range of mentoring activities are defined by the organisation;
- Mentors receive training and tools to support their mentoring activities;
- There is generally an application process;
- Mentors and mentees are matched by programme staff;
- The mentoring relationship tends to be of a relatively short duration;
- Contact time tends to be organised, and focused on programme aims and objectives, or aims and objectives related to the mentees needs;
- Mentoring activity is usually monitored by programme staff; and
- Mentoring activity is recorded and outcomes are reported on (Ragins & Cotton, 1999; Institutional Profiles).

Informal mentoring relationships on the other hand, tend to develop spontaneously between people who already know each other, and are likely to have an emotional connection that includes trust and respect for each others' qualities. Informal mentoring relationships, therefore, involve a high level of shared personal commitment and tend to last longer than formal mentoring relationships. Contact is less likely to be prescribed and the goals of the relationship are more likely to be focused on the needs of the participants rather than the organisation (Ragins & Cotton, 1999). Informal mentoring relationships are essentially private arrangements so are less likely to be monitored or reported.

Whether the mentoring model is formal or informal, mentoring activity can happen one-on-one, in small groups or in larger collectives. It occurs between staff and learners; post-graduate and undergraduate learners; and student peers. Gill (2005) describes this as vertical-reciprocal exposure between the mentor and the mentee. In support of this approach, evidence suggests that learners respond to and are validated by teachers who treat them as individuals and take an interest in them personally from an early stage in the relationship (Gorinski & Abernethy, 2003; Zepke et al, 2009). Peer mentoring relationships, which could be described as horizontal-reciprocal in nature, are shown to be effective for helping learners to feel they belong in educational institutions, and assisting with academic learning (Prebble et al, 2004). The concept of group or circle mentoring is described by Darwin and Palmer (2009) as an innovative model involving one mentor working with a group of mentees, or groups of people mentoring each other. The benefit of group and collective mentoring is that they generate many different perspectives, with group members combining energies and experiences beyond what individual members know or contribute.

Limitations of the study

A large number of tertiary institutions provide some form of targeted Māori student support; however, there are very few published studies about them. Where national and international studies reflected kaupapa Māori and Māori Potential approaches, the findings were used to inform what good mentoring practice for Māori might look like in an academic context.

Time also constrained the ability to capture Māori student experiences in any depth. In the few site visits where learners did contribute to the interview process, the value of the information obtained was greatly enhanced.

Thirteen of the participating institutions have informal mentoring models. Where mentoring occurs informally it is difficult to measure its success in terms of contributing to raising achievement levels, because informal mentoring is essentially a private activity. Information relating to success, therefore, tends to be anecdotal.

Despite these limitations, the study has identified some valuable insights into good mentoring practices for Māori.

SECTION TWO: DISCUSSION – MENTORING FOR MĀORI IN TERTIARY EDUCATION INSTITUTIONS

Evidence suggests that mentoring is beneficial for all learners, including Māori learners. Alongside other student support initiatives, mentoring has been shown to assist learners: to develop and sustain meaningful relationships with their peers, mentors and staff; to integrate into the educational institution; and to complete their programmes of study (Prebble et al, 2004; Institutional Profiles).

Mentoring models

Eight institutions have formal mentoring models, and of these, six have formal Māori-focused mentoring programmes. The remaining 13 institutions have informal mentoring models, and their mentoring activities vary, depending on the type of institution. For example, providers who deliver within institutional settings are more likely to engage in informal, vertical-reciprocal and horizontal-reciprocal mentoring activity. Such activity occurs one-to-one or in small groups. Community focused providers are more likely to engage in organised collective mentoring activities. Industry training organisations are more likely to facilitate mentoring relationships for learners, rather than mentor learners themselves.

Figure 1 Mentoring models and activities for Māori learners

Institution	Model type		Values base		Type of mentoring activities								Data
	Formal mentoring model	Informal mentoring model	Kaupapa Māori-based mentoring model	Incorporates Māori values and practices	Formal vertical-reciprocal activities	Informal vertical-reciprocal activities	Formal horizontal-reciprocal activities	Informal horizontal-reciprocal activities	Formal group/collective activities	Informal group/collective activities	Formal community focused group/collective activities	Informal community focused group/collective activities	Formal data collection to measure mentoring success
Anamata		✓	✓			✓		✓		✓			
Mātāpuna Training Centre		✓	✓			✓		✓					
Moana House Training Institute		✓		✓		✓		✓					
NZ Sports Academy	✓ (MF)		✓		✓	✓		✓	✓	✓			✓
Te Kura Motuhake		✓	✓			✓		✓		✓			
Whakatō Te Mātauranga		✓	✓			✓		✓		✓			
Awanuiārangi		✓	✓			✓		✓	✓	✓			
Eastbay REAP		✓		✓		✓		✓				✓	
Te Kupenga Mātauranga		✓	✓			✓				✓		✓	
Toi Whakaari		✓		✓		✓		✓	✓	✓			
ATTTO		✓			✓								
Learning State		✓			✓								
Seafood ITO		✓		✓	✓								
Skills Active		✓		✓	✓								
MIT	✓					✓	✓	✓	✓	✓			✓
NorthTec	✓			✓			✓	✓	✓				✓
Unitec	✓ (MF)		✓		✓	✓	✓	✓	✓				✓
Ngā Pae o Te Māramatanga	✓ (MF)		✓		✓	✓	✓	✓	✓	✓			✓
AUT	✓ (MF)		✓		✓	✓	✓	✓	✓	✓			✓
Aotahi (UC)	✓ (MF)		✓		✓	✓	✓	✓		✓			✓
Te Rōpū Āwhina (VUW)	✓ (MF)		✓		✓	✓	✓	✓	✓	✓	✓		✓

(MF – Māori –focused)

Irrespective of the type of educational institution or mentoring model, fundamentally, the focus is on improving Māori student participation, retention and completion of qualifications. Broader outcome aims and objectives are also evident, especially in kaupapa Māori-based institutions and Māori-focused mentoring programmes. Common themes are: supporting and mentoring learners to develop as community, hapū and iwi leaders (for example Anamata); actively encouraging learners in community and marae-based programmes to mentor and support one another in their communities to meet their individual, group, and community needs (for example Te Kupenga Mātauranga o Taranaki); and giving learners the opportunity to live the values that they learn through their programmes of study (for example Toi Whakaari).

Formal Māori-focused mentoring programmes

Formal Māori-focused mentoring programmes are linked back to the institutions' statement of commitment to the Treaty of Waitangi. Programme infrastructures are like other formal mentoring programmes with dedicated programme staff, administration systems, and dedicated spaces. Mentors and mentees join through some form of application process, mentors are trained, and contact time tends to be organised, though the degree to which this occurs depends on the programme's mentoring processes. Mentoring activity also tends to be recorded, monitored, and reported on. The principle aim of formal Māori-focused mentoring programmes is to support Māori learners to complete their courses and qualifications. The key point of difference between Māori-focused mentoring programmes and other mentoring programmes is in the values and principles that underpin the programmes and the relationship framework that falls out of these values and principles.

The use of traditional and contemporary concepts of whānau, such as aroha, manaakitanga, rangatiratanga, kotahitanga and kaitiakitanga encourages relationships between people in ways that elevate their connectedness and sense of responsibility to each other as individuals and groups, which tends to result in longer term relationships. So, while learners may enter these programmes via the usual application process, the kaupapa-Māori based relationship framework essentially empowers programme staff, academic staff and learners at all year levels to develop relationships that operate more like informal mentoring relationships. Participants develop reciprocal, long-term relational connections that are based on trust, respect for each other's qualities and personal commitment. In academic discipline-based programmes, mentoring also becomes intrinsic to the teaching and learning process; therefore operates in similar ways to kaupapa-Māori-based education institutions.

Te Rōpū Āwhina at Victoria University of Wellington is underpinned by whānau values and principles, and is unique in the study in that the entire group defines itself as a whānau. The goal of the Āwhina whānau is to produce Māori and Pacific scientists, technologists, engineers, architects and designers who will contribute to Māori and Pacific development. Āwhina mentors (staff and learners alike) and mentees support each other as whānau and there is an expectation that the support learners receive through the programme will at some point be reciprocated. The programme has three types of mentors: mentors who focus on building academic momentum in first and second year mentees; career mentors who focus on growing the postgraduate pool and career pathways; and community mentors who focus on providing community links to learners. Mentors are grown through the programme and tend to remain involved, even beyond their student life.

The Ngā Pae o Te Māramatanga – Te Kupenga o MAI support and mentoring programme provides mentoring for individuals through a national and regional network. Organised group mentoring is a feature, for example writing retreats and

workshops that are specifically designed for post-graduate and post-doctoral levels and beyond. MAI also has a mentoring programme for Wānanga and other entities, to strengthen Māori research capacity.

The New Zealand Sports Academy uses sport and physical fitness to 'hook' Māori learners into tertiary education. The NZSA mentoring programme is unique in that it is a formal part of the learners' learning programme. Groups of learners are mentored by successful Māori rugby players or coaches, and mentoring activity and learning focuses on personal development. Mentoring and self-management, both on and off the field and in and out of the classroom, is an important and integral part of the teaching and learning environment, and NZSA learners are expected to mentor and coach other rangatahi.

The Whai Ake Māori mentoring programme at Unitec is a partnership between Unitec and Transpower offering scholarships for Māori learners, tagged to the programme. To ensure that prospective mentors role-model the programmes values, applicants are required to demonstrate their involvement in Te Ao Māori and are endorsed by kaumātua.

Informal mentoring

Six of the seven participating kaupapa Māori-based education institutions had informal mentoring models. Mentoring tends to be implicit in their pedagogy; therefore considered to be the collective responsibility of staff and learners alike. As a learning focused activity, mentoring is also commonly reflected in the institutional culture and in the learning environment created by and for Māori learners. The Mātāpuna Training Centre was clear about the values of whanaungatanga and the importance of Māori cultural practices in their mentoring activities. The presence and use of whānau concepts in mentoring relationships was clearly evident in the vertical-reciprocal mentoring relationship between staff and learners, and in the horizontal-reciprocal mentoring relationships between student peers. A 'relaxing' of boundaries between teacher and learner was observed, and this is described as a norm for Māori learners and teachers in kaupapa Māori-based environments (Wilkie 2006). However, implicit in relationships is an understanding that each has a responsibility to contribute their own particular effort to achieving a shared goal, which is for the student to achieve their educational goals (Aranga et al, 2008).

The seven remaining institutions also had informal mentoring models, five of which incorporated Māori values and practices into their mentoring activities. Two of the industry training organisations, Seafood ITO and Skills Active each have Māori-focused 'units' within their service structure. While their models are informal, mentoring activity tends to be formal and vertical in nature, because their role is primarily about facilitating learning opportunities for people in the workplace with whom they are unlikely to have a prior relationship. Toi Whakaari is committed to incorporating tikanga Māori across the institution and this is reflected in their expectation that staff and learners work together as a collective 'whānau' to support student learning and achievement. Formal group mentoring also occurs in the form of organised group and whole school learning fora.

Group and collective mentoring

Mentoring in community-focused providers tends to be informal and primarily operates between staff and communities through collective processes. The nature of community-based education programmes means that mentoring activities are likely to be planned, whether between staff and groups, or horizontally within groups.

However, mentoring activity can also occur spontaneously in informal community situations.

Ratima et al (2007) argue that consideration must be given to alternative approaches to mentoring, like group mentoring and whānau mentoring that move us beyond one-on-one or face-to-face approaches. Te Kupenga Mātauranga o Taranaki and Eastbay REAP were unique in this study as their foundations are firmly focused on principles of community development rather than the advancement of individual learners – in this regard their mentoring activities have a different purpose, process and projected outcome.

Notwithstanding the fact that collective mentoring is seen to result in definite gains for individual learners, such benefits are regarded more as a by-product, as the key focus of collective mentoring is community development. In this sense, both organisations extend the concept of group mentoring to a broader concept of collective mentoring that supports Māori community development by engaging community groups of Māori in tertiary education. Both organisations assert that relationships with their communities are paramount. A key feature of collective mentoring that emerged during the study is that institutions need to have a clear and comprehensive understanding of how their Māori communities work. They also need to know the forms of communication most frequently utilised and to have an in-depth knowledge of the appropriate networks to tap into. There also needs to be a high level of trust in order for institutions to engage effectively with their communities.

Anecdotal evidence from both organisations suggests that cooperative learning through group or collective mentoring is an extremely relevant and culturally appropriate model for Māori. In the providers' experience, it encourages buy-in from Māori which results in increased engagement through their programmes, strongly linked to principles of community development. This view is supported by Nikora (1991) who asserted that Māori, due to social orientation would be more prepared, would prefer to, and would act more efficiently in learning situations that were cooperatively orientated.

Good mentoring practice

The study has highlighted a number of good practices. Mentoring practices were informed by national and international studies and research where these reflected kaupapa Māori and Māori Potential approaches.

Good practice at institutional level

Providing kaupapa Māori-based or culturally relevant mentoring

When learners feel as though they are part of the learning institution they are more likely to stay – and they are more likely to feel part of the institution when it is culturally relevant for them (Prebble et al, 2004). All of the institutions and providers in the study are (at varying levels) demonstrating their commitment to retaining Māori learners and supporting raised achievement levels. Additionally, the majority of 'mainstream' institutions that participated in the study are developing student support pedagogies that reflect Māori epistemological and pedagogical traditions to ensure their relevance for Māori learners. Support is provided through the establishment and maintenance of a range of culturally relevant environments, facilities, social networks, and activities that are supported by staff at senior management level. Examples include, campus-based marae, whānau rooms, and cultural and whānau focused activities. These spaces and activities:

- Are easily accessible to Māori learners;

- Foster whanaungatanga and the collective set of values and practices that underpin whānau structures and processes, to provide relevant and holistic personal, cultural and academic support. Whakawhanaungatanga is a critical point of difference between kaupapa Māori-based educational institutions and mentoring programmes and other educational institutions and ‘mainstream’ mentoring programmes; and
- Deliberately bring Māori learners together as academic learning communities to provide academic support.

Utilising data to inform responsiveness

Te Aotahi, the School of Māori and Indigenous Studies at the University of Canterbury, has an innovative data collection and analysis system. The system effectively enables Te Aotahi to be more responsive to Māori learners by helping to identify the level and type of support learners need, and to quickly provide a level of support not seen in any other institution involved in the study. The system is able to track every piece of course work for every student enrolled through their school at stages one, two and three of study. Essentially, they are able to immediately identify when learners miss course assignment deadlines. When the system was operationalised, they discovered that of the approximately 40 percent of first year Māori learners that did not successfully complete first year of study, about 90 percent of them passed course work that they completed. This highlighted that the large majority of these Māori learners were not failing the course work; rather, they were failing to *complete* the course work. The School utilised this information to help them refine their responsiveness to Māori learner needs. For example, processes have been developed to track down learners as quickly as possible once the system identifies that they are behind on an assessment, and to offer appropriate support to help them complete their assessments and meet their course requirements.

Te Aotahi also used the system to help identify what they called ‘absolute non-attendees’ – those Māori learners who enrol in courses of study but never actually engage or participate in the programmes. These people are often learners who have other priorities going on in their lives that prevent them from engaging fully in their studies. In effect, these learners have been found to be returning to enrol from year to year, accumulating huge student debts, but not completing their programmes of study. Te Aotahi uses this information to contact these learners and offer them appropriate support for their particular circumstances. In some cases, this has involved encouraging them to reconsider enrolling at a later period when they are sure they can commit to completing their selected programmes of study.

Good practice at programme level

Setting high expectations

Māori-focused mentoring programmes across the sector set high expectations for Māori learners as this is recognised as a key factor for raising Māori achievement. Ngā Pae o Te Māramatanga expects learners to complete doctoral degrees, and to contribute excellent research defined from the Māori experience, that helps resolve research problems for the benefit of the whole nation. Te Rōpū Āwhina has an expectation that Māori learners will not just aim for completion of their programmes, but set the bar higher, aim for excellent grades, and progress to higher levels of study. Since 2004, Āwhina whānau has produced an average of two PhD completions per year and a Māori, academic, science staff member. Āwhina whānau currently has 71 postgraduate learners, 22 of whom are undertaking PhDs. The majority of these learners are fully funded by prestigious nationally contested scholarships, and in 2009, Āwhina postgraduate mentors secured \$1.1m of nationally

contested scholarships which included two FoRST Postdoctoral Fellowships and four FoRST PhDs.

Kaupapa Māori and kaupapa a iwi-based institutions also set high expectations. Te Whare Wānanga o Awanuiāraangi have an expectation that learners will continue on to pursue postgraduate study once they have completed their undergraduate programmes. The learners that participated in this study indicated that this expectation was often a shock and that they started out doubting their abilities to reach this level of achievement. However, they asserted that the high expectations set by the wānanga and the support and encouragement they received from teaching staff helped them to believe in themselves and their abilities to achieve those expectations.

Supporting cultural identity

The provision of cultural support is regarded by many providers as an important part of ensuring a degree of confidence amongst learners to succeed academically, socially and personally. A number of providers, however, noted that many learners that enrolled in their institutions arrived with very little knowledge or experience of their Māori cultural identity. Anecdotal evidence from these institutions suggests that this is as a key factor underpinning why many Māori learners struggled at tertiary level. Studies on the role of cultural identity in Māori learners' educational achievement support the view that Māori learners are more likely to succeed when they are culturally confident (Selby, 1996; A Durie, 1998; Bennett & Flett, 2001).

Maia – the Māori Development Centre at Unitec in Auckland is committed to the delivery of curriculum that broadens student experiences and deepens their insight into the Māori world. Maia subscribes to the belief that, to know and name the Pākehā world, Māori learners need to be able to know and name the Māori world. To strengthen Māori learners' cultural confidence, Maia provides cultural support as part of its Whai Ake Mentoring Programme through a compulsory cultural elective called Mana Motuhake. The programme is delivered at the institution's marae, and includes a range of subjects including mihi, pepeha, tikanga marae, the Treaty of Waitangi and Māori mythology. The programme also requires learners to participate in noho marae run as part of the programme.

Good practice at community level

Community development and leadership

Institutions are extending collective mentoring activities into communities, both to support community learning and to encourage people into their programmes. Te Rōpu Āwhina's commitment to community development and leadership is reflected in a number of ways. First, the philosophical values-base of the Āwhina whānau encourages learners to consider how to apply the knowledge and skills they acquire during their programmes of study to benefit their own communities once they graduate. Second, the Āwhina whānau organises community and school outreach initiatives. Examples include a Pūtaiao Wānanga held at Pourere Beach in central Hawke's Bay (2009), and a physics day at Pukemokimoki marae (2008). The physics day exposed a rural community to physicists from Victoria University of Wellington, to stimulate interest in science by highlighting its relevance to everyday life, through a series of fun activities. The initiative enabled multiple generations of whānau to explore scientific concepts together in one place. Community-based initiatives often have a dual purpose: to encourage more Māori to develop an interest in science; and to help Māori learners already engaged in tertiary education to connect at a community level and set them on a pathway to becoming leaders in their

own communities, be it Māori, Pākehā, technical, academic, scientific or in other domains.

Te Kura o Toi Whakaari, the New Zealand Drama School also encourages community development through the running of annual noho marae with communities on the East Coast (Tairāwhiti) of the North Island. Noho marae are both cultural inductions and a tangible expression of whakawhanaungatanga, which reinforces the school's values and operating principles. The message is both symbolic and substantive, enabling them to share their learning at a community level in ways that benefit both the learners and the communities. Noho marae provide opportunities for learners to engage with local communities. They experience the concepts of manaakitanga and aroha in a practical context – the hau kāinga (home people) impart knowledge about Te Ao Māori, share their kai, and demonstrate how whakawhanaungatanga is practiced. Just as Toi Whakaari are embraced by the people of Tairāwhiti, they in turn embrace the people of Ngāti Porou – through sharing their performance.

Te Kura Motuhake o Te Atārangi in Wairoa supports community development by encouraging learners to continue on as teachers once they complete their programmes of study. In this way, learners are given the opportunity to give back to their communities. In a reciprocal manner, the institution and communities benefit from the skills and knowledge that learners gain during their programmes of study within the institution.

These approaches reflect a sector-wide acceptance that support for Māori learners often requires a complex combination of cultural, personal, and academic support. Furthermore, the findings highlight that mentoring (including having culturally competent mentoring practitioners), which incorporates Māori knowledge, cultural values and practices, and Māori language and customs, are important for Māori learners and that such mentoring programmes are likely to have a positive effect on their tertiary learning experiences (Waiti, 2002; Rua & Nikora, 1999; Gibson-van Marrewijk, 2005; Ross, 2008; Institutional Profiles).

Defining and measuring success

Middleton (2003) asserts that the appropriate measure of success in education is the successful completion of a programme of study measured in terms of the successful completion of the stated programme outcomes. The study tends to support Middleton's view, that irrespective of institution type or mentoring model, the aims and objectives of mentoring for Māori are fundamentally about supporting Māori learners to complete their courses and qualifications. This view has a parallel in Māori pedagogical traditions where learners in whare wānanga were required to master a level of knowledge before they could progress to the next.

Institutions with formal mentoring programmes are able to demonstrate a positive link between their mentoring programmes and Māori student achievement levels in their institutions because they have formal data collection systems. Information provided by the Auckland University of Technology, Aotahi-University of Canterbury, and Te Rōpū Āwhina-Victoria University suggest that Māori learners who participate in their mentoring programmes are more likely to complete their courses and qualifications than other Māori learners attending the institution.

The informal, thus private, nature of mentoring in kaupapa Māori and community-based institutions makes it more difficult to demonstrate a positive link between mentoring relationships and activities and student achievement; therefore, evidence

about the success of mentoring tends to be anecdotal. The nature of informal mentoring also makes it difficult to quantify the cost of mentoring activity to the institutions. Aranga et al (2008) argue that support for indigenous learners should be relevant and appropriate, ergo, student support pedagogies should be culturally appropriate. This argument supports the view of participating kaupapa-Māori based institutions' advocacy for the definition of success to be reconceptualised and reconstructed in relation to mentoring for Māori learners, to recognise the importance of Māori learners', community, hapū and iwi notions of success.

Examples of alternative success measures are already being used in both kaupapa Māori-based institutions and in formal mentoring programmes; however, they do not inform the institutions' formal success frameworks. Anamata in Whakatāne considers learner engagement with their own communities as a measure of learner success. A key focus of their programmes is to encourage learners to take their learning back into their own communities so that their people can benefit from the knowledge and skills they gain at the institution. One of the success measures is the quality of direct feedback from the local community.

Te Rōpū Āwhina at Victoria University also uses other indicators to measure the success of the programme, in addition to traditional success measures. One indicator is higher levels of student academic performance, for example, improved grade averages as opposed to progression to postgraduate level. Another indicator is the number of scholarships won by Āwhina whānau members.

SECTION THREE: CONCLUSION AND SUGGESTIONS FOR FURTHER POLICY RESEARCH

The study shows that tertiary education institutions use a range of mentoring practices designed to help Māori learners build relationships and develop a sense of belonging within the institution; and support their participation, retention and success (see Prebble et al, 2004; Zepke et al, 2005; Darwin and Palmer, 2009; Institutional Profiles). Universities and polytechnics tend to have formal mentoring programmes, while mentoring in other types of tertiary education institutions tends to be informal. Key factors influencing the kind of mentoring model are the type and size of the institution, and their values and principles.

Mentoring in kaupapa Māori-based institutions is implicit in their pedagogy and considered by the institution as part of the normal role and function of both staff and learners alike across all programmes of study and related activities. Mentoring programmes for Māori learners in other types of education institutions are linked back to the institution's statement of commitment to the Treaty of Waitangi. Māori-focused mentoring programmes in these institutions tend to be based on Māori values, principles and practices. Other mentoring programmes also incorporate culturally relevant options for Māori learners.

The study highlights a number of good mentoring practices for Māori at institutional level, at programme and activity level and at the community level, and that support is required at all levels for mentoring to succeed.

The study also highlights that mentoring contributes to higher achievement levels for those Māori learners who participate in formal mentoring programmes, and programmes that collect success data are able to demonstrate the link between mentoring and Māori student achievement. Anecdotal evidence from institutions with informal mentoring models also suggests that mentoring makes a positive contribution to student success. The nature of informal mentoring, however, makes it difficult to measure this success. This matter requires further thinking around how success can be measured for informal mentoring.

Suggestions for further policy research

The study has highlighted some good mentoring practices for Māori learners in tertiary, which contribute to increasing our understanding of the way in Māori-focused mentoring programmes use Māori epistemological and pedagogical traditions to inform their student support pedagogies. Particular areas for further policy research arising from the study are:

- The extent to which mentoring contributes to raised Māori student achievement levels, in comparison to other forms of student support;
- Good mentoring practice from Māori student perspectives;
- How to measure and report on success for informal mentoring relationships, and the link between informal mentoring and Māori student achievement outcomes; and
- An examination of support for Māori learners in institutions that offer both kaupapa Māori-based, Māori-focused support options, and 'mainstream' support options that incorporate Māori values and practices; to determine what an optimal level of cultural support is in respect of student support pedagogies.

SECTION FOUR: INSTITUTIONAL PROFILES

This section provides brief descriptions about each of the mentoring programmes canvassed during the site visits to the participating institutions. The profiles are based on information provided by the institutions during the site visits and information from institutions' websites. These profiles are intended to provide a 'snapshot' of mentoring across the tertiary sector. For further information about any of the models profiled, please contact the institution directly using the contact details provided in the relevant institutional profiles.

Private Training Establishments

Institution Name:	Te Pū Wānanga o Anamata, Whakatāne
Institution type:	Private Training Establishment (PTE) – a private organisation providing education/training (not state owned). First registered on 1 June 1993, and currently on a three year audit cycle.
Location:	Te Pū Wānanga o Anamata (Anamata) is located in the Eastern Bay of Plenty, operating from two campuses in Whakatāne and Tāneatua with mentoring and learner support offered across the organisation.
Degree and Course Accreditations:	<ul style="list-style-type: none"> • Bachelor of Te Reo Māori (Level 7) • Bachelor of Teaching: Māori Medium (Level 7) • Certificate in Tertiary Studies (Level 3) • Diploma in Foundation Studies: Te Matanui (Level 5) • National Certificate in Social Service Work in Suicide Intervention (Level 6) • Te Pukenga - Diploma of Teaching (Level 7) • Te Pukenga: Certificate in Teacher Aide (Māori Immersion) (Level 5)
Description of support for Māori learners:	Formal student support at Anamata includes the Student Council, the Pastoral Care Service and the Learning Support Service.
Description of mentoring for Māori learners:	<p>Mentoring is informal. The principle of mentoring is regarded as intrinsic to the values, practices and principles of the institution. Anamata's organisational values are based on a commitment to iwitanga (initiatives distinctive to an iwi); specifically Te Mana Motuhake o Tūhoe – the language, cultural and whakapapa aspirations of Tūhoe. Whanaungatanga is an important principle of the Anamata approach to learning, and whānau, hapū and iwi development. This is reflected in the informal mentoring that occurs between staff and learners. Staff and learners share facilities at the institution to ensure learners feel comfortable to approach staff for support.</p> <p>One of Anamata's key aims is to support learners to develop as community, hapū and iwi leaders for Tūhoe, and this involves an element of mentoring. The organisation acknowledges that this can only be achieved by creating opportunities for learners to apply the values, knowledge and skills they acquire through their courses of study in real settings. Anamata does this by supporting learners to build and nurture their networks with whānau, hapū and iwi and to provide opportunities for learning to take place in the context of these networks, including running monthly marae-based wānanga, which learners are responsible for organising.</p>
Contact details of the main mentoring contact:	<p>Kararaina Pōnika Academic Coordinator PO Box 434, 24 Pyne St, Whakatāne Ph. 07 307 0498 enquiries@anamata.ac.nz www.anamata.ac.nz</p>

Institution name: Institution type:	Mātāpuna Training Centre, Tūranga-nui-a-Kiwa Private Training Establishment (PTE) – a private organisation providing education/training (not state owned). First registered with NZQA on 4 November 1991, and currently on a three year audit cycle.
Location:	Mātāpuna Training Centre is located in Gisborne.
Subfield Accreditations:	<ul style="list-style-type: none"> • Distribution (to level 2) • General Education Māori (to level 4) • Ngā Mahi a te Whare Pora (to level 2) • Reo Māori (to level 4) • Retail and Wholesale (to level 2) • Retail, Distribution, and Sales (to level 2) • Supported Learning (to level 2) <p>Domain and Standard accreditations can be found at: http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=100144001</p>
Description of support for Māori learners:	<p>The 'Mātāpuna Way' is based on their mission statement: Whakamanatia te tangata (Empowering People). The Mātāpuna mentoring model is based on the principles of Kotahitanga (upholding values through unity as a whānau), Rangatiratanga (the pursuit of excellence through leadership), Whanaungatanga (a whānau environment based on support and respect) and Aroha (doing things with passion and positivity). Mātāpuna offers a broad range of formal student support to trainees, including:</p> <ul style="list-style-type: none"> • Kaumātua (elders) and kaimahi (workers) are employed to nurture and promote a whānau environment at the institution on a daily basis and support learners to explore their identity as Māori; • A Pouārahi (Cultural Support Advisor) who identifies with the significant Māori youth client group (under 25 years of age) enrolled at Mātāpuna, and whose role aims to support trainees to learn about their identity and culture as Māori and to help them integrate into the kaupapa of the organisation; • Team leaders support tutors and trainees to set goals and have high achievement expectations for trainees; • Trainee Forums for trainees to meet regularly; • Scholarships and support for external learning opportunities, for example, a Mātāpuna trainee was funded to attend the World Indigenous Youth Conference in Melbourne in 2008; • 'Whānau ora in action', for example, arranging transportation for those who need it; financial support extended to attend tangi; meals. Meal times are treated as whānau time and are often attended by people from local body and central government agencies; and • A range of social events that aid personal and professional development efforts.
Description of mentoring for Māori learners:	<p>Mentoring activity is informal at Mātāpuna. The institution regards it as being embedded in all their teaching and learning programmes. This reflects the value placed on whakawhanaungatanga and on Māori values, cultural practices and identity in the institution. Mentoring activities are both vertical between teachers/staff members and trainees, and horizontal between trainee peers. This is supported by a student showcase on the Mātāpuna website, and connections to social networking sites such as Facebook and MySpace as a means of positively influencing current and prospective trainees.</p>
Contact details of the main mentoring contact:	<p>Hannah Hohapata, Chief Executive Officer, Mātāpuna Training Centre 118 Disraeli Street, PO Box 476, Gisborne 4040 Ph. 06 868 6094 hannah@matapuna.co.nz; www.matapuna.co.nz, and: http://www.matapuna.co.nz/successstories.html</p>

Institution name:	Moana House Training Institute, [Downie Stewart Foundation], Ōtepoti
Institution type:	Private Training Establishment (PTE). It first registered with NZQA on 15 March 2002, and currently on a three year audit cycle.
Location:	Moana House Training Institute is located in Dunedin in close proximity to Moana House, a fulltime live-in treatment programme that works with men who are trying to make changes in their lifestyle, to help them stop offending and become contributing members of the community.
Course Accreditation:	<ul style="list-style-type: none"> • Te Taketake - Diploma in Applied Addictions Counselling (Level 6)
Description of support for Māori learners:	<p>Student support at the Training Institute reflects the values and practices of the Moana House treatment programme, which incorporates Māori values and practices. Formal learning support is provided by tutors and professionals. The Moana House programme bases its learner support model on Mason Durie's whare tapawhā conceptual framework. The teaching and learning environment is therefore whānau-centred. Programme classes at Moana House are small and intimate and based on psychotherapeutic theory and praxis. The concept of 'He whānau ngākau pono' was used by one informant to explain the sense of the therapeutic whānau at Moana House. Manaakitanga (the practice of being hospitable and caring to others) is practised on a daily basis and meals are provided for learners.</p> <p>Learners are required to keep private diaries as part of the daily teaching and learning programme to encourage self-reflective practice. This provides a tool for staff to provide scholastic support and personal counselling to learners. In such a psychotherapeutic environment, tremendous care and skill is needed to ensure that diaries aid learning and understanding.</p> <p>Role modelling is fundamental to supporting residents at the Institute. 'The House' often invites guest speakers to present to classes or hold seminars with the learners. The Institute is also approached by field practitioners who request to do seminars with the learners. These speakers are very often world-class experts in their respective fields and in this respect, are professional exemplars for the learners. The Institute also provides scholarship support for some learners.</p> <p>The first year of study at Moana House is designed to ensure learners who have personal experience of drug and alcohol addiction are adequately prepared for tertiary study at this level. Te Taketake course was described by a facilitator as the 'professionalisation of the desire that comes from both academic and existential insight' of which mentoring is a vital component.</p>
Description of mentoring Māori learners:	Mentoring is informal, and both vertical and horizontal. Staff and learners support each other through the whānau friendly environment.
Contact details of the main mentoring contact:	<p>Claire Aitken, Director Moana House Training Institute 402 High Street, PO Box 619, Dunedin 9054 Ph. 03 477 0842 claire@moanahouse.org.nz; http://www.moanahouse.org.nz</p>

Institution name: Institution type:	New Zealand Sports Academy, Rotorua Private Training Establishment (PTE). First registered with NZQA on 25 May 2005, and currently on a three year audit cycle.
Location:	The New Zealand Sports Academy (NZSA) is located at the Rotorua International Stadium and the learner support model described below is implemented across the institution.
Degree and Course Accreditation	<ul style="list-style-type: none"> • NZSA Certificate in Fitness (Level 3) Domain and Standard accreditations can be found at: http://www.nzqa.govt.nz/nqfdocs/provider-reports/7695.pdf
Description of support for Māori learners:	The NZSA is described as a Māori organisation that offers learners the opportunity to develop as rugby players in an environment that fosters life skills and values. The target student group for the domestic programme are Māori; however the programme is open to all. Mentoring is a formal component of the domestic learning programme, building on their mission: 'Hangaia he huarahi hou: Building a new future'. Māori cultural awareness and tikanga are also a formal component of the learning programme.
Description of mentoring for Māori learners:	<p>The formal mentoring programme specifically targets Māori learners, is kaupapa Māori-based and uses a group approach, whereby a group of learners is mentored by successful Māori rugby players or coaches. Formal mentoring focuses on personal development and includes NZSA learners mentoring and coaching other rangatahi. This approach offers Māori learners the opportunity to gain tertiary qualifications through a model of practical learning where mentoring and self-management, both on and off the field and in and out of the classroom, is an important and integral part of the teaching and learning environment.</p> <p>Informal mentoring also occurs, both vertically between staff and learners and horizontally amongst learners. A key aim of the Academy is for learners to practise the life skills they learn through the programme with each other. Through the programme, learners are taught tikanga, the importance of teamwork and goal-setting, and the importance of looking after their team mates on the rugby field. They are encouraged to apply this philosophy to their everyday life by supporting each other through the programme.</p> <p>The mix of hākinakina (sport) and tikanga, specifically Rugby Union and Rugby League, whakapapa and haka traditions provides the basis for mentor-mentee induction and peer to peer fellowship. Sport and physical fitness is the 'hook' to entice Māori learners into the tertiary education environment. The mentoring model at the Academy reflects informal mentoring activities and practices, where the principle of learner support is regarded as part of the Academy's core business for all learners.</p>
Contact details of the main mentoring contact:	Kiwi Searancke General Manager, New Zealand Sports Academy Rotorua International Stadium, Devon Street, PO Box 5146, Rotorua 3230 Ph. 07 348 0848 info@nzsportsacademy.co.nz http://www.nzsportsacademy.co.nz/

Institution name: Institution type:	Te Kura Motuhake o Te Ataarangi, Wairoa Private Training Establishment (PTE)
Location:	Te Kura Motuhake o Te Ataarangi is located in Wairoa.
Domain Accreditations:	<p>Te Kura Motuhake o Te Ataarangi (Te Kura Motuhake) provides te reo Māori training based on Te Ataarangi pedagogy for the Wairoa community:</p> <ul style="list-style-type: none"> • National Certificate in Māori (Te Waharoa) (Level 2) Te Tohu a Te Ataarangi “Te Tuarā” • National Certificate in Reo Māori (Levels 3 and 4). Te Tohu a Te Ataarangi “Te Tinana” • National Diploma in Reo Māori (Levels 5 and 6) Te Tohu Ataarangi • National Diploma in Māori Performing Arts (Levels 1-4) <p>Domain and Standard accreditations can be found at: http://www.nzqa.govt.nz/providers/nqfaccreditations.do?providerId=100357001</p>
Description of support for Māori learners:	<p>Te Kura Motuhake is a kaupapa Māori based organisation. Student support is underpinned by kaupapa Māori values and principles. Te Kura Motuhake fosters a culture whereby peer support is a key feature of the teaching and learning environment. The key aim of student support activities is to encourage and support learners to complete their course of study. Providing a safe and comfortable environment where learners can feel safe and that it is okay to make mistakes is an important principle of Te Kura Motuhake.</p>
Description of mentoring for Māori learners:	<p>Mentoring is informal, and considered part of the normal role and function of staff and learners. It occurs vertically between staff and learners with staff acting as role models for learners, and horizontally between learners.</p> <p>Te Kura Motuhake also provides stair-casing to support trainees who are pursuing higher level courses at Te Wānanga o Te Awanuiārangī, Te Wānanga o Raukawa and the University of Waikato. To prepare for this growth Te Kura Motuhake is currently working towards establishing themselves as a stand-alone institution with its own charter. It will continue to be an Ataarangi operation associated with the national membership, but autonomous in its management and direction.</p> <p>A unique aspect of mentoring that occurs at the Te Kura Motuhake is the encouragement of learners to take up teaching roles within the organisation once they complete their own studies. The concept of reciprocity is encouraged in Te Kura Motuhake with many learners continuing to return to the classes after they have completed their course of study to support other learners on the programme.</p>
Contact details of the main mentoring contact:	<p>Liz Hunkin Programmes Manager 4-14 Carroll St PO Box 101 Wairoa 4160 Ph. 06 838 6649 lizgrae@xtra.co.nz</p>

Institution name:	Whakatō te Mātauranga, Wairoa (The training arm of the Wairoa Waikaremoana Maori Trust Board)
Institution type:	Private Training Establishment (PTE). First registered with NZQA on 21 June 1993. Currently on a three year audit cycle. For the latest audit report see: http://www.nzqa.govt.nz/nqfdocs/provider-reports/9270.pdf
Location:	Whakatō te Mātauranga is a community-based tertiary provider located in central Wairoa, and has a campus in Hastings.
Domain Accreditation	Domain and Standard accreditations can be found at: http://www.nzqa.govt.nz/providers/nqfaccreditations.do?providerId=100357001
Description of support for Māori learners:	<p>Whakatō te Mātauranga has a strong focus on providing for the holistic wellbeing of its learners. There are a range of support initiatives to help learners complete their programmes of study, including individual learning planning, career advice, support to find financial assistance, advocacy when dealing with other agencies such as WINZ, and support to find workplace employment.</p> <p>The institution also has a firm commitment to community development and works with its local community to encourage Māori in the Wairoa area to engage in tertiary education. For example, Whakatō te Mātauranga has assisted learners enrolled in its own courses, who found that those courses did not meet their needs, to either transfer to alternative programmes of study that better suited their needs within the institution, or supported them to enrol in programmes with other tertiary providers. The institution advocated that in such cases, the key aim was to ensure that these learners remained engaged in tertiary education, regardless of whether it was through Whakatō te Mātauranga or another provider.</p>
Description of mentoring model for Māori learners:	Mentoring is informal and considered a normal part of staff and student's teaching and learning activities, both vertically between staff and learners, and horizontally amongst learners.
Contact details of the main mentoring contact:	<p>Jackalin Manuel Training Manager Whakatō Te Mātauranga Marine Parade West PO Box 162 Wairoa 4160 Ph. 06 838 8262 wmtb@xtra.co.nz http://www.nzqa.govt.nz/providers/details.do?providerId=100357001</p>

Wānanga

Institution name: Institution type:	Te Whare Wānanga o Awanuiārangi, Whakatāne “A wānanga is characterised by teaching and research that maintains, advances, and disseminates knowledge and develops intellectual independence, and assists the application of knowledge regarding āhuatanga Māori (Māori tradition) according to tikanga Māori (Māori custom).” Education Act 1989, Section 162 (4)(b)(iv).
Location:	The main Te Whare Wānanga o Awanuiārangi (Awanuiārangi) campus is located in Whakatāne, with 11 satellite delivery sites in: Wairoa, Wellington, Awatope, Māngere, Rotorua, Auckland, Blenheim, Hastings, Whangarei, Whangaroa and New Plymouth.
Degree Accreditation:	<ul style="list-style-type: none"> • Doctor of Philosophy (PhD) (Level 10) • Master of Indigenous Studies • Master of Maori Studies • Bachelor of Mātauranga Maori • Te Ohanga Mataora Paetahi: Bachelor of Health Sciences Māori (Nursing) (Level 7) • Te Tohu Akoranga Taiao: Bachelor of Environment Studies • Te Tohu Paetahi Ako (Te Iti Rearea) Bachelor of Teaching and Learning (Māori Education - The Early Years) (Level 7) • Te Tohu Paetahi Akoranga Māori: Bachelor of Maori Education • Te Tohu Paetahi Papaho Bachelor of Media Studies • Te Tohu Paetahi Whakaako Rūmaki: Taipakeke • Te Toi Whakarei Paetahi, Bachelor of Visual Culture
Description of support for Māori learners :	<p>Student support at Awanuiāranga is underpinned by kaupapa Māori values and principles. Student support advisors provide targeted support services and facilities to meet a range of student needs including academic, personal and cultural, for both individuals and groups of learners. Academic staff provides academic advisory support. There is a strong focus on role modeling which fosters vertical and horizontal forms of learner support.</p> <p>In terms of informal learner support, Awanuiāranga fosters a culture where learners feel safe to stand and speak. This is encouraged through role modelling by staff and learners. There is also an expectation of reciprocity in that learners will also give back and take on responsibility for fostering the institution’s guiding philosophy. Principles underpinning student support is reflected in the institution’s expectation that learners will kai tahi (eat together), kōrero tahi (talk together), moe tahi, (sleep together) and ako tahi (teach and learn together).</p>
Description of mentoring for Māori learners:	Mentoring activities are rooted in the mission statement: Rukuhia te mātauranga ki tōna hōhonutanga me tōna whānuitanga. (Pursue knowledge to its greatest depth and broadest horizon). As a practice, mentoring is evident in the values, curriculum, teaching and learning of the institution. Mentoring as a vertical student support activity is formal in the sense that student support advisors and academic advisors mentor learners as part of their roles. Informal mentoring occurs vertically, horizontally and in groups.
Contact details of the main mentoring contact:	<p>Professor Patricia Johnston Head of Graduate School, Te Whare Wānanga o Awanuiārangi Private Bag, Whakatāne 3158 Ph. 0508 9262 64 Trish.johnston@wananga.ac.nz; www.wananga.ac.nz</p>

Rural Education Activities Programme (REAP)

Institution name: Institution type:	Eastbay REAP, Whakatāne Rural Education Activities Programme organisation (REAP) – is an education focused community and social development organisation that provides lifelong learning opportunities for the Eastern Bay of Plenty community across the early childhood, school, tertiary and adult and community education sectors. First registered with NZQA on 30 May 1995, and currently on a three year audit cycle.
Location:	Eastbay REAP is based in Whakatāne.
Course Accreditations	<ul style="list-style-type: none"> • Certificate in School Based Literacy Assistance (Level 3) • Eastbay REAP Certificate in Early Childhood (Teacher Aide) (Level 3) • REAP Diploma in Early Childhood Education and Care (Level 5)
Description of support for Māori learners:	<p>Supporting student's learning needs is part of the organisation's business as usual and considered to be a responsibility of all staff. Support may be academic or personal, and provided to individuals and to groups of learners. It is encapsulated in their mission, <i>Ka ako te katoa, Tūhonohono te katoa – Everyone learning, Everyone connected</i>. Their mission is underpinned by a set of values and principles, including Māori values and principles of manaakitanga, whanaungatanga, kano ki te kano, awhi, aroha and whakaruruhau. Staff at Eastbay REAP model themselves on community needs, rather than the reverse, and this helps to ensure the organisation's activities are highly congruent with community needs and aspirations. During our visit, unsolicited community feedback was extremely positive.</p> <p>Eastbay REAP describes one of their key focuses as working with Māori communities to actively encourage community-based initiatives that meet identified community needs. Student support in this context is based on Māori values and principles, and staff work alongside Māori communities to support engagement in formal and informal education. In practice, this means staff developing strong relationships with the iwi, hapū and whānau they work with. One way this is achieved is by going out to the communities and listening to their needs as the communities define them, rather than expecting the communities to travel to them.</p>
Description of mentoring for Māori learners:	<p>Mentoring activity is informal. Vertical mentoring generally occurs when staff first engages with communities to encourage and support their perceived learning needs. This may include community based and community driven; with the potential for some to pursue more formal training with a whole range of tertiary providers.</p> <p>Collective, informal horizontal mentoring is also encouraged once the programmes are established, as the organisation encourages learners to mentor and support one another in their communities to meet their individual, group, and community learning goals. Eastbay REAP asserts that the concept of collective mentoring is an extremely relevant and culturally appropriate model to apply in relation to Māori learners. This encourages buy-in that often results in increased engagement through the programmes and is strongly linked to principles of community development.</p>
Contact details of the main mentoring contact:	John Chemis Chief Executive Officer Eastbay REAP REAP House , Cnr Pyne Street and O'Rourke Place Private Bag 1005, Whakatāne 3158 Ph: 07 308 4098 or 0800 4EB REAP (432 7327) extn 204 reapceo@eastbayreap.org.nz www.eastbayreap.org.nz

Adult and Community Education Organisation (ACE)

Institution name:	Te Kupenga Mātauranga o Taranaki (Taranaki Maori Tertiary Education Advocacy Trust), Ngāmotu
Institution type:	Adult and community education organisation (ACE) – an organisation that delivers adult and community education with an emphasis on learning rather than qualification attainment.
Location:	Te Kupenga Mātauranga o Taranaki is located in Ngāmotu, Taranaki and services the wider Taranaki region.
Description of support for Māori learners:	<p>Te Kupenga Mātauranga is a kaupapa Māori-based organisation. The support it provides to whānau and communities is underpinned by kaupapa Māori values and principles. Its main role is to advocate for the best possible tertiary education service for Māori engaged in tertiary education. This involves brokering relationships and partnerships between tertiary education providers and Māori communities in Taranaki to:</p> <ul style="list-style-type: none"> • Establish tertiary programmes that are responsive to Māori community needs; • Engage more Māori in tertiary education; and • Enable Māori to articulate their own tertiary education needs and develop and deliver their own learning programmes.
Description of mentoring for Māori learners:	Mentoring is informal, and considered intrinsic to the way in which Te Kupenga Mātauranga supports Māori communities. Part of Te Kupenga Mātauranga's role is supporting and mentoring Māori communities' in their engagement with tertiary providers. A key part of their community level approach includes encouraging tertiary providers to take their programmes to Māori communities rather than expecting the communities to travel to them. Additionally, when programmes are delivered in the community, Te Kupenga Mātauranga creates opportunities for horizontal mentoring to occur amongst learners engaged in the programmes. This can extend to other whānau and hapū members not directly engaged, as these whānau members are to an extent, able to observe and participate in the learning.
Contact details of the main mentoring contact:	<p>Deleraine Pūhara Operations Manager Te Kupenga Mātauranga PO Box 886 63 Whitely Street Ngāmotu Ph. 06 751 4017 kupenga@gmail.com http://ako.aotearoa.ac.nz/projects/exploring-community-and-whanau-based-learning-strategies-taranaki-reo-and-tikanga</p>

Other Tertiary Education Provider (OTEP)

Institution name:	Te Kura Toi Whakaari o Aotearoa/ New Zealand School of Drama, Te Whanganui-ā-Tara
Institution type:	Other Tertiary Education Provider (OTEP) first registered with NZQA on 21 July 1991, and currently on a three year audit cycle.
Location:	Toi Whakaari is based in Wellington.
Degree and Course accreditation:	<p>Toi Whakaari provides courses and qualifications in the dramatic arts including dance, theatre and film, including:</p> <ul style="list-style-type: none"> • Master of Theatre Arts (Level 9) • Bachelor of Design (Stage and Screen) (Level 7) • Bachelor of Performance Design • Bachelor of Performing Arts • Bachelor of Performing Arts (Management) • Diploma in Costume Construction for Theatre, Film and Allied Industries (Level 5) • Diploma in Entertainment Technology (Level 5) • Diploma in Entertainment Technology (Advanced) (Level 6)
Description of support for Māori learners:	<p>Toi Whakaari Student Services Manager has a key role in facilitating learning and personal support for learners. Staff also provide pastoral care for their learners, including supporting student's learning. There is also a strong focus on encouraging learners to support each other.</p>
	<p>Toi Whakaari actively recruits Māori learners to the institution. There is a sub-committee of the Board that is responsible for ensuring tikanga Māori (Māori practices and protocols) are reflected in the content of all programmes. Key ways that tikanga Māori are incorporated into learners' learning are:</p> <ul style="list-style-type: none"> • The concept of Pōhiri to provide a conceptual framework for how Toi Whakaari operates and that enables learners to gain an understanding of tikanga Māori; • An annual weekend noho marae (marae stay-over) at Manutuke, near Gisborne. One of the key aims of these noho marae is to initiate and immerse learners in aspects of Māoritanga. These whole school noho marae began in the early 1990s at Tapu Te Ranga in Island Bay while the School was under the direction of Robin Payne. In the early part of this decade marae stays were held primarily for first year learners over a weekend, with the remainder of the school joining in on the final night. The principles of manaakitanga (offering hospitality and caring for others) and reciprocity are put into practise by learners in the context of the marae and its people. The noho also provides learners with an opportunity to share their passions in dance, theatre and film with the local community; and • In 2008, the School instituted a one night stay at Kuratini Marae in Wellington to mark the beginning of the poroporoaki for the graduating learners. This happens in the last week of Term Four. <p>All of these activities are designed to give learners the opportunity to live the values that they learn through their programmes of study.</p>
Description of mentoring for Māori learners:	<p>Mentoring activity is intrinsic to the teaching and learning process at Toi Whakaari. A guest lecture – 'conversation' series also provides learners and staff with the opportunity to learn from international and national artists and practitioners. There is also a regular whole school community forum – Koiwi, which is underpinned by tikanga Māori – where staff and learners participate in structured learning sessions.</p>
Contact details of the main mentoring contact:	<p>Annie Ruth Director, Toi Whakaari – New Zealand Drama School Te Whaea National Dance and Drama Centre 11 Hutchinson Road, Newtown, Wellington Ph. 04 3819251; annie.ruth@toiwhakaari.ac.nz; www.toiwhakaari.ac.nz</p>

Industry Training Organisations (ITOs)

Institution name: Institution type:	ATTTO, Te Whanganui-a-Tara Industry training organisation (ITO) – an institution recognized by the Associate Minister of Education (Tertiary Education) under the Industry Training Act 1992. They are established by particular industries and are responsible for: <ul style="list-style-type: none"> • Setting national skill standards for their industry; • Providing information and advice to trainees and their employers; • Arranging for the delivery of on and off-job training (including developing training packages for employers); and • Arranging for the assessment of trainees and arranging the monitoring of quality training.
Location:	ATTTO is based in Wellington, but has regionally based staff, including Industry Training Advisors, Workplace Assessors and Modern Apprentice Mentors who work with employers, trainers and trainees at a local level around New Zealand.
Sub-Field Accreditations:	<ul style="list-style-type: none"> • Aeronautical Engineering (to level 8) • Aviation (to level 8) • Maori Performing Arts (to level 4) • Museum Services (to level 8) • Tourism (to level 8) • Tourism Maori (to level 4) Further domain accreditations can be found at: http://www.nzqa.govt.nz/providers/details.do?providerId=101585001
Description of support for Māori learners:	<p>ATTTO is the industry training organisation that represents the industries of Aviation, Tourism, Travel and Museums. At the time of the site visit, ATTTO indicated that they were in the process of developing a Māori Cultural Strategy to focus on internal preparedness and external responsiveness to Māori industry training needs. The strategy will be integrated with the organisation's core business units and activities. The aim of this work is to enable ATTTO to work in partnership with Māori and to improve the organisation's engagement and services so Māori can maximise qualification achievement in the industry training sector. Currently, the organisation offers learner support that includes elements of a formal model of mentoring. The organisation employs Industry Training Advisors and School Liaison Officers who are spread throughout the country to provide on-going support and mentoring services to trainees. The organisation also offers a programme called the Modern Apprenticeship programme. These initiatives provide opportunities for vertical mentoring to occur between trainers and trainees.</p> <p>ATTTO supports employers, workplace trainees and modern apprentices in its sectors by providing a mentoring and coaching role to organisations and individuals. Industry Training Advisors assist workplaces to identify their training needs and then help them to develop training plans that are relevant and best suit their staff. Advisors also often engage in workplace visits to offer moral support and encouragement to nurture trainees through to completion. The Modern Apprenticeship Programme provides a more structured approach to supporting individual trainees. A recent development for the organisation's existing model of learner support was the establishment of Modern Apprentice Mentor roles to increase the level of support ATTTO could offer to trainees. These mentors offer trainees a dedicated contact for enquiries, encouragement and moral support.</p>
Contact details of the main mentoring contact:	Doris Kaua National Manager Cultural Awareness and Development Level 13, Grand Plimmer Towers, 2-6 Gilmer Tce PO Box 6466 Te Aro, Wellington 6141 Ph. 04 499 650 doris.kaua@attto.org.nz ; www.attto.org.nz

Institution name:	Learning State, Te Whanganui-a-Tara
Institution type:	Industry Training Organisation (ITO). Learning State is the brand of the Public Sector Training Organisation (PSTO), the State sector ITO. It's a semi-autonomous body that is part of the People Capability Branch of the State Services Commission. Learning State's job is to develop excellent State servants and make sure the State sector is an employer of choice for all New Zealanders.
Location:	National office in Wellington.
Field	<ul style="list-style-type: none"> • Business (to level 7) • Computing and Information Technology (to level 7) • Core Generic (to level 4)
Accreditations:	<p>Sub-field and Unit Standard Accreditation can be found at: http://www.nzqa.govt.nz/providers/details.do?providerId=101770001</p>
Description of support for Māori learners:	<p>At the time the site visit was conducted, it was indicated that Learning State was in the process of developing an organisational Māori strategy that would address issues of how best to support and mentor Māori trainees. The strategy is encapsulated in the document, <i>He Huarahi Pai, The Maori Responsiveness Strategy for learning State, 2007-2010</i>. <i>He Huarahi Pai</i> sets out Learning State's commitment to improving workplace learning outcomes for Maori in the public sector.</p> <p>Learning State exercises distributed mentoring only. That is, because, like all ITOs it does not offer training itself, but facilitates, advocates and brokers training. Its mentoring activity is more focused on government agencies and training delivery agents, rather than individual learners. However, training advisors liaise regularly with workplaces and learners.</p> <p>One aspect of mentoring that the organisation currently provides is advice to employers and employees on State sector employees' learning and development arrangements to help them achieve unit standards and national qualifications. Learning State Training Advisors work with Public Sector managers to ensure that the workplace environment is conducive to learning, and that Māori learners have appropriate support and guidance to accelerate and enhance achievement. Though not responsible for delivery, or in all instances, assessment, Learning State's main contribution to mentoring for Māori is ensuring that government agencies are adequately prepared to effectively support Māori learners.</p>
Contact details of the main mentoring contact:	<p>Loretta Rutene Senior Advisor Māori – Research and Development Learning State Gen-I House Level 1, 154 Featherston Street PO Box 10243, Wellington 6011 Ph. 04 495 1410 Loretta.rutene@learningstate.govt.nz www.learningstate.govt.nz http://www.learningstate.govt.nz/upload/downloadable_files/He_Huarahi_Pai.pdf</p>

Institution name: Institution type:	Seafood ITO, Te Whanganui-ā-Tara Industry training organisation (ITO) recognised under the Industry Training Act 1992. SITO are established by particular industries and are responsible for: <ul style="list-style-type: none"> • Setting national skill standards for their industry; • Providing information and advice to trainees and their employers; • Arranging for the delivery of on and off-job training (including developing training packages for employers); and • Arranging for the assessment of trainees and arranging the monitoring of quality training.
Location:	Seafood ITO head office is located in Wellington, but training advisors form a nationwide network.
Sub-field accreditations:	<ul style="list-style-type: none"> • Business Environment (to level 6) • Business Operations and Development (to level 6) • Management (to level 6) • Maritime (to level 6) • Occupational Health and Safety (to level 4) • Seafood (to level 7) • Seafood Maori (to level 7) <p>Domain and Unit Standard Accreditations can be found here: http://www.nzqa.govt.nz/providers/details.do?providerId=101443001</p>
Description of support for Māori learners:	<p>The Seafood Industry Training Organisation (Seafood ITO) facilitates competence-based training across all areas of the seafood industry, including industry-specific training, such as seafood processing and more general training like management and information technology skills. Seafood ITO does this by:</p> <ul style="list-style-type: none"> • Working closely with the industry to develop and maintain seafood training standards and qualifications; • Accessing government training funds for the industry; • Coordinating training providers to meet the training needs of companies • Working with individual companies to analyse and meet training needs; and • Identifying current and future skill needs for the industry and developing training strategies to meet those needs. <p>Seafood ITO has a specific focus on training for Māori, through its Sector Māori arm. A Māori caucus made up of representatives of Te Ohu Kai Moana develop key policy around issues for Māori in seafood industry training. Training for Māori is delivered as marae-based programmes so that learners feel comfortable and safe in their learning environment. Kaumātua participate in and contribute to programmes to help mentor and support Māori trainees on their programmes.</p>
Contact details of the main mentoring contact:	<p>Victor Goldsmith Sector Manager Māori Seafood ITO Private Bag 24-901, Wellington 6142 Level 1, Seafood Industry House 74 Cambridge Terrace Wellington 6011 Ph. 04 381 9228 Victor.goldsmith@seafood.ac.nz www.sito.co.nz</p>

Institution name: Institution type:	SkillsActive Aotearoa, Te Whanganui-a-Tara Industry Training Organisation (ITO) Formally known as SFRITO, SkillsActive is the industry training organisation responsible for the Sport, Fitness, Community Recreation, Snow sport, Outdoor Recreation and Ngā Mahi a te Rēhia sectors. SkillsActive works with employers and learners to develop arrangements for education and training that fit their needs. Learning can take place on-the-job in the workplace, or off-the-job at a tertiary education provider, such as an institute of technology, polytechnic or private training establishment (PTE).
Location:	The SkillsActive Aotearoa head office is in Wellington, with a nationwide network.
Sub-field accreditation:	<ul style="list-style-type: none"> • Adult Education and Training (to level 5) • Communication Skills (to level 5) • Community Recreation (to level 6) • Community Support (to level 3) • Diving (to level 8) • Fitness (to level 6) • Generic Education and Training (to level 5) • Human Services (to level 3) • Māori Performing Arts (to level 4) • Ngā Mahi a te Rēhia (to level 4) • Outdoor Recreation (to level 6) • Te Reo Māori (to level 3) • Retail, Distribution, and Sales (to level 4) • Service Sector Skills (to level 4) • Snow sport (to level 6) • Sport (to level 6) • Supported Learning (to level 3) <p>Domain and unit standard accreditation can be found at: http://www.nzqa.govt.nz/providers/details.do?providerId=101576001</p>
Description of support for Māori learners:	<p>In the last two years, SkillsActive has made a concerted effort to engage with Māori whānau, marae and hapū to gauge the needs in their sector and to foster and nurture their relationships with Māori stakeholders.</p> <p>One initiative the organisation has been involved in is the Tūwharetoa Extreme Leadership Programme with youth in the Taupō region. The initiative focused on raising awareness of career and employment opportunities for Tūwharetoa youth and to establish links between Māori youth and local industry. SkillsActive played a role in this initiative by presenting youth with industry training opportunities involving outdoor activities that could be undertaken locally. Through this initiative, SkillsActive mentored youth about essential attributes like timeliness, personal presentation, etc. Another initiative in which SkillsActive has contributed to along with a number of other ITOs is Te Arawa Regional Training Plan. The objective of this plan is to develop and implement a three-year regional training plan to address regional training requirements as identified by regional operators and their staff.</p> <p>During the organisation's engagement with Māori stakeholders in recent years, SkillsActive found that there was a need to focus more on being responsive to Māori stakeholder needs in terms of the standards and qualifications they developed for these communities. The organisation has indicated that their aim is to continue being driven by kaupapa Māori and tikanga in a way that is integrated throughout the organisation and will enable them to be more responsive to Māori stakeholder needs and produce greater outcomes for Māori.</p>
Contact details of the main mentoring contact:	<p>Ron Taukamo Ngā Mahi a Te Rēhia – Kaihautū PO Box 2183, Level 1, 185-188 Taranaki Street, Wellington 04 916 4375 ron@skillsactive.org.nz; www.skillsactive.org.nz</p>

Polytechnics/Institutes of Technology

Institution name: Institution type:	Manukau Institute of Technology, Tāmaki Makaurau Polytechnic/Institute of technology – delivers technical, vocational and professional education and promotes research related to applied, vocational and technological research) that aids regional development.
Location:	Māori student support services are located within the general student support services building on the main campus in Manukau, with a satellite campus in Otara.
Description of support for Māori learners:	<p>At Manukau Institute of Technology (MIT), Ngā Kete Wānanga Marae is the focal point for MIT's Māori learners and staff. It incorporates a Wharenuī (Te Kete Uruuru Matua), a wharekai (Tahua Roa), classrooms and offices. It also has a whānau room (Te Rourou Iti), which provides a hub for Māori learners.</p> <p>Student Support Services have dedicated Māori support staff: a Māori Liaison Officer; Student Support Advisor (Māori); and kaumatua who are located at Ngā Kete Wānanga. The Learning Support Centre also employs peer tutors to provide learners with learning support and to help learners adjust to life at MIT.</p> <p>MIT also recognises the importance of whakawhanaungatanga to help Māori learners build relationships and develop a sense of belonging within the institution. MIT holds whānau days; learners can join the Māori Student Roopu; begin the week with karakia at the marae, lunch together in the wharekai, and join the kapa haka.</p>
Description of mentoring for Māori learners:	<p>The peer mentoring support programme offers Māori learners one-on-one support, course specific mentoring, 'a listening ear', and guidance on how and where to access other student support services.</p> <p>This programme was unique in this project in that it was the only mentoring initiative with paid peer mentors. Mentors undertake mentor training, and are provided with a training manual that details their role, the organisation's expectations of them, guidelines about communication with mentees and other information to support them in their role. There are systems in place to keep track of mentors' academic progress, as the programme requires them to maintain their own studies if they wish to remain on the mentoring programme.</p>
Contact details of the main mentoring contact:	<p>Nippy Paea Student Support Team Leader Student Services Manukau institute of Technology Private Bag 94006, South Auckland Mail Centre, Manukau 2240 Ph. 09 968 8000 retention@manukau.ac.nz www.mit.ac.nz</p>

Institution name: Institution type:	NorthTec, Whangarei Polytechnic/Institute of technology
Location:	Whangarei
Major qualifications offered:	<ul style="list-style-type: none"> • Bachelor of Business Management • Bachelor of Applied Information Systems • Bachelor of Applied Social Service • Bachelor of Nursing • Bachelor of Sport and Recreation (conjoint with AUT). • Bachelor of Applied Arts
Description of support for Māori learners:	<p>See qualifications from NQF Level 2 to NQF Level 7 at: http://www.northtec.ac.nz/Programmes/Pages/default.aspx</p> <p>Student Services at NorthTec provides dedicated Māori student support through the Kai Takawaenga position.</p>
Description of mentoring for Māori learners:	<p>The NorthTec <i>Mentor - Kai Awhina</i> mentoring programme sits under the umbrella of Te Tari Āwhina – Student Success. The Mentor Kai Āwhina service supports all learners through:</p> <ul style="list-style-type: none"> • The Tū Tangata Project and Tuakana Teina Mentoring Programme; • Assisting tutors to set up foundation programmes; and • Working alongside tutors to set up study groups and peer tutoring.
	<p>The Tuakana Teina Mentoring Programme aims to help new learners feel supported (especially at the beginning of their period of study) and to provide on-going help. Under this programme, mentors, assisted by Kai Takawaenga:</p> <ul style="list-style-type: none"> • Orientate new learners on campus; • Provide information to learners about campus services; • Are a positive role model to their mentee; • Share experiences and skills; • Give support and practical help; and • Help the mentee build relationships across the institution.
	<p>The Tū Tangata Project established the Tuakana-Teina mentoring programme in 2001, built on the fundamental value of “whānau togetherness and support”. New mentors are recruited from learners who have completed at least one semester of study, and tutors are consulted as to their suitability. Once approved, mentors attend a two-day training course. The Tuakana-Teina model has now been adapted as a model for an integrated mentoring programme for NorthTec learners across the Northern region.</p>
	<p>Another initiative is the NorthTec Far North Nursing Programme, which started in 2006. The aim of this initiative is to provide support and encouragement to NorthTec nursing learners across the Far North by providing online lectures, and weekly tutorials in a variety of modes, including visits in their home towns, thereby minimising the need for domicile in Whangarei. The programme helps student nurses connect with local practitioners who act as further mentors during the training.</p>
Contact details of the main mentoring contact:	<p>Lynda Mathey Director, Student Success, NorthTec: Wānanga Tai Tokerau 57 Raumanga Valley Road, Whangarei 0110 Private Bag 9019, Whangarei 0148 Ph: (09) 4703797 imathey@northtec.ac.nz http://www.northtec.ac.nz/Pages/MentorProgramme.aspx and http://www.northtec.ac.nz/Pages/KaiTakawaenga.aspx</p>

Institution name: Institution type:	Unitec, Tāmaki Makaurau Polytechnic/Institute of Technology
Location:	Located at the Mt Albert campus, Maia Māori Development Centre (Maia) works closely with other Unitec support services and Pūkenga: School of Māori Education. Unitec also has a campus on the North Shore and in Waitākere.
Description of support for Māori learners:	<p>The Unitec Maia Māori Development Centre provides a 'one-stop-shop' for Māori learners, their whānau and staff at Unitec. Maia offers holistic support services to enhance Māori engagement and achievement in tertiary education. Maia was developed and delivered using a kaupapa Māori approach and values, ultimately focusing on the rangatiratanga of Māori learners embarking upon their journey of tertiary learning and achievement. Maia is based on the principle of Māori learners being embraced by and developing <i>manawanui</i>, love and compassion, as well as <i>toa</i>, physical strength, <i>maia</i>, spiritual strength, and <i>kaha</i>, emotional and intellectual strength. Based at Te Noho Kotahitanga Marae, Maia services have evolved to meet the changing tertiary sector and more importantly the needs of our communities. The range of support services that Maia provides for Māori learners, include:</p> <ul style="list-style-type: none"> • Course and enrolment advice for new and prospective learners; • Assistance with the acknowledgement of prior learning applications; • Financial advice, including assistance with student loans and allowances, Māori education grants and scholarships; • Academic learning support, including one-to-one, small group and workshop sessions in course-related mathematics, study skills and word processing; • A counselling service, careers advice, social space and advocacy services; • Cultural support for Māori learners and their whānau including conversational te reo sessions, Treaty of Waitangi and kapa haka workshops; • Māori community liaison activities; and • Pastoral guidance services, including the Whai Ake Māori Tertiary Mentoring programme.
Description of mentoring for Māori learners:	<p>Whai Ake, is an on-site kaupapa Māori mentoring programme that aims to advance and encourage meaningful relationships between Māori learners and their peers, mentors, staff and key stakeholders at Unitec in order to enhance their participation, retention and success. Under this programme:</p> <ul style="list-style-type: none"> • Whai Ake mentors are recruited, trained and monitored; • Māori mentees and mentors are matched up into mentoring relationships, and supervised; • The Whai Ake scholarship programme is administered and monitored; • Māori learners studying fulltime courses at level 4 or higher can access financial assistance and cultural support; and • Māori learners can access academic and pastoral support at the dedicated Whai Ake Mentoring Hub.
Contact details of the main mentoring contact:	<p>Tui Ah Loo Head of Centre, Maia Māori Development Centre Mt Albert Campus, Carrington Road, Mt Albert Private Bag 92025, Auckland Mail Centre, Auckland 1142 Ph. 09 815 4321 extn 8416 Tahloo@unitec.ac.nz; www.unitec.ac.nz</p>

Centre of Research Excellence (CoRE)

Institution name: **Ngā Pae o Te Māramatanga – National Institute of Research Excellence for Māori Development and Advancement, University of Auckland, Tāmaki Makaurau**

Institution type: Ngā Pae o Te Māramatanga – National Institute of Research Excellence for Māori Development and Advancement (Ngā Pae) is one of New Zealand's eight officially recognised Centres of Research Excellence. It was founded in 2002, and its founding entities are the Universities of Auckland (through Te Wānanga o Waipapa); Otago (the Eru Pōmare Health Research Centre); Victoria (He Pārekereke: The Institute for Research and Development in Education and the Māori Business Unit, School of Business and Public Management); and Waikato (Māori Education Research Institute) and Te Whare Wānanga o Awanuiārangī, Te Wānanga o Aotearoa, and the Auckland War Memorial Museum. Since 2002, more than 2000 Māori scholars, community members and international academics have engaged in new research and its applications through Ngā Pae.

The vision of Ngā Pae is to contribute to the radical transformation of New Zealand society such that Māori participate fully in all aspects of society and the economy. They aim to provide excellent research, capability building and knowledge exchange, to support achievement of their Vision, underpinned by three important ethics: Te Whenua, Te Tangata, Te Aronui (Our Place, Our People, Our Potential). Ngā Pae has a national as well as an international focus, fostering worldwide dialogues on indigenous knowledge.

Location: Ngā Pae has its administrative headquarters at the University of Auckland, Waipapa marae complex.

Description of mentoring support for Māori learners: Te Kupenga o MAI: the National Programme for Māori and Indigenous Post-graduate Advancement (MAI) is unique, in that it is a mentoring network across seven sites, including some at overseas universities. The target group are Māori PhD candidates. MAI operates a regionally based programme, with each region having its own coordinator. The national MAI programme is coordinated by Te Pae Whakatairanga Hiranga – the Ngā Pae capability building programme. A key focus of MAI is to create high expectations of Māori learners and encourage excellence and achievement for Māori in higher tertiary education. It has an explicit goal of substantially raising the annual numbers of awards for Māori obtaining Masters' and Doctoral degrees. MAI provides:

- A support and mentoring programme for individuals through the national network;
- A support and mentoring programme for Wānanga and other entities, to facilitate the development of research capacity through curriculum links, infrastructure & strategic planning;
- A curriculum of courses, seminars, lectures, conferences, retreats and workshops that are specifically designed for pre-doctoral through to post-doctoral levels and beyond;
- A system of grants and fellowships that ranges through all levels of the programme;
- Career and leadership training; and
- International study and research opportunities

Contact details of the main mentoring contact: Emeritus Professor Les R. Tumoana Williams
 Pou Whakatairanga Hiranga – Capability Building Programme Leader
 Waipapa Marae Complex, the University of Auckland
 Private Bag 92019
 Auckland 1142
 Ph. 09 373 7599 ext 88406
mai@maramatanga.ac.nz; <http://www.maramatanga.co.nz/>
<http://www.mai.ac.nz/>

Universities

Institution name: Institution type:	Auckland University of Technology, Tāmaki Makaurau University – an institution characterised by a wide diversity of teaching and research; especially at a higher level, that maintains, advances, disseminates, and assists the application of knowledge and develops intellectual independence.
Location:	Te Tari Takawaenga Māori - Māori Liaison Services sits within the Student Services Directorate and works closely with Te Ara Poutama (Faculty of Māori Development).
Description of support for Māori learners:	<p>AUT actively acknowledges the importance of the principles of the Treaty of Waitangi and a particular place where Māori have a special and distinct role. Support for Māori learners includes:</p> <ul style="list-style-type: none"> • Ngā Wai O Horotiu marae, which functions as a centre for whānau, cultural and spiritual activities; • Learning and personal support for Māori learners through Te Tari Āwhina – Learning Development Centre and Te Tari Takawaenga Māori; • The development of such innovations as: an e-journal Te Kaharoa (www.tekaharoa.com); podcasting the Te Reo Māori series Te Whanake; support for Te Ipukarea; dedicated whānau rooms; the creation of Te Taupua Waiora; participation in programmes such as Kei A Tātou Te Ihi [KAATI] and 'Ki Mua', the biennial Māori EXPO; the integration of mātauranga Māori content into all Degree programmes; and a wide range of promotional activities targeted at prospective Māori learners (expositions, outreach, targeted recruitment campaigns) as being a part and parcel of their institutional mentoring of Mana whenua and Māori³; and • A mentoring programme available to the student body.
Description of mentoring for Māori learners:	<p>The Hāpai mentoring programme at AUT targets Māori learners. It is based on the tuakana/teina conceptual model, and on success. It spans a number of faculties within the institution. Postgraduate learners are set up with Tuakana learnerships and actively fostered within their respective faculties, mentored by staff working in their respective areas of study. Hāpai is describe by AUT staff as being dedicated to the 'structural and systemic empowerment of Māori', and a 'Ground-Up-Grow-Our-Own' campaign; a form of succession planning, both for AUT and a range of other professional and academic areas. AUT point to their consistent target of 9.2 percent Māori population (9 percent or 1130 EFTS in 2007), with a focus on higher education. Similarly, Hoahaere (Māori Student Advisors) in each Faculty, provide a 'face of normalisation' for Māori success in University environments. TEC's Baseline Monitoring Report showed that AUT successful course completion rates for Māori in undergraduate programmes exceeded the average rates for the NZ University sector, and at 84 percent, Māori learners were the most satisfied group of learners at AUT.⁴</p>
Contact details of the main mentoring contact:	<p>Associate Professor Pare Keiha Pro Vice Chancellor Māori Advancement Te Ara Poutama Faculty of Māori Development, Auckland University of Technology Ph. 09 921 9999 extn 6037 pare.keiha@aut.ac.nz; www.aut.ac.nz</p>

³ Te Ipukarea is the National Māori Language and Studies Institute of Excellence in Scholarship and Research supported by AUT, Te Atārangi, Te Kawa-a-Maui o Te Whare Wānanga o Te Upoko o Te Ika, Te Panekiretanga o Te Reo o Te Wānanga o Aotearoa, Te Puna Wānaka o Christchurch Polytechnic and Institute of Technology, Aotahi, Lincoln University and funded by the Tertiary Education Commission. Te Taupua Waiora is the Centre for Māori Health Research at AUT. KAATI is the collaborative University recruitment programme for Auckland and Te Tai Tokerau. Ki Mua is a gifted and talented Māori youth recruitment programme.

⁴ Tertiary Education Commission, (2007), *Baseline Monitoring Report: Auckland University of Technology*, Wellington, pp.15-16 ; AUT, (2007) *AUT Annual Programmes Survey 2007*, Institutional Research Unit, p. 25; More detailed information is available in AUT, *Mentoring for Māori in Tertiary Education: A Stock-take for Te Puni Kōkiri*, unpublished, Planning Directorate, Auckland, (December 2008), pp.1-9

Institution name: Institution type:	Aotahi, University of Canterbury, Ōtautahi University – School of Māori and Indigenous Studies
Location:	Aotahi is located in Te Ao Mārama Complex, Arts Road.
Description of support for Māori learners:	<p>The University of Canterbury provides a range of support services and places for Māori learners across the campus. This includes: a Māori Liaison officer; Māori Development Team; Māori Mentoring programme; Te Puna Manawa – Māori tutorial and academic writing support programme; Māori Student's Study Centre – Te Whare Akonga o te Akatoki; Te Puna o te Ora – Māori Learners' Learning Centre at the College of Education; and specific cultural and academic support for Māori learners studying law, science and engineering.</p>
Description of mentoring for Māori learners in Aotahi:	<p>Aotahi provides a range of specific academic and personal support initiatives for Māori, including the STAR programme (In 2009, 49 secondary learners enrolled in te reo Māori, and Māori & Indigenous Studies papers, with an 89 percent pass rate); a te reo Māori support programme; Te Ara Whakamua: Undergraduate Māori student support; and Aoraki: Post-graduate Māori student support. Student support initiatives have specific targets around pass rates and retention at undergraduate and postgraduate level.</p> <p>The Te Ara Whakamua Undergraduate Student Support team provide academic course advice, organise an annual pōwhiri to welcome learners, host barbeques at the beginning and end of each semester and operate an annual round of awards. The School makes awards for most improved student, best overall scholar and best learners in te reo Māori and Māori & Indigenous Studies at stages 1, 2 and 3. Te Ara Whakamua is one of a few programmes to produce hard data on improved pass rates, retention and student turnaround. The progress of every Māori and Pasifika student enrolled at stage one and two is tracked throughout the year. All those who do not attend lectures or tutorials and/or who fail to complete or pass assessment are contacted and assisted. In 2008, the programme worked with 57 such Māori and Pasifika learners of which 23 or 40.4 percent returned and successfully passed their courses. The programme is responsible for a pass rate of Māori learners that is 19 percent higher than for Māori in other Schools in the College of Arts at stage 1, and 12 percent higher at stage two. It also delivers a retention rate that is 19 percent higher for Māori learners into stage two, and 14 percent higher into stage three. 23.8 percent more Māori successfully complete stage three in Aotahi.</p> <p>An Aotahi and Tū Mai Paerua Māori Postgraduate Student Support Team, provides advice on Honours enrolment, dissertations, MA and PhD theses and supervision and internal and external scholarship applications. Postgraduate learners also receive study space and computer facilities.</p> <p>The Tū Mai Paerua Programme caters for all Māori staff and learners completing thesis degrees across the University and is linked into the national MAI network. Māori learners in Aotahi are encouraged to use the facilities and services of other Māori support programmes across campus.</p>
Contact details of the main mentoring contact:	<p>Dr. Rawiri Taonui Head of School Aotahi – School of Māori and Indigenous Studies Te Whare Wānanga o Waitaha University of Canterbury Private Bag 4800 Christchurch Ph. 03 364 2597 http://www.maori.canterbury.ac.nz/</p>

Institution name:	Te Rōpū Āwhina, Victoria University of Wellington, Te Whanganui-ā-Tara
Institution type:	University - Te Rōpū Āwhina (Āwhina) administration is located in the Faculty of Science.
Location:	Āwhina is the on-campus whānau for Māori and Pacific learners enrolled in degrees and majors within the Faculties of Science, Engineering, Architecture and Design (SEAD).
Description of mentoring for Māori learners:	<p>The goal of Āwhina is to produce Māori and Pacific scientists, technologists, engineers, architects and designers who will contribute to Māori and Pacific development.</p> <p>Āwhina has dedicated facilities and resourcing; and systems and processes to record and analyse data around the use of these facilities, and progression and achievement rates of Āwhina whānau learners.</p> <p>Āwhina is unique in that the entire group defines itself as a 'whānau'. Āwhina is underpinned by whānau values and principles. Mentors (staff and learners alike) and mentees support each other as whānau and there is an expectation that the support learners receive through the programme will at some point be reciprocated. Student and staff mentors focus on building academic momentum in first and second year mentees. Staff, community and career mentors focus on growing the postgraduate pool and career pathways. A fortnightly postgraduate seminar series provides Āwhina whānau with an important forum to present and critique research and identify and explore cross-disciplinary synergies.</p> <p>For the past nine years, Āwhina mentors have provided an outreach programme in local schools and Māori and Pacific communities. This work has been supported by The MacDiarmid Institute for Advanced Materials and Nanotechnology, and resulted in an increase in Māori and Pacific interest, engagement and success in maths, science and technology and progression to tertiary study in these areas.</p> <p>Over the last five years, Āwhina has also: produced Te Whata Kura Ahupūngao, bi-lingual (Māori and English) multimedia physics resources; held science wānanga for whānau at Pukemokimoki marae in 2008; held the Aramoana/Pourerere Health and Education Programme for rangatahi Māori in Napier in 2009; attended Atamira Māori in the City 2009; published Cybroospace Journeys to Success, a booklet, that profiles emerging Māori scientists, engineers, architects and designers and provides useful tips for tertiary study; and held an interactive "Māori Whānau in Science Day" for rangatahi Māori and their whānau.</p> <p>Since its establishment in 1999, Āwhina has produced 691 degree completions, including seven PhDs and three medical school entries. Āwhina learners have won a total of \$4.6m of scholarships, \$4.1m of which was nationally contested. Since 2004, Āwhina has produced an average of two PhD completions per year and a Māori academic science staff member. Āwhina currently has 71 postgraduate learners, 22 of whom are undertaking PhDs. The majority of these learners are fully funded by prestigious nationally contested scholarships. In 2009, Āwhina postgraduate mentors secured \$1.1m of nationally contested scholarships which included 2 FoRST Postdoctoral Fellowships and 4 FoRST PhDs. There are currently 100 mentors and 500 mentees in the Āwhina whānau.</p>
Contact details of the main mentoring contact:	<p>Liz Richardson Deputy Dean (Equity), Faculty of Science Room 150, Cotton Building, Kelburn Parade Kelburn Campus, Victoria University of Wellington Ph. 04 463 5122 Liz.richardson@vuw.ac.nz http://www.victoria.ac.nz/science/Awhina/index.php</p>

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