

## *Research Report*

# Māori learners in workplace settings

Cain Kerehoma, Jenny Connor, Loretta Garrow  
and Carmin Young



## *Authors*

Cain Kerehoma, Jenny Connor, Loretta Garrow and Carmin Young

## *Publishers*

Ako Aotearoa, National Centre for Tertiary Teaching Excellence

PO Box 756

Wellington 6140

This project was supported through the Ako Aotearoa National Project Fund 2010, in the Research and Implementation funding stream.

## *Published*

April 2013

ISBN: 978-1-927202-395

<http://akoaotearoa.ac.nz/maori-learners-workplace-setting>



This work is published under the [Creative Commons 3.0 New Zealand Attribution Non-commercial Share Alike Licence \(BY-NC-SA\)](http://creativecommons.org/licenses/by-nc-sa/3.0/nz/). Under this licence you are free to copy, distribute, display and perform the work as well as to remix, tweak, and build upon this work non-commercially, as long as you credit the author/s and license your new creations under the identical terms.

## *He mihi*

I te hāhātanga mai o Pīpiri, he tau hou te tau, huri te tau, hua te tau, haramai te tau, Matariki e!

Nei anō tātau i te kaupeka muri o Pipiri, e whātoro ana ngā ringa o Rūhīterangi ki te rangi, he hōtoke te kōrero, pūhuka ana.

He ahakoa rā ēnei tūāhuatanga e mau tonu ana te mahara ki ō tātau mate i hinga atu rā, e hinga tonu nei, ka kīia ake ai, haere rā e hika ki te raumati, i te paki ka takoto, ka mahana rā koutou.

Ka mihi ake ki ngā kaupapa o te wā ki ngā nekehanga o te wā. Kaore e kore kua whakamua te titiro ki ngā take nui hei whakarauora ake i te kaupapa e kī ana ko ngā ākongā Māori e whaiwhai haere i te ara tukutuku o poutama, kia noho ki ngā ikeikenga o ngā taumata e hiahia nei rātou. Ko te ringa ki ngā rākau a te Pākehā hei oranga mō te tinana, ko te ngākau tonu ki ngā taonga ā ngā tūpuna, hei tikitiki mō te māhunga.

Kei ngā ihoiho o ngā maunga, kei ngā māhuri tōtara, kei ngā karamatamata o te nehenehe, ka waiho ko tenei kōrero hei tāhūhū mō tēnei kaupapa: ko te pae tawhiti whaia kia tata, ko te pae tata, whakamaua kia tina!

## *Disclaimer*

This report was prepared by Kāhui Tautoko Consultancy Ltd (KTCL), Wellington, for the Industry Training Federation and associated industry training organisations. The information contained in the report is primarily intended for the use of these organisations. While every effort has been made to ensure the accuracy of this document, KTCL gives no indemnity as to the correctness of the information or data supplied by third parties.

## Acknowledgements

We wish to express our sincere thanks to all of the research participants – the learners, employers, Industry Training Federation, industry training organisation staff and stakeholders – for their willingness to be involved and give of their precious time. In particular we want to express our special thanks to the 41 learners who engaged in the research process; for their openness in sharing their personal journeys and experiences with us. We hope that we have accurately reflected and articulated your views and experiences in this report and in doing so maintained the mana and integrity of the korero that you shared with us.

We also wish to pay special thanks to the staff members within the participating ITOs who helped to facilitate engagement with learners and stakeholders as well as helping us gain a fuller understanding of the industry training environment. We are immensely grateful to all those involved and trust you will see the time and effort invested in this project as a worthwhile contribution towards better supporting learners, particularly Māori learners, across the industry training sector.

We are extremely grateful to members of the advisory group for the project (Jenny Connor, Verna Niao, Dr Nicky Murray, Bruce Horsley, Loretta Garrow, Martin Draper, Nyk Huntington, Helen Lomax and Paul Mahoney) for their ongoing interest, encouragement and advice, and for their detailed and constructive feedback throughout the various phases of the project. We have enjoyed the collaborative working relationship built up over the course of the project and hope that this research has assisted in building a greater understanding of how to better meet the needs of Māori learners in workplace settings.

A big thank you also to Carmin Young, Loretta Garrow and Jenny Connor for your input and feedback to earlier drafts of this report.

A great deal of gratitude and appreciation goes also to Ako Aotearoa for the funding made available for this project through the National Project Fund.

Lastly, thank you to our research assistant, Patrick Hape, who contributed a significant amount of work to this project before leaving in March 2011. E te hoa, e kore mutu aku mihi.

Naku noa, na

Cain Kerehoma

## *Table of contents*

Acknowledgements .....	3
Executive summary .....	5
Introduction .....	12
Context .....	14
Research design and method .....	20
Research Findings and Discussion .....	27
Learning behaviours .....	33
Learner perspectives .....	35
Participating ITO strategies or activity for improving Māori success and participation in industry training .....	55
Implications and conclusions .....	58
A model for successful Māori workplace learners .....	59
References .....	63
Appendix 1: Thematic Analysis .....	72

## Executive summary

### *The Project*

This report presents findings from a research study titled *Māori Learners in Workplace Settings*, undertaken by Kāhui Tautoko Consulting Ltd in collaboration with the Industry Training Federation (ITF), the New Zealand Motor Industry Training Organisation (Inc.) (MITO), The Skills Organisation (formerly ETITO) and the Building and Construction Industry Training Organisation (BCITO).

Māori make up over 16 *per cent* of the total learners engaged in industry training in New Zealand (TEC, 2011a). Increasing Māori engagement, participation and educational achievement is a government aim, and there is a need to gain a better understanding of the factors impacting on and influencing the workplace engagement of Māori trainees participating in workplace training. Although there is a significant body of research on Māori learners in institutional settings, there is far less concerning the experience of Māori learners within workplace settings – especially in trades training. This research begins to address this knowledge gap by providing more understanding of drivers for workforce participation, career aspirations and expectations, and the enablers and barriers to participation, progression and engagement of Māori in the workplace. It also provides insights into the relationship between Māori trainees and their employers through an analysis of the discussion over time between researcher and participant.

### *Research Questions*

The project aims to answer three specific research questions:

1. What is distinctive about how Māori apprentices learn or approach learning in workplace settings, specifically in trades industries?
2. Are there aspects of how Māori apprentices learn or approach learning that may provide pointers to how completions can be increased?
3. How can training and career pathways be strengthened for Māori apprentices?

### *Methodological Approach*

This report brings together qualitative data collected through the research programme which included: focus groups with a range of key stakeholders such as learners, employers, ITO field staff, careers advisers and iwi representatives; and a series of Māori learner interviews conducted over a seven-month period between July 2011 and February 2012. The project has used a staged multiple-methods approach in which each phase of research has informed the next. The intention is to build understanding on how to enhance the engagement, participation and achievement of Māori trainees who are undertaking apprenticeships within the

traditional trades and to gain an understanding of what works in current models, what doesn't, and what can be done to improve these models to better meet the needs of Māori learners.

### *Key Findings*

This report provides useful initial insights into the relatively unknown area of what is distinctive about Māori trainees in New Zealand and how to successfully engage them in learning. The most important finding highlights the fact that mentoring, which includes culturally competent mentoring practitioners and incorporates Māori knowledge, cultural values, practices, language and customs, is of key importance to Māori learners.

### *Distinctive features of Māori learning approaches and behaviours*

Māori are a diverse and dynamic population, and based on the comments of stakeholders, employers, trainers and the participants themselves, the research demonstrates that Māori do have some distinctive approaches to learning in general, which were evident within the workplace learning environment. These distinctive features emphasise the importance of Māori cultural values, behaviours and practices to the teaching and learning process. Understanding the cultural background of these learners is a key factor in ensuring the most appropriate approach to achieving successful learning outcomes.

In Te Ao Māori, or Māori worldview, the concept of ako means both to teach and to learn. It recognises the knowledge that both teachers and learners bring to learning interactions and it acknowledges the way that new knowledge and understandings can grow out of shared learning experiences. The principle of ako affirms the value of collective learning approaches in which students interact with their peers, employers, tasks and resources.

Connections are vitally important to Māori – to people and places. Their cultural identity is tied up within stories and detailed extensively in their whakapapa (genealogy). Their whakapapa firmly connects them to iwi, hapū and marae. It is important to remember that Māori bring an invisible cloak of heritage embodied within these stories, which is as vital to them as their fingerprints. These connections and relationships lay the platform for learning and are therefore an influential factor in learning outcomes for Māori learners.

Maintaining and fostering relationships is critical as it emphasises the importance of togetherness and the cooperative nature of learning. Strong relationships based on respect, reciprocity and trust are essential to effective learning for Māori. The importance of having key people such as employers, tutors, ITO training advisors, co-workers and whānau, who are genuinely committed to seeing them succeed, is imperative to Māori learners.



Individuals have rights of their own, but Māori individuals exist because of the whānau and therefore these individuals have responsibilities to the wider whānau (Metge, 2001). It is important to note when engaging with a Māori learner, that they are the entry point to a whānau unit – they are the front door to a full house of people. Whānau responsibility often extends wider than the learner's immediate family to distant, three-times-removed family members each receiving the same attention and attentiveness as if they were immediate family members. Whānau is an integral part of the learning process for Māori in terms of motivating learners to achieve, offering support and guidance as well as monitoring and encouraging progress.

The tuakana-teina model (where an older sibling looks after a younger sibling) has been identified as particularly useful and relevant in supporting Māori learners to develop a sense of belonging within their learning environment, and facilitates other support that learners may require, including academic and personal support (Tahau-Hodges, 2010). The tuakana-teina relationship concept is closely linked to traditional whānau practices. This type of learning approach fits well within the trades-based workplace learning environment, as these expert-novice or mentor-mentee relationships are a key difference between the work-based and non-work-based training.

Distinctive learning behaviours are also identified through the research including whakamā (reservedness/shyness), tauutuutu (reciprocity) and kanohi ki te kanohi (face-to-face engagement). These learning behaviours are distinctive to Māori, helping to shed light on what influences a Māori learner's experience. This helps to explain the often 'relaxed' or 'reserved' nature of Māori learners.

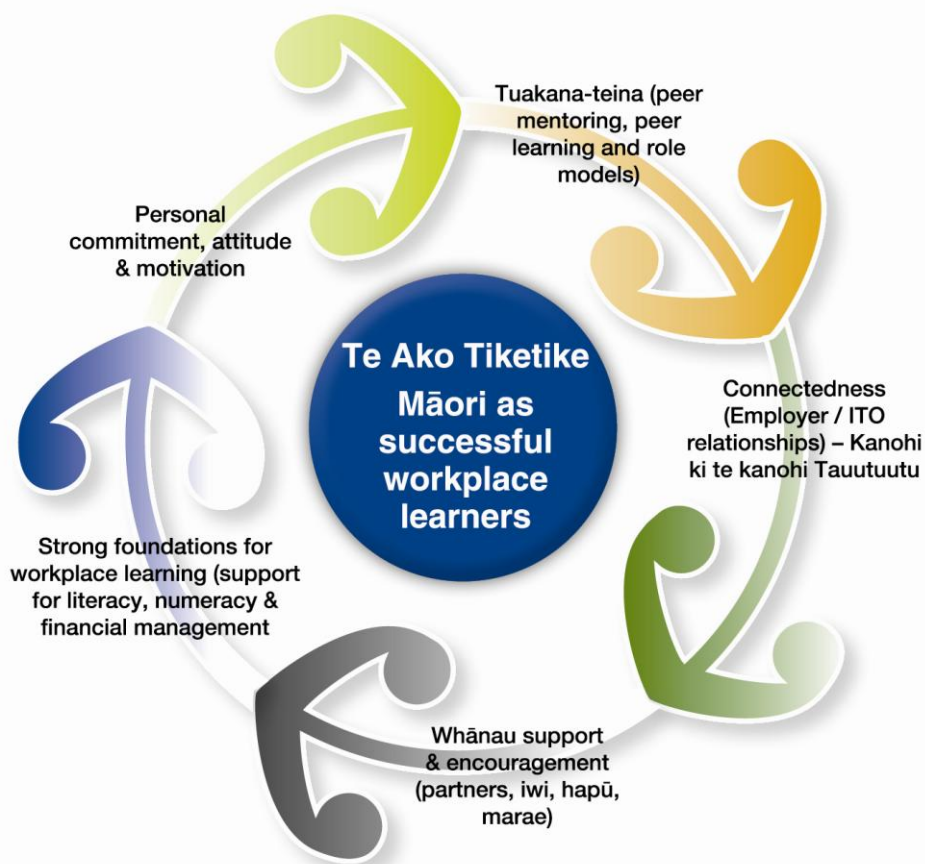
Where Māori are whakamā or shy and do not put themselves forward, they are often uncomfortable with challenging those in positions of authority, or reluctant to engage support to avoid being an inconvenience. The act of tauutuutu or reciprocity was also important to successful learning outcomes. Each aspect of the teacher-learner or supervisor-trainee relationship can engender a reciprocal response. Where learners felt and believed that employers/supervisors were fully supportive, Māori learners would reciprocate their level of values such as trust, respect, integrity, and also their best efforts with participation and learning.

Kanohi ki te kanohi engagement is an important mechanism for developing trust and sharing information between individuals and groups. Learners reiterate that kanohi ki te kanohi approaches are preferable and more effective. Stakeholders also emphasise the need to utilise face-to-face approaches as much as possible, particularly when dealing with Māori learners, as personal contact and engagement are more effective than other approaches. A kanohi ki te kanohi approach is also seen as the most effective method for engaging whānau.



## *A model for successful Māori workplace learners*

The findings reveal that there are some key characteristics present when Māori learners are successful in workplace-based training. These elements help to inform and sharpen the focus of the participating ITOs and others around the factors that promote success for Māori learners. While the following model (Figure 1) presents a set of discrete factors that contribute to successful Māori workplace learners, it is the interplay and interconnectedness of these factors that is most critical to successful outcomes.



*Figure 1: Te Ako Tiketike Māori as successful workplace learners*

Although the outcome of the research has been the identification of the aspects of the learning approaches mentioned above and behaviours of Māori in the workplace setting, case studies have been developed to better understand the participant's experiences and insights. These stories bring to life the participants and their observations of how to improve Māori educational success. It is important to note that the narrative analysis or case studies compiled within the body of research are impressionistic, and developed using assumptions made by the researcher from interactions with the participant.

## *Key enablers for Māori learner engagement and success*

The research has identified the following factors as key enablers for engagement; these provide pointers to how completions can be increased:

- organisations recognising the importance of whānau and the interconnectedness of Māori cultural values in the teaching and learning process
- potential trainees being made aware of the high degree of self-directed learning and self-motivation required to successfully manage the competing demands of on-the-job training
- employers setting high, realistic and consistent expectations of learners, providing clear direction and leadership in ensuring that the workplace is a culturally safe and effective learning environment
- employers ensuring regular monitoring processes are in place and regular feedback is provided
- providing culturally relevant mentoring that draws on key attributes of mentoring and buddy systems with experienced staff who have the ability to empathise and relate to Māori learners and their backgrounds
- encouraging peer support and group learning approaches
- introducing a team approach to training and learning with the ITO field staff, employer and learner through setting goals and working in partnership towards successful outcomes
- ITO field staff regularly engaging and offering support to learners, particularly during the early stages of the apprenticeship
- developing a network of Māori role models and/or mentors in the workplace, or drawn from the community, who can help to motivate and build the confidence of Māori learners
- celebrating success as a positive feature in building confidence of Māori learners.

## *Implications for practice*

### **Strengthening training and career pathways**

The findings from this research help to inform a number of specific actions and changes that the ITOs involved, and the wider industry training sector, can make. Some example strategies to strengthen training and career pathways include:

#### Recruitment

- Implement an effective whānau-centred marketing strategy targeted at Māori learners.
- Develop recruitment strategies targeted at whānau of existing Māori tradespeople.
- Develop clear vocational pathways that encourage Māori learner interest and motivation to enter the trades.
- Collaborate with secondary schools and youth training providers around industry expectations.

- Review induction and orientation programmes to ensure learners know about the approaches to learning, how they will be assessed, time frames, and how to get support.
- Develop case studies of various Māori learners engaged within the trades, highlighting diverse backgrounds and experiences.

### Progression

- Develop more systematic career guidance and planning programmes targeted at Māori learners and whānau.
- Develop culturally responsive workplace mentoring programmes that enable appropriate behaviours to be modelled to learners.
- Establish links with iwi and Māori community employment and social service providers to encourage wrap-around support for Māori learners.
- Investigate innovative and relevant case management techniques that draw on best practice principles for engaging Māori learners.
- Establish formal Māori networks to provide opportunities for employers, local business and business groups and the ITO involved to mentor young Māori trainees.

### Raising success outcomes for Māori

- Strengthen cross-cultural awareness, including understanding of Māori cultural values, beliefs and practices throughout the industry sectors.
- Develop guidelines for culturally responsive strengths-based competencies within the workplace environment.
- Design and implement professional development programmes for ITO staff and industry leaders focused on attaining better outcomes for Māori learners.
- Integrate and embed inclusiveness, equity and diversity principles into programme planning, monitoring and accountability processes.
- Set targets aimed at increasing participation, retention and completion rates of Māori learners, and report on these targets annually.
- Explore opportunities to include Māori input at strategic and senior management levels, e.g. Māori representation on governing boards.

### *Implications for further research*

This research is a tool to initiate change; however, further research is recommended in order to formulate effective practices when engaging with Māori trainees and developing dual competencies – for both trainees and employers – to enhance and support engagement, retention and completions of Māori learners within industry training.

Many of the observations discussed as part of this research could be further investigated, contributing to the body of knowledge in this area. Of significant interest

would be a longitudinal study to identify key success factors of Māori learners in a workplace setting.

The distinctive characteristics of Māori learners identified and discussed in this report could be further researched in terms of refining and validating learning approaches, which lead to successful educational attainment for Māori in formalised industry training. Research of this nature could be quantitative, acknowledging the difference between the performance of Māori versus non-Māori participants, or qualitative, further developing the assertions made around the different learning approaches. A key point to note is that further research in this area would benefit all learners as the outcome from this type of research would have wide-ranging application.

Mentoring in a workplace setting, or identifying appropriate competencies for mentoring in industry training is another piece of work recommended for further investigation.

## Introduction

### *Background*

According to recent estimates from Statistics New Zealand, Māori make up around 15 *per cent* (673,500) of New Zealand's total population (Statistics NZ, 2012). The Māori population is young and is predicted to grow by 20 *per cent* over the next fifteen years from 2011 to 2026. In the future, Māori will make up a larger proportion of the working population. To realise this potential, Māori need to be equipped with the skills and education that enable them to fully participate in New Zealand's future workforce.

Industry training is an important location for Māori tertiary learners, with over 32,000 trainees (16 *per cent* identifying as Māori each year. Despite this, there has been little systematic exploration of the experiences of Māori in industry training. Moreover, while there is an established body of research around Māori learners in institutional settings, there is far less concerning the experience of Māori learners within workplace settings – particularly in trades industries. This means that industry training organisations' practices to address the needs of their Māori trainees have developed in an *ad hoc* manner with little opportunity to capture and share “what works” or to identify barriers to success. There is therefore a clear need for research to provide analysis and interpretative comment that can be used to inform policy, learning and achievement strategies and evidence-based tools.

The partnering ITOs have come together in acknowledgement of a number of commonalities across the traditional trades industries of motoring, building and electro-technology. These include:

- the predominance of small to medium enterprises (SMEs) and diverse workplace settings
- a historical connection to the original Māori Trade Training Scheme developed in the 1950s, which has left a legacy of Māori tradespeople, many of whom are still working within the respective industries
- a long and well-regarded history of working with industry bodies, employers, schools and career advisors to promote the respective trades and encourage new recruits
- the use of apprenticeship models of workplace-based learning within and across the respective industries to increase valuable recognised qualifications
- non-asset-based industries unlike the primary sector industries
- a strong regional presence across the country.

### *Profiles of project partners*

The four partners have a commitment to improving support mechanisms for Māori learners undertaking training in their respective industries. A brief profile of the

Industry Training Federation and the participating industry training organisations is outlined below.

### **Industry Training Federation**

The Industry Training Federation (ITF) is a voluntary membership-based organisation representing all ITOs in New Zealand.

The ITF works with government and a range of agencies and sector groups to improve the policy for, and delivery of, industry skill development and workplace learning. The ITF seeks a skilled and productive New Zealand through work, in four areas: strategic policy, government relations, industry/sector relations and sector performance. For more information see [www.itf.org.nz](http://www.itf.org.nz)

### **New Zealand Motor Industry Training Organisation (Inc.)**

The New Zealand Motor Industry Training Organisation (Inc.) (MITO) facilitates training and establishes programme standards for New Zealand's motor, industrial textile fabrication, road transport, warehousing and logistics, passenger service, stevedoring and port industries (for more information see [www.mito.org.nz](http://www.mito.org.nz)). In the motor industry, MITO arranges training in the workplace, practical assessments, training packages, and off-the-job training. Training advisors from MITO visit the workplaces of apprentices or trainees quarterly to check on their progress and to set study goals. Participation rates of Māori have gradually increased over the last decade, with Māori currently making up eight *per cent* of all MITO trainees.

### **Building and Construction Industry Training Organisation**

The Building and Construction Industry Training Organisation (BCITO) sets standards for the building and construction industry, provides industry leadership around skills strategy, and arranges training for trades within the sector. Training advisors from BCITO are the principal assessors and work in partnership with the employer and apprentice to set study goals, check on progress and undertake assessments (for more information see [www.bcito.org.nz](http://www.bcito.org.nz)). BCITO currently has around 5,400 learners enrolled in carpentry and specialist trades, of which 11 *per cent* are Māori. Carpentry accounts for over 90 *per cent* of all BCITO apprentices.

### **The Skills Organisation**

The Skills Organisation (formerly The Electro-technology Industry Training Organisation or ETITO) is focused on developing skills to improve workplace performance across sixteen industries, which range from electro-technology through to contact centre and ambulance training (for more information see

www.skills.org.nz). In 2010, The Skills Organisation had 12,976 trainees, with 4,013 completing their qualifications. Around 4,000 of these were electrical trainees, with 1,910 completing qualifications. In 2011, Māori constituted 8.5 *per cent* of the total learners engaged within the electro-technology programmes offered by The Skills Organisation.

## Context

### *Overview of industry training sector*

Around 195,000 workers in about 35,000 workplaces are involved in industry training in New Zealand (Ministry of Education, 2011).

Industry training is intended to provide employees with training and learning that is linked to national qualifications through the New Zealand Qualifications Framework (NZQF), while providing employers and industries with support to grow their workforce for the future. Industry training is part-funded by industry itself and predominantly funded by government through the industry training and modern apprenticeships funds (Mahoney, 2009).

In the 2009/10 financial year the tertiary education sector received \$5.87 billion in government funding. Of this, industry training received \$207 million, or 3.5 *per cent* of total government funding in tertiary education (Nana *et al.*, 2011a).

ITOs arrange the training, set the standards for qualifications, and work with industry to determine skill development needs. Workplace learning may be provided in-house or supported by off-site education and training on a regular or occasional basis (Curson, 2004). ITOs do not deliver training themselves and are not allowed to have ownership stakes in an organisation that delivers training. Despite this, ITOs are accountable for effectively monitoring the training arrangements of industry trainees, both in terms of ensuring effective learning takes place in the workplace, and the level of provision purchased from institutes of technology and polytechnics, wānanga and private training establishments (PTEs).

The number of industry trainees has grown significantly over the past decade to the point where industry trainees make up close to one-quarter of all learners in tertiary education in New Zealand (Ministry of Education, 2011). Of the 195,000 workers registered as industry trainees, about two-thirds are male and one-third female; 33 *per cent* of trainees are 20–29 years old; and nearly 40 *per cent* of trainees are over 40 years old (Ministry of Education, 2011).

### *How industry training works*

Understanding how industry training works and identifying some of the important and distinctive features of learning in workplace settings is important in framing this



research. This section provides a brief summary of how industry training works, particularly as it relates to the trades-based industries.

According to Moses (2010, p. 6), competency-based models of workplace learning used by industry training in New Zealand are based on three key stages along the pathway of learning to achieve the unit standard outcomes. These are:

- training delivery either on or off–the-job
- coaching to transfer of the training
- gathering evidence and assessing competency against the unit standard outcome.

The unstructured, applied nature of the three stages of workplace learning is a key difference between the workplace learning models used by industry training and the structured nature and mainly knowledge-based learning and assessment of tertiary education provided by educational institutions (Moses, 2010, p. 6-7).

In theory, the model of industry training is relatively simple. In practice, however, industry training is part of the work environment and is delivered in a variety of ways to meet the needs of industry and employers. There is no standardised pedagogy and the variety of approaches to delivering industry training illustrates that a one-size-fits-all approach is not applicable (Nana *et al.*, 2011a).

To undertake industry training, a prospective trainee must be in employment. To begin training, a training agreement is signed between the prospective trainee and an ITO, and a training programme is established.

Industry training takes place in a classroom, in a workplace, or in a combination of both (Nana *et al.*, 2011a). The delivery of industry training, and subsequent completion of credits and qualifications, therefore needs to be flexible to succeed in a variety of work environments, and across a broad range of occupations and sectors.

Workplaces are a rich source of learning, as are educational institutions such as universities and polytechnics. One of the distinguishing features of industry training, however, is that much of the learning that does happen on the job occurs through explicit activities that make use of a range of pedagogical methods that align with the particular workplace context and learning environment (Vaughan *et al.*, 2011).

Industry training in the workplace involves trainees and apprentices gaining practical skills and knowledge from their employer, supervisor or co-workers. Trainees and apprentices receive training packages from the ITO with whom they have a training agreement. This training package can include workbooks and study guides, and guidance on the assessment of unit standards or any off-the-job training that may need to be undertaken. Off-the-job training includes short, practical courses that are delivered by tertiary training providers.

Trainees and apprentices, and their workplace assessors, are also supported by training advisors and Modern Apprenticeships coordinators<sup>1</sup>. These people visit workplaces to set study goals and check on the progress of industry trainees. Overall, their role is to provide support to trainees or apprentices, and their employers.

On-the-job skills are tested through practical assessments by workplace assessors. Workplace assessors may be employed by the business for which the apprentice or trainee works, or may be employed by an ITO, who visits the company to undertake the assessment. Practical assessments can involve the apprentice or trainee providing evidence that they have competently completed particular tasks. Alternatively, the apprentice or trainee completes a series of tasks while an assessor observes and asks questions.

Principally, the role of ITOs in arranging the delivery of industry training is to ensure that vocational learning meets the needs of industry, employers and employees. ITOs monitor the quality and effectiveness of training delivered in a classroom by training providers. They also work with employers to undertake assessment and moderation of training that occurs on the job.

ITOs arrange the delivery of training in collaboration with employers. This is important because industry training needs to be delivered in such a way that it allows apprentices and trainees to fit training in around their work. Again, each ITO develops its own approach to doing this.

ITOs understand how industry “works” and how training can be made part of this work environment. This is a unique feature of industry training that again emphasises the role of ITOs as a conduit in tertiary education and the labour market (Nana *et al.*, 2011a).

### ***Changing industry environment***

The industry training sector is currently working through a number of significant reforms and changes, as well as having to navigate a number of challenging circumstances. The Chairperson of the Industry Training Federation, Ian Elliot, notes in the recent ITF Annual Report:

*We are caught up in a very difficult combination of circumstances, including: continued weak economic growth, the review of industry training, the various calls for fewer ITOs, the Targeted Review of Qualifications, and the real bite of the TEC performance requirements and associated funding claw backs (Industry Training Federation, 2012, p. 4).*

---

<sup>1</sup> Modern Apprenticeships provide work-based training and qualifications for 16- to 21-year-olds.

In a tight fiscal environment, the Government is intent on maximising its investments and strengthening efficiencies across the board, including the industry training sector. ITOs are being challenged to lift performance by strengthening effective engagement with industry through innovative approaches to training and meaningful and relevant qualifications. The Government has clearly signalled its expectation that tertiary education organisations including ITOs will need to perform better and provide better value for money. Through revised performance requirements linked to funding, the Government has sharpened the focus of the Tertiary Education Strategy 2010–2015 (TES) (Office of the Minister for Tertiary Education, 2009) to ensure ITOs are responding and producing results against the following priorities:

- increasing the number of young people (aged under 25) achieving qualifications at level four and above, particularly degrees
- increasing the number of Māori students enjoying success at higher levels
- increasing the number of Pasifika students achieving at higher levels
- increasing the number of young people moving successfully from school into tertiary education
- improving literacy, language, numeracy, and skills outcomes from level one to three study.

The TES affirms Māori learners as a key priority area for ITOs and emphasises the increasing importance of Māori education success to New Zealand’s long-term wellbeing. This research is therefore both timely and important in assisting ITOs and the wider industry training sector in sharing and building off what works for Māori learners in workplace settings as well as identifying barriers to success.

### *Māori in industry training*

Māori have been officially involved with trade training since 1959 when the Department of Māori Affairs initiated the Māori Trade Training Scheme, which consisted of Māori-focused programmes to promote trades and encourage participation and development of young Māori (Te Puni Kōkiri, 2009). The scheme originally focused on carpentry but eventually developed to include others such as plumbing, painting, panel beating, mechanics, engineering and electrical wiring.

Fast-forward half a century and trades training continues to be an important learning location for Māori learners. Yet significant challenges remain in realising the potential contribution of Māori. Relative to European/Pākehā, Māori have lower incomes, higher rates of unemployment, poorer educational and health outcomes, a greater likelihood of living in rental accommodation, lower rates of home ownership, and proportionately more convictions for criminal offences.

The Ministry of Education (2012a) acknowledges that while some incremental improvements in Māori learner results have been achieved over recent years, progress has been slow and significant disparities between Māori and non-Māori learners persist. According to the Ministry of Education, for every 100 Māori children who start school in 2011 (approximately 15,500 children), their experience is likely to track as follows (based on education system data):

- 89 *per cent* will have participated in early childhood education prior to school
- 87 *per cent* will go to school in the North Island
- 60 *per cent* will attend a decile 1–4 school
- 17 *per cent* will enter Māori-medium education
- 18 *per cent* will not have achieved basic literacy and numeracy skills by age 10
- 3 *per cent* will be frequent truants by years 9 and 10
- 5 *per cent* will be stood down from school
- 34 *per cent* will leave secondary school without a qualification
- 16 *per cent* will become disengaged from education, employment or training by age 17
- 48 *per cent* will leave school with NCEA Level 2 or better
- 20 *per cent* will leave school with a university entrance standard
- 10 *per cent* will attain a Bachelor-level degree by age 25.

Māori learners and whānau have been underserved and not fully engaged in early childhood, primary and secondary schooling. This has limited the ability of Māori learners to participate to their full potential in tertiary and higher education and career pathways. This means that a disproportionate number of Māori learners are not receiving the level of knowledge and skill needed for successful participation in a twenty-first century society and economy.

However, there is a relatively high participation in industry training among Māori and Pasifika in relation to their participation in the workforce. Sixteen *per cent* of industry trainees are Māori compared to 11 *per cent* of the workforce, and seven *per cent* of industry trainees are Pasifika compared to five *per cent* of the workforce. Of those whose previous qualifications are known, 21 *per cent* have no qualifications and another 20 *per cent* no higher than NCEA level 1 (Industry Training Federation, Media Guide 2012a).

Māori trainees are predominantly located in the forestry, agriculture and dairying industries. Enrolments are heavily weighted toward levels 1–3 (73%) with 24 *per cent* enrolled in Level 4 qualifications and only three *per cent* engaged in Level 5 and above.

Data also reveals that completions by Māori learners are disproportionately lower compared to non-Māori learners. Mahoney (2009, p. 17) states that “the gap between programme completions and terminations is closing as the years progress; however, terminations still (proportionally) outnumber completions”. Mahoney goes on to say that “for European learners, the gap between termination and completion of programmes is very narrow; for Māori it is very large (proportionally many more terminations than completions)”. Overall the data shows that:

- Māori learners are generally younger at enrolment
- older learners are more likely to complete their programmes than younger learners and are less likely to terminate their programme
- lower-level qualifications are being sought suggesting that courses are being pursued at a secondary school leaver level
- a disproportionate number of Māori learners have few or no secondary school qualifications prior to enrolling into an industry training programme
- Māori learners are less likely than non-Māori learners to attain a programme completion at each programme exit
- higher termination rates exist amongst Māori learners relative to non-Māori.

Key demographic changes reveal that Māori will make up a greater proportion of New Zealand’s workforce in the future. With these changing demographics it is clear that Māori economic development is important not only for Māori, but also for New Zealand’s overall economic prosperity. An economically affluent Māori people will enhance the economic prospects of non-Māori. Conversely, an under-performing Māori population will hinder the progress of non-Māori (Whitehead *et al.*, 2005).

More than ever, a workforce with a greater range of skills, experience and knowledge is essential. Improving participation in tertiary study must be a key driver of change, as it increases the skill sets and career prospects of Māori, with flow-on benefits for the economy, society and the individual. Those with higher education levels are more likely to participate in the labour market, face lower risk of unemployment and redundancy, and have greater access to further training.

Industry training has an important role to play in enabling Māori to reach their full potential by raising the skills and knowledge of the current workforce and creating effective pathways towards advanced trade qualifications at higher qualification levels.

## Research design and method

### *Kaupapa Māori approach*

A Kaupapa Māori approach provided the overall methodology to this research. Kaupapa Māori research is now a well-established academic discipline and research methodology (see, for example, Smith, 1999). Kaupapa Māori research locates Māori at the centre of inquiry. It has, of necessity, an understanding of the social, economic, political and systemic influences on expanding or limiting Māori outcomes and is able to use a wide variety of research methods as tools (Curtis, 2007).

A Kaupapa Māori framework allows us to theorise and practice Māori research that validates Māori knowledge, Te Reo Māori me ona tikanga, the multiple Māori ways of doing things and to design interventions that can make a positive improvement for Māori people. This provides a foundation from which we, as Māori researchers, can locate ourselves, and which supports a desire to research and theorise the world from our own understandings.

A number of underlying principles of Kaupapa Māori research shaped our approach to the project, including the appropriate expression of tikanga and kaupapa, the emphasis of whakawhānaungatanga (making and renewing relationships), the promotion of kanohi ki te kanohi (face-to-face) methods of inquiry, the importance of collective benefit and reciprocity, as well as the prominence given to the voices of the Māori learners.

We also took a strongly participatory approach, in keeping with Māori approaches to investigation, discussion and decision making described by Bishop and Glynn (1999) as a hui approach to data gathering. This approach acknowledges that the situations being investigated are neither static nor independent of the people involved and of the actions they take.

Our approach was also grounded within the overall aim of the project, which was to ensure that the findings will be empowering for Māori learners and give important messages and practical solutions to the ITOs, employers, whānau, tutors, managers, tertiary providers, policy makers and Māori learners themselves.

### *Research overview*

The project used a staged, multi-methods approach in which each phase informed the research taken in the next phase. This research project was conducted in three stages:

- a data and literature review in order to “set the scene” for the overall research and to identify characteristics concerning Māori learners with a focus on tertiary-level settings



- focus groups held in three regions (Auckland, Wellington and Bay of Plenty) comprising ITO staff, employers and other key stakeholders to get an “external” view of Māori learners’ experiences of training, and any enablers and/or barriers to completion
- interviews with a cohort of Māori learners, drawn from the three regions and the three partnering ITOs, who were visited on a monthly basis over the course of seven months to discuss their training experiences, approaches to learning and to explore key success factors.

As the project progressed, conversation with the participants allowed the researcher to refine and consider appropriate themes indicated in this report. There were no pre-existing conditions set as part of these conversations. A narrative approach was taken to ensure the participants’ voices were captured. This process was undertaken over several months.

### *Data and literature review*

A data and literature review was undertaken with the intention of building on existing research in a number of intersecting fields: Māori approaches to effective teaching and learning, Māori education, and Kaupapa Māori research. The report includes analysis of the relevant data from the participating ITOs and the wider industry training sector pertaining to Māori workplace learners including measures relating to pre-training educational attainment, achievement levels, duration of learning, and completion and termination rates. The report also explored existing literature of relevance to the current project, including key factors relating to learners generally, as well as those distinctive to Māori. Findings from this report provided an initial guide on the profile, key characteristics and experiences of Māori learners, which were able to be tested and built on throughout subsequent phases of the project.

### *Focus groups*

A focus group method was utilised in order to gather qualitative information about the experiences of Māori learners in the workplace, distinctive features of Māori workplace learners and approaches to learning, as well as enablers and barriers to successful learning and achievement. Talking to people in a group was also favoured as it was seen as creating a dynamic that allowed for the development of consensus as well as the exploration of different points of view.

The research used a purposive sampling technique to ensure that a range of stakeholders were involved and that there was adequate coverage across the industry training sector. KTCL worked with each of the participating ITOs to identify from their databases a range of participants including employers, training providers, ITO training advisers, whānau and other stakeholders within these identified regions.

Many of the stakeholders invited to participate in the focus groups were unavailable to attend the focus group sessions, but they remained eager to participate in the research process. It was decided that stakeholders would be given the opportunity to



engage in the process by responding to a prepared set of open-ended questions, either by phone or by email.

The final sample achieved for the stakeholder engagements comprised 35 participants in total. These responses included 15 participants in the focus group discussions, with the remaining participants providing feedback via phone interviews and electronic surveys.

One of the outcomes expected of the research was that the process itself would help to make the issues and experiences more visible within the ITOs involved. The research team therefore accepted the opportunity to present and discuss the research project at the respective regional staff meetings of BCITO and MITO. Around 50 staff members from both organisations participated in facilitated workshops and provided a wealth of experience and depth of perspective around the core research questions. The research was seen as valuable in creating space within the ITO for discussion around how support and outcomes for Māori learners could be strengthened.

### *Learner interviews*

From the outset, the research was explicit in its intent to give prominence to the voice of Māori learners. A number of studies highlight that listening to the learner voice can have important implications for producing positive outcomes related to approaches to learning, quality improvement and sustainable organisational change.

With this in mind, the key method for collecting qualitative data for the research involved a series of monthly face-to-face learner-centred interviews occurring over a seven-month period, from July 2011 to February 2012. The design of this method was based on previous Kaupapa Māori research, which highlighted that research interviews with Māori individuals and groups tended to require more than one contact, and with several often being required in order to build positive working relationships and trust with participants.

A sample of Māori learner candidates was identified from the three ITO databases across the regions of Auckland, Wellington and Bay of Plenty. Again, the research team used a purposive sample whereby the selection criteria for participants were based on the *entire sample* providing:

- a good coverage of the respective traditional trades industries (by sub-industry, company size, rural/urban)
- a variety of learner backgrounds (by level of study, post-school qualifications)
- a wide variety of learning experiences from across the three industries (by length of time in apprenticeship, learner progress).

In total, 94 invitations were sent out to learners across the three participating ITOs, with a total of 41 learners agreeing to participate in the research process. The final sample achieved at the end of the seven-month engagement process is outlined in

Table 1 and comprised 34 learners in total. Through utilising the support and experience of the ITO field staff in identifying appropriate participants, overall the final sample adequately reflected the selection criteria with a good mix of learners by region, age, industry, previous educational attainment, length of time in apprenticeship, workplace profile and learner progression.

The drop-off in participating learners resulted from issues such as cessation of employment or apprenticeship and movements out of area, together with a small number not wanting to continue with their participation in the research. The research team was able to undertake final interviews with three of the seven learners who discontinued.

Table 1 below outlines the number of interviewees engaged in the research process. The seven participants who discontinued their engagement in the project are identified in brackets.

*Table 1:*

*Number of interviewees*

	BCITO	The Skills Organisation	MITO	Total
Auckland	1 (2)	7	1 (1)	9 (3)
Bay of Plenty	5	n/a	6 (1)	11 (1)
Wellington	6 (2)	2 (1)	6	14 (3)
Total	12 (4)	9 (1)	13 (2)	34 (7)

Table 2 below outlines the total number of interviews undertaken with the Māori learners over the seven-month period, including interviews undertaken with learners who discontinued participation in the research project.

The research team and relevant ITO jointly issued an invitation letter to learners and employers, inviting them to participate in the research; introducing the research team; explaining the research process and what it would involve; and asking for their support/participation.

The research team also liaised closely with ITO regional staff to help follow up these invitation letters and to establish whether or not there was agreement and if so, to set up initial appointments/ meetings in each region. The researchers worked in partnership with the relevant ITO staff to coordinate the initial visits with learners. The ITO staff were also instrumental in facilitating the whakawhānaunganga

process whereby, in most cases, the ITO staff member accompanied the researchers on the first visit.

Table 2:

*Number of interviews conducted*

	BCITO	The Skills Organisation	MITO	Total
Auckland	12	38	9	59
Bay of Plenty	19		32	51
Wellington	37	11	26	74
Total	68	49	67	184

While face-to-face interviewing, or *kanohi ki te kanohi*, often has advantages in qualitative research across all cultures and ethnicities, it can be seen as particularly beneficial with regard to Māori. This approach proved to be essential in gaining strong engagement, particularly with the Māori learners who participated. *Kanohi ki te kanohi* contact is “regarded as critical within Māori communities when one has an important ‘take’ or purpose, *kanohi ki te kanohi* is a way in which the people of the community may use all their senses as complementary sources of information for assessing the advantages and disadvantages of being involved” (International Research Institute *et al.*, 2000, p. 108).

These approaches allowed participants to assess the extent to which they could trust the research team and to assert dimensions to the research that they considered important. Data was elicited from each learner through semi-structured and open-ended interviewing. During the interviews, the research team combined a skeletal structure, which had been planned earlier, with open-ended conversations that allowed participants to elaborate freely on areas important to them. The semi-structured process was used to set up the initial directions of the inquiry, with, for instance, specific questions about the distinctiveness of Māori approaches to learning in the workplace, the nature of support structures within workplace learning, and the effectiveness of workplace teaching and learning strategies.

As Greenwood and Te Aika note in the seminal research *Hei Tauira* (2009, p. 22), Kaupapa Māori approaches to research lend themselves to the open-ended aspect of the interviews as they avoid objectifying people (Fontana & Frey, 1994) and also allow participants to express themselves more freely (Douglas, 1985). This allows them to address their own concerns and to digress and elaborate in ways they

consider are important. Such an approach is consistent with a concern for mana and for the way in which development is reciprocal (tau-utu-utu).

As our project progressed, the research team found that these approaches did indeed facilitate an open flow of information. The series of interviews were designed as a “long conversation” as opposed to a series of check points, which enabled participants to build trust, comfort and understanding in the research process. One of the positive features of the research process was that participants were able to reflect on their experiences and perspectives in between visits and were offered the flexibility during the interviews to discuss issues of relevance to them in their own way.

The analysis of data was explicitly framed utilising a Kaupapa Māori approach that shaped the interpretation of data and understanding of the phenomenon under study. It also relied heavily on the researcher’s knowledge, understanding and worldview. The analysis drew together the qualitative data that emerged from the participants’ interviews and categorised the data according to emergent themes.

It should be noted that the research used a specific cultural lens to focus on distinctive characteristics of Māori learners in the workplace and help to explain their approaches to learning. However this is not to say that these characteristics or approaches are disconnected from wider structural, social and environmental factors (e.g. age of trainees, structural inequalities) or are necessarily factors exclusive to Māori. While such analysis is beyond the scope of this research, it is recommended that further investigation into these areas, using a range of appropriate methodologies, would add much value to the body of knowledge and understanding in this area.

### *Other approaches attempted*

As a way of trying to strengthen the engagement of participants in the research process, one of the original methods considered as part of the initial research design was to supplement the interviews by asking learners to maintain periodic journal entries in hard copy. The journals were intended to be used as stimuli for discussion during the interviews and encourage reflection on past experience. While the journals were intended to act as a rich source of additional data that would provide key talking points in the interviews, it was made clear that the interviews themselves were the key data collection method. Participants were informed that this part of the research was totally voluntary and participation in the interview cohort was not dependent on completing this part of the project.

The research team also developed a closed Facebook page that was for the exclusive use of all the participants as well as the researchers. This was intended to provide an online forum where participants were able to provide commentary and discussion that could be shared across the research cohort and where researchers could interact and communicate with participants.

During the initial visits, each participant was invited to engage in these voluntary processes. In line with a lot of the feedback we received from stakeholders, it was apparent at the outset that participants were not keen to engage in activities that required any writing, particularly the journaling exercise. None of the learners took up the opportunity to engage in the journaling exercise and most were reluctant or unable (due to limited internet access) to engage in the Facebook approach. With the benefit of hindsight, it would have been preferable to introduce these processes after the relationship had been established and the research process more clearly understood by participants.

As a case in point, during the last scheduled interviews participants were asked to be videotaped answering a series of questions that could be incorporated within the research and assist in the research-telling process. Again the process was voluntary; however, we had an overwhelmingly positive response to the request, which resulted in the capturing of some rich qualitative data. In essence, it was due to the strength of the relationships and trust that had been built up between researcher and participant that resulted in more favourable engagement in this research technique.

### *Limitations of the research*

There are strengths and weaknesses in most research approaches. This research has not been immune from subjectivity, uncertainty and complexity resulting from using a mixed-method approach. Ethical considerations and researcher bias can create potential risks. Simons (2009) concludes that there is a difficulty in managing diverse datasets and communicating these to maximise understanding theories formulated during the interview process. Every attempt has been made to reduce risk and ensure data integrity while capturing participant stories, with the following caveats.

One of the clear limitations of this research is that all of the Māori learners who participated in the project were male. Despite invitations to participate in the research being sent to Māori female trainees none were taken up. In part, the absence of Māori females in the sample is reflective of the small number of Māori female apprentices participating in the traditional trades industries. Clearly this limits the generalisability of the research and we would recommend that further research into this area be explored.

Lastly, although employers play a significant part in the success of Māori learners across industry training, the size, enterprise makeup, investment in professional development and up-skilling of staff varies significantly. This research was limited to participants who met the selection criteria and their respective place of work (subject to availability and retention of participant in research). Further research would be required to identify an ideal workplace environment conducive to supporting Māori learner success in the workplace setting.

## Research Findings and Discussion

This chapter discusses the key themes from the research, beginning with an attempt to understand Māori learners:

- identifying distinctive characteristics
- helping to explain their approaches to learning.

The later parts of this section also identify the enablers, barriers and expectations of participants in the workplace setting from:

- a learner's perspective
- a stakeholder's perspective.

The outcomes of this section will help to inform policy, learning and achievement strategies and evidence-based tools aimed at increasing completion rates for Māori learners.

Thematic analysis of participants' observations and conversations has been undertaken to support the discussion outlined above. This has been included as Appendix 1.

### *Distinctiveness of Māori learners*

Māori culture has a strong oratory presence, with historical connections to people and places, captured through waiata (song), whaikorero (oratory), karanga (call of welcome), moteatea (traditional chant), and karakia tuuturu (traditional incantations) (Black, 2012). The strength of Māori connection to places and particularly to people is a distinctive characteristic, which is manifested through the following underlying behavioural traits:

- making connections and the strong need for Māori to tell stories and have an authentic voice (Black, 2012)
- making connections and reluctance to ask for help or to put themselves forward (the concept of whakamā)
- making connections and being comfortable in the company of others (e.g. Māori humour)
- making connections and showing mutual respect and reciprocity (Tauututu).

Connections are vitally important to Māori; their cultural identity is tied up within stories and detailed extensively in their whakapapa (genealogy). Their whakapapa firmly aligns them to iwi, hapu and marae. It is important to remember that Māori bring an invisible cloak of heritage embodied within these stories that is as vital to them as their fingerprints.



Recognising Māori learners in the workplace is becoming increasingly difficult as we can no longer rely on physical characteristics to determine whether they are Māori. However, some insights can be observed from their behaviour, which would help in identifying them as Māori.

Relationships and connections are important to Māori. This trait is often described by behaviour such as: Māori ascertaining where you are from; announcing themselves by way of where they are from; their affiliation to the land, geographical landmarks (e.g. mountains) and/or the water (e.g. sea or lakes) and sharing their history through whakapapa.

Once the connections have been made, it is important for the learner in a workplace setting to build a relationship of reciprocity, mutual respect and trust with their employer. The concept of māhakitanga (humility) is a behaviour best demonstrated through learners not willing to challenge those in positions of authority, clearly demonstrating respect. The reserved nature of some Māori is often manifested through behaviour perceived as shyness or being whakamā. Often Māori will not put themselves forward or will not want to impose any inconvenience to others as a sign of humility and respect. This type of behaviour is often misconstrued as being disinterested or unmotivated.

Family connections and whānau responsibility is a key characteristic of Māori, but is not distinctive to Māori alone. Although Māori individuals have rights of their own, they exist because of the whānau, and therefore are represented within their whānau (Metge, 2001). It is important to note when engaging with a Māori learner that they are the entry point to a whānau unit: they are the front door to a house full of people. Whānau responsibility often extends wider than the learner's immediate family to distant, three-times-removed family members, each receiving the same attention and attentiveness as if they were immediate family members.

Acknowledging the challenges of Māori culture is a difficult endeavour. This research project has shown a varying degree of recognition of Te Ao Māori among the participants. Some accepted the Māori world and walked within its safety while others rejected the idea or did not have a position or place within it.

### *Ako (Teaching and learning)*

In Te Ao Māori, the concept of ako means both to teach and to learn. It recognises the knowledge that both teachers and learners bring to learning interactions, and it acknowledges the way that new knowledge and understandings can grow out of shared learning experiences. Ako is grounded in the principle of reciprocity and also recognises that the learner and whānau cannot be separated (Ministry of Education, 2007). The principle of ako affirms the value of pair and group learning approaches in which students interact with their peers, teacher, tasks and resources.



When commenting on what works well for Māori learners in workplace settings, participants in this research provided examples consistent with the concept of ako such as reciprocal relationships, the interconnectedness of whānau and collective learning approaches.

### *Importance of whānau*

Whānau is often translated as “family”, but its meaning is more complex. It includes physical, emotional and spiritual dimensions and is based on whakapapa (genealogy). Whānau can be multi-layered, flexible and dynamic, and its structure can vary from immediate family to much broader collectives. One of the distinctive features of Māori culture is that individuality is expressed within the context of the whānau framework. The following whakatauki (proverb) encapsulates the essence of the individual within the whānau:

*Ehara taku toa i te toa takitahi engari he toa takitini taku toa.*

*My strength does not come from my individuality, my strength comes from many.*

Many learners noted the interconnectedness between them and their whānau and reinforced that the learning outcomes were not just about them individually but for other people around them, including their whānau, hapū and iwi, as well as their wider community. This supports findings from *Hei Tauira: Teaching and Learning for Success for Māori in Tertiary Settings* (Greenwood & Te Aika, 2009) that in Māori terms education is valued as a communal good not just a personal one.

The findings of this research demonstrate the whānau-oriented nature of Māori and highlight the importance of a strong relationship between learners and their whānau to successful outcomes for Māori.

A large number of learners got into their chosen trade because it was “in the whānau”, that is, father was a builder, brother was an electrician. The research indicates that having a family member involved in the trades serves to build greater awareness of what is involved in the industry as well as providing living examples of what could be achieved. Often we heard learners say things like “I figured if he can do it, so can I”. Many of the Māori learners commented that they were influenced in their decision to enter into a trade by the desire to “follow in the footsteps” of their family member(s). This is significant as it suggests that increasing the number of successful Māori employees within an industry will have a positive ripple-effect through whānau collectives.

Others were encouraged into a trade by whānau members as it provided a clear career pathway and aligned with personal interests and attributes.

*I had no idea what I wanted to do [after school]. I saw my brother doing an apprenticeship, which got me into it. I saw it had good money and was a good*

*career. I liked the work and thought it was a good challenge – figured, my kind of job. (Learner, MITO)*

Whānau were seen as being a huge motivational force, monitoring progress and keeping learners on track. Many learners stressed the importance of having whānau who provided regular monitoring of progress, particularly for young Māori males.

*You need someone staying on top of you because it is easy to fall off. Heaps of my mates could have done an apprenticeship but they didn't really have anyone pushing them at home, so they just ended up leaving school. (Learner, MITO)*

Learners who had recently completed their apprenticeship or were nearing completion spoke of the significant role that whānau had played in them doing well. Many spoke of their whānau wanting the very best for them, which provided a constant reminder about why they were undertaking their apprenticeship:

*My family is a huge motivation for me doing well in my apprenticeship. My success is their success and vice-versa... I'm really here because of my family's desire to see me do well and reach my potential. (Learner, The Skills Organisation)*

A number of the learners also had young families; in fact a couple of children were born during the course of the research process. This was viewed as a huge motivational force for doing well and completing their apprenticeship, but also threw up a few challenges in terms of cost, time and additional responsibilities.

*I have a couple of kids now so I'm just going hard in my apprenticeship to make sure I can provide for them. It ain't easy doing it [apprenticeship] with kids but it gives you a lot of drive to just get in there and get it done. (Learner, BCITO)*

Managing the multiple demands of their professional and personal lives was a major challenge for those with young families. The heavy demands of completing an apprenticeship meant that learners and their whānau had to make a high level of sacrifice. This also highlights the often significant social and economic barriers that Māori learners face while undertaking an apprenticeship.

Partners were identified as hugely influential in navigating and progressing through the apprenticeship successfully. A number of learners commented that their partners were the ones who provided encouragement and support, as well as a stern reminder of their responsibilities when they slackened off. Some said that they did not think they would have kept up with the apprenticeship if it had not been for their partners. A number of employers and stakeholders also supported this and recognised the important role that partners played as a constant source of encouragement and motivation for learners, particularly for Māori learners.

*Some of these guys can be pretty hard to get through to. Sometimes their partners are the only ones they will listen to so it's really important that they're on board with*

*keeping their guy on track and get stuck into them when they slacken off. (Employer, Motor Industry)*

Some learners spoke of having limited whānau support, which impacted on them in a range of ways. For some, while their whānau were happy that they were working and undertaking an apprenticeship, many did not take an active interest and provided little encouragement.

Reflecting on whānau and the positive outcomes of completing an apprenticeship, one learner emphasised this holistic approach to learning shared by whānau from a Māori worldview:

*My whānau is always reminding me of where I come from and to keep my feet on the ground. My mum is pretty high up in the Māori world so she keeps me grounded and reminds me of why I need to do well not just for myself, but also my people and be a good role model for others. (Learner, The Skills Organisation)*

A number of training advisors, employers and tutors also found it difficult to get good engagement from a number of whānau of Māori learners. One commented, “A lot of the time the family just isn’t that interested. I try to get them involved but I don’t see many.” Stakeholders said that if learners didn’t get good support from home or the whānau didn’t take an active interest, often the apprentice found it very difficult, and these were usually the cases where an apprentice would not complete. Employers spoken to said that getting the whānau involved early on into the apprenticeship was crucial to learner participation, retention and completion. If the learner started to lose focus, the employer would only need to let someone within the whānau know and they would help to sort it out; this was particularly the case for younger Māori males.

### ***Whānaungatanga (Relationships and connections)***

Whānaungatanga is a value relating to the maintenance and fostering of relationships. It emphasises the importance of togetherness and the cooperative nature of learning. Strong relationships, based on respect, reciprocity and trust, are essential to effective learning.

Relationships were seen as a hugely influential factor in learning outcomes for Māori learners. Learners spoke of the absolute importance of caring relationships and having key people such as employers, tutors, ITO training advisors, co-workers and whānau who were genuinely committed to seeing them succeed. They spoke of effective employers/supervisors and mentors who consistently demonstrated a manner of care based upon mutual respect, compassion, affirmation of ability and high expectations, and the creation of workplace learning environments where learners felt valued and secure. It was very clear in the interviews that Māori learners wished to achieve in their apprenticeships, and where good relationships existed between themselves and their employers/supervisors, these learners were able to thrive.

Training advisors across the three industries were seen as playing a key role in the learning outcomes of Māori learners. Learners emphasised the need for advisors to have strong relationship management and communicative skills and to be able to engage effectively with all learners including Māori. Where strong relationships existed, training advisors were noted for helping to give learners a “push” from time to time and being a strong motivator in encouraging learners to stay on track, particularly around completing the necessary workbooks.

### *Tuakana-Teina*

In research looking at successful models of mentoring for Māori learners, the tuakana-teina model has been identified as particularly useful and relevant in supporting learners to develop a sense of belonging within their learning environment, and it facilitates other support that learners may require, including academic and personal support (Tahau-Hodges, 2010). Holland (2009) advocates peer support mentoring models through Māori conceptual frameworks of tuakana-teina (older-younger sibling relationship), whānaungatanga (extended family) and āwhina (help/support) as culturally defined pedagogical methods that reflect Māori processes of ako (learning and teaching).

The tuakana-teina relationship concept is closely linked to traditional whānau practices. Traditionally, this concept imitated the usual relationship between siblings, older and younger. It functions as a mentoring-type relationship, where a senior person (in age, position or experience) works alongside a junior person, 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 (Smith, 2007 as cited in Tahau-Hodges, 2010).

Learners spoke of the immeasurable support and assistance that older or more experienced colleagues provided and of being taken under their wings in the early stages of their apprenticeship. Quite often these were informal arrangements; however, in a few situations this was a formal mentoring relationship developed within the workplace. In particular, older Māori tradesmen or colleagues were noted for playing a significant role in mentoring more inexperienced Māori learners as they carried a lot of mana in the eyes of Māori learners.

*I was mentored by an old Māori fulla who has passed away now. He took me under his wing to teach me the ropes and used to stay after hours to help me out. He had a genuine desire to get me to a higher level, which was a huge motivator for me to do well and make him proud. Hope he's proud of me. (Learner, The Skills Organisation)*

Being an older apprentice and having worked in this line of work for a while, it's just natural that some of the younger guys look to me to give them a bit of direction, a bit of awahi [support] from time to time. It's just a Māori thing I guess that the older ones help the younger ones. (Learner, MITO)

This supports the approach taken by The Skills Organisation, where mentors were considered to be most effective when they have a similar cultural background to the apprentices and either have a trade themselves, or have worked with young people before. “The most important thing was that they’d be able to relate to the guys in terms of where they are in their lives, and the kinds of challenges they have to face” (ETITO, 2011).

### *Culture counts*

Māori learners came from a range of backgrounds in terms of their cultural knowledge and understanding. Some were very confident in their Māori identity, including being fluent speakers of Te Reo Māori, whereas others had very limited knowledge and understanding of their “Māori side”. Yet all learners stated that being Māori was something that they were proud of. Being Māori was a central part of their identity.

Research undertaken by the Ministry of Education (2007) shows that bringing cultural context into the curriculum affirms the learner’s identity, and validates their cultural knowledge and knowledge of their whānau. In essence, culture counts: knowing, respecting and valuing who students are, where they come from and building on what they bring with them, makes a difference to both teaching and learning (Ministry of Education, 2007).

Workplaces and workplace learning programmes were encouraged to develop greater sensitivity towards the cultural backgrounds and experiences of Māori learners. This included understanding the importance of key cultural practices and values such as whakapapa (genealogy and establishing connections), tangihanga (funeral), tuakana-teina (older-younger relationships) and whānaungatanga (whānau relationships, connectedness). One learner suggested using noho marae (staying and learning at marae) as part of workplace learning strategies, which would be inclusive of all learners, as he found this approach to learning to be highly valuable when undertaking a Māori language course. Incorporating culturally relevant content and pedagogy into workplace learning was seen to provide relevance that strengthened the motivation and engagement of Māori learners.

### **Learning behaviours**

#### *Māhakitanga (Humility)*

Learners and stakeholders spoke of inherent characteristics of Māori that were different to non-Māori. Responses highlighted a common “relaxed” or “reserved” nature of Māori learners. Learners were often uncomfortable with challenging those in positions of authority, which may in part be attributed to Māori cultural values or practices. Many Māori were also whakamā or shy and did not put themselves forward, and some were reluctant to engage support from others such as employers or ITO advisors as they did not want to be an inconvenience. Some learners

suggested that these characteristics could sometimes be misconstrued as being disinterested, unmotivated or lacking enthusiasm.

*The boss has told me I need to speak up more. I have started to ask more questions but I only really talk if I have to. (Learner, MITO)*

*Māori tend to be quite shy, they don't tend to be the ones putting their hands up [to answer questions]. I'm not sure if this is a cultural thing but this is what I have observed in my experience. (Tutor, Electrotechnology)*

There was a feeling that the self-directed learning approach of an apprenticeship was less suited to Māori learners, who needed more of a “push”. Some stated that to get any help, you generally have to ask for it, which was not seen as “a Māori way of doing things”.

ITOs provide various avenues of support but often learners must activate these support processes to gain access to them. This was noted as something that Māori learners do not do often enough. Having proactive and accessible support structures and processes in place, particularly in the early stages as relationships with key people were still developing, were seen as important in lifting the participation, retention and completion rates of Māori.

### ***Tauutuutu (Reciprocity)***

Another distinctive feature of Māori approaches to learning related to the act of tauutuutu or reciprocity and its importance to successful learning outcomes. Each aspect of the teacher-learner relationship can engender a reciprocal response. A number of learners described the nature of their relationships with their employers/supervisors in terms of the mutual and reciprocal benefits. Where learners felt and believed that employers/supervisors were fully supportive and giving their very best, Māori learners would reciprocate not only with regards to values such as trust and respect but also their best efforts with participation and learning. As one learner described:

*I have built up trust with the boss so he is getting more confident in my ability and I am able to do a lot of different jobs now...I try to work as hard as I can, trying to impress the bosses, just to show them that I am capable of working hard, prove that I'm not a disappointment. The boss is a good guy, teaches me things so I understand. (Learner, MITO)*

### ***Kanohi ki te Kanohi (Face to face)***

According to Māori tradition, a kanohi ki te kanohi or face-to-face approach is an important mechanism for developing trust and sharing information between individuals and groups. The practice of kanohi ki te kanohi remains an essential feature amongst Māori in terms of building and maintaining positive relationships.



Learners reiterated that *kanohi ki te kanohi* approaches were preferable and more effective than alternatives such as email, telephone and texting. Stakeholders also emphasised the need to utilise face-to-face approaches as much as possible, particularly when dealing with Māori learners, as personal contact and engagement was more effective in comparison with other approaches.

Some learners suggested that training advisors needed to engage face-to-face with Māori learners more regularly, particularly at the beginning stages of the apprenticeship, to help build learner confidence, assist in the enculturation process and encourage progression. Some also suggested that ITOs could facilitate more opportunities for learners to engage in person with other apprentices within the local area as a way of developing greater support networks, which would facilitate greater retention and completion rates.

A *kanohi ki te kanohi* approach was also seen as the most effective method for engaging *whānau* who were critical to supporting learners through their apprenticeship. Learners suggested that employers, training advisors, tutors and mentors could look to strengthen engagement with *whānau* through various *kanohi ki te kanohi* approaches such as home visits and inviting *whānau* into the workplace where appropriate.

## **Learner perspectives**

### *Pathways into the trades*

All learners had an interest in their chosen trade, yet many of them had different motivations for getting into an apprenticeship. All of the learners saw huge value in “getting their ticket”. Obtaining a recognised qualification in their chosen field was seen as providing:

- a higher level of income
- enhanced employment opportunities, both domestically and internationally
- access into regulated industries (needing a qualification to undertake specialised areas of work e.g. electrician, builder)
- greater financial security for self and/or family
- opportunities to move into more senior-level positions or self-employment
- a pathway towards other personal development goals (e.g. being a role model for younger siblings).

For some learners, the pathway into the trades and workplace-based training was seen as the natural next step in their career aspirations. They had planned well in advance the skill and qualification requirements for their chosen trade and were well prepared. These learners were highly motivated individuals with clear goals and had access to a range of older mentors, either within their family or wider social



networks, who provided advice, support and encouragement. These learners spoke of the transition process being relatively straightforward and that any problems or issues encountered were able to be dealt with relatively easy.

*I had good marks at school so I could have gone to uni if I wanted to but I always wanted to do my electrical apprenticeship. I knew I had to get my Level 2s [NCEA] so I studied pretty hard and got in. My dad helped me to suss out an apprenticeship before I left school so the transition from school to an apprenticeship was pretty straightforward. (Learner, The Skills Organisation)*

As mentioned previously, a number of learners had family members or personal connections within the trades industries that had influenced their decision to enter the trades, and in many cases, provided the opportunity to gain work experience. These whānau members provided a source of inspiration and heightened belief amongst the learners that they too were capable of achieving success within the relevant industries.

For a number of other learners, however, their transition into workplace training was not so straightforward. Many had no idea of what they wanted to do after finishing school other than they did not see themselves attending university or institutional-based learning. Pursuing a career that aligned with their personal interests and involved a predominantly hands-on role, as well as the attraction of “learning while earning”, pulled these learners towards the traditional trades industries.

However, it was not readily apparent who to approach or how to get involved in the various trades and/or an apprenticeship. While some had family or personal networks that they could seek guidance from, others did not; they spoke of having to navigate a complicated web of different organisations and processes to find out who to talk to and what was required. This serves to emphasise the increasingly important role that ITOs play in working with schools, providing career information and advice, and assisting employees or learners with their initial skills training.

## ***Workplace learning***

### **Apprenticeship model**

Overall most of the learners responded positively about the apprenticeship models across all three industries. Most learners believed that their workplace learning was working well; that the expectations were clear from the outset; that the training advisors and tutors were very knowledgeable and helpful; and that the majority of the theory work related to actual practice. Learners had a good understanding of the need to put time and effort into learning, practising and honing practical skills, to complete underpinning knowledge requirements, and to apply theory learned through bookwork to practice.

*I really like the apprenticeship model and the mix between hands-on learning and theory work. After I go to the block courses I'm pretty excited to go back to work to try the new stuff that I have learned. I get a real buzz out of putting theory into practice. (Learner, The Skills Organisation)*

*I'm not really a big fan of the bookwork but I get why you have to do it...It's pretty good how the training is flexible to suit me. Like I can go to the night classes or I can go to the block courses, depending on how things are going at work. (Learner, MITO)*

### **Joseph's story**

For Joseph it seems that building is in the blood. His older brother and father both work in the trade. Even his father-in-law is a builder. "Mum is in education (university lecturer) so pushes me to do my books and next stages..." All in all, whānau support is big.

At 31 Joseph is a mature learner. He lives in Auckland, has a small family to support and works for a small construction company. His pathway into the building trade started in London, where he ended up working in the building trade and even started an apprenticeship there before returning home.

"I started learning through a polytech programme – going to class suited my style of learning...working with others. The tutor there had a lot of experience, always was sharing opinions – was good at identifying what worked well for learners...seemed to know what made people tick, even for Māori, he had a good way about him, got to know the apprentices."

Although the ITO is more relaxed than polytech, the approach is more difficult. The style is more self-directed and, to begin with, he didn't get much communication about what help was available, although he has now found that the field staff are good at giving advice and guidance on different jobs when they come to assess the work and photos of jobs he has done.

In the workplace, Joseph believes that group work is good. "You don't want to let the others down when you work in groups so you make sure you work...you don't want to be the weakest link. You can share ideas for assignments and everyone has to take part. This works really well, especially for Māori guys who prefer to learn with others."

On looking back over his apprenticeship, Joseph states that the length of time it took was too long, especially as he had to switch jobs a few times and the apprenticeship stalled a bit in the middle so he got a bit discouraged. "...luckily I had a colleague who really helped to push me through." Eventually he is looking at going to higher levels – management – and wants to become self-employed.

The "learning while earning" feature of workplace learning was also an important aspect of the apprenticeship model and was one of the key reasons that Māori learners were attracted to an apprenticeship.

*Learning on the job is what I most like about the way the apprenticeship is set up. I think Māori are naturally better at learning things when they are shown and when they get to use their hands rather than reading books and sitting in classrooms. Even though the bookwork can get a bit much and some of it I don't understand, it has*

*actually taught me quite a bit that I probably wouldn't have picked up at work.  
(Learner, BCITO)*

Overall, most learners commented on how off-the-job and on-the-job learning were seen as mutually reinforcing and learners could see how training was directly and indirectly related to their jobs. The comments from learners reinforce many of the factors underpinning positive learning experiences identified by Moses (2010), which included:

- an employer who supports and values learning and demonstrates this
- getting paid while undertaking workplace-based training
- formal processes to involve experienced workers in training
- high-quality on- and off-the-job training delivered by committed professionals
- a clear purpose for off-the-job learning, which is communicated to learners
- maintaining the right balance between work and learning
- assessors, coordinators and training managers who provide learners with support, motivation and challenge.

For some learners there were aspects of the apprenticeship model that were viewed negatively. One of the main criticisms of the apprenticeship model was that it relies on workplaces offering the breadth and variety of learning and skills development to cover all of the necessary components of the specific trade qualification. A number of learners said that it was often difficult to cover off some parts of the qualification requirements because the workplace did not do certain aspects of a job, or rarely undertook them.

Some learners felt that there needed to be closer collaboration between the ITOs, local training providers and local employers to identify these areas and develop appropriate arrangements (such as short-term secondments) so that learners, and often their employers, were not burdened by having to come up with alternative solutions to addressing these gaps.

One of the other main challenges to the apprenticeship model, which supports the findings by Chan (2011), is that workload demands and pressures of production-focused workplaces often means that training is sidelined as more important commercial objectives are undertaken. Added to this are aspects of certain workplace objectives that require learners to work long hours. This often makes it difficult for learners to complete the required bookwork. For some learners, off-the-job training is undertaken either as unpaid leave/annual leave or as part of the apprentices' weekly day off (Chan, 2011). Add to this the fact that a number of Māori learners have young families and it becomes increasingly apparent that for many Māori learners the journey to successful completion is one that involves a significant workload, personal and whānau sacrifice and a high level of sustained motivation and self-discipline.

Learners commented that additional support was required at times, which wasn't always available. In a few cases ITOs were seen as lacking responsiveness to the needs of learners and employers. Other learners commented on getting mixed messages and becoming confused by some of the experienced tradesmen "who did their apprenticeships under the old system", where what they were being taught on the job differed to the instructions and guidelines provided in the workbooks.

Many indicated that while they had received support through night classes, which were seen as very beneficial, learners often faced barriers of cost, transport and time, which meant that they were unable to attend. In a number of cases learners preferred the off-the-job block courses compared to the weekly night classes, as many said that after working all day it was very difficult to concentrate and absorb all the learning. Having dedicated time focused on completing the theory-based components was seen as hugely beneficial. Working alongside other learners who often encountered the same issues (such as not understanding the question) was also seen as being very helpful. This collective approach to learning was also seen as a particularly effective approach to learning for Māori.

### **Orientation into the workplace**

Previous research relating to Māori learners contends that for sustainable outcomes to be achieved, time spent in initial relationship building, consultation and development is critical (Harrison *et al.*, 2009). In exploring successful workplace learning conditions, strategies and activities, Vaughan describes the significance of the orientation process for new workers. "The early days in a workplace convey the expectations of the workplace, the support that will be provided and set the scene for the type of employee that the new worker will become" (Vaughan 2011, p. 20).

Learners who spoke highly of the initial induction and orientation into their role and workplace spoke of how it was clear from day one that they were joining a team where people had a genuine interest in each other's success and development. In a sense, learners felt that manaakitanga (care and inclusion) was evident in the workplace where they felt a clear impression that they would be cared for and supported. Employers and team members took the time at the beginning to make the learners feel welcome and comfortable, to introduce them to all of the staff across the organisation (or work group in larger organisations), which allowed them to establish personal connections including whakapapa and/or iwi links. This was an important process for many Māori learners and opened the door for them to establish who to go to when seeking assistance or guidance.

Other attributes of successful orientation into the workplace included a structured orientation programme for new workers; being given clear instructions around their role and the internal processes of the workplace; and being matched with a "buddy" or mentor within the workplace who was able to show learners the ins and outs of the workplace.

*I was pretty nervous when I first started here. I didn't really know what to expect. But everybody here was supportive as. The older guys in the workshop were really choice. They had a pretty straight-up way about them but you could always go and ask them if you didn't know something and it was all good. They didn't make you feel stink about asking a question or coming to them for help. (Learner, MITO)*

## **Enablers**

### **Personal commitment and self-discipline**

#### **Jacob's story**

Jacob hails from Tuhoe, in the Bay of Plenty region. He grew up in Whakatane and completed his apprenticeship last year. He's 23 and completed his trade in Automotive Refinishing and is currently working as a refinisher at a local refinishing company.

He thought school was alright but didn't leave with any qualifications. He didn't have an idea of what he was going to do once he left school and he didn't know too much about apprenticeships, but he had an interest in cars.

He did some cold calling around town and managed to impress a local business owner. "My employer had...put through quite a few apprentices over the last few years." Jacob knew if he showed that he had the right attitude that he might get an apprenticeship. His employer "...takes on quite a few young fullas", and Jacob was adamant about "getting the ticket" and how important it was. Jacob liked the idea of being able to "walk away with a trade behind me, no matter where I go, I can go anywhere now. I can pretty much just get into a spray-painting job".

It wasn't always easy for Jacob and halfway through his apprenticeship it got a bit difficult. "I did have some hard times, just wanted to hang out with my mates, or go fishing, or whatever." Without thinking, he made excuses why he shouldn't be doing his work. He made a decision about it: "I thought about it, and had to knuckle down and get it done, I can play later after my trade's done." Jacob's family helped him get out of that little rut and pushed him on that little bit more.

Positive feedback helped to heighten Jacob's spirits and made him more motivated to complete his apprenticeship. His whānau pushed him, their messages of encouragement – "oh...cha, you're almost there, go hard and get it done and we'll celebrate once it was done" – really helped him. He knew that if he was struggling, they were there to help him out. Jacob's goal was to be able to walk away and have a big smile and say, "Yeah...I've done my trade, done my time". Jacob's motivation to complete his apprenticeship was tied up with higher pay rates and that he could explore opportunities even when it wasn't that easy to find employment in the industry in Whakatane.

Jacob wanted his message to reach far and wide. "It's all up to you," he said. "If you like the job and that's what you want to do, go for it. Go all the way and make the best of what you've got, and get the best out of it as well."

One of the things that Jacob did reflect on was the fact that it can be hard at first to ask questions because you don't want to look dumb or lost, but if you're not sure, then ask. "As long as you've got the support and are committed it will work."



Many of the learners were of the view that successful outcomes in workplace learning were largely influenced by the learners themselves. Learners noted that with the many expectations and responsibilities on them as a result of undertaking an apprenticeship, a lot of sacrifices needed to be made.

Undertaking an apprenticeship was seen as a test of one's self-discipline, sacrifice and motivation. Learners spoke of the need to be professional in their approach to work, having good time management, showing initiative and a willingness to listen and learn, as employers were keen to see the strength of their character and attitude.

A number of learners also spoke of the need for a high degree of resilience in being able to navigate and push through the challenging times faced at different points in their apprenticeship. One learner acknowledged that undertaking an apprenticeship came with its challenges but encouraged others to persevere.

*If there is a hump in the road, just get help, help to get over it and keep going. Don't give up. (Learner, BCITO)*

### **Employer relationship**

#### ***Manu's story***

Manu didn't like school and got out as quickly as he could. He was living in Tauranga, spending his time hunting outdoors, when his father put the hard word on him to get a job.

Manu rang up the BCITO, who recommended that he do a pre-trade course, where he was one of the five from twenty-five who completed it. "There were a lot of useless fullas on those courses...didn't like not getting paid and ending up dropping off."

Manu, who is 19 years old, wanted to get qualified and keep on learning about building in general so he ended up in a job and started his apprenticeship. It wasn't all plain sailing, however.

"I had a stink boss, and wasn't getting good opportunities. I'd been thrown in the deep end...tried not to stuff things up. Didn't really know what I was doing – was hard to ask questions because people were busy – nothing really set up for me. I was taken on just to do all the manual labour around the place so I said 'stuff this...I'm off'."

"My new boss has more opportunities in the work we do", Manu explains, "such as doing foundation work. I'm getting more one-on-one with him and he explains more...takes me through things and shows me how to do it – I'm actually learning. The boss also helps me out with bookwork, tells me to get my books out when we have lunch sometimes. I want to get up and go to work now, and I've had some stink bosses!"

"It's like he is my mate, he's really good like that. The boss likes helping Māori, I think. We both like pig hunting and fishing and...like that so pretty tight. He always keeps an eye on how I'm going, seeing if I need any help. Māori fullas need that sort of thing – it's the way we have grown up."

The employer was noted for playing a central role in the teaching and learning process within the workplace-learning framework. Many learners spoke of the importance of having an employer who was genuinely committed to seeing them succeed. 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).

Many learners discussed the relationship that they had with their employer or manager as being very positive. Strong relationships were built on trust and confidence between the two parties, open communication as well as the availability of support and mentoring. Employers who made a difference for Māori learners were those who:

- set high, realistic and consistent expectations of learners, which they also modelled
- provided clear direction and exposed the learner to the full range of tasks and competencies required for the trade
- provided leadership in ensuring that the workplace was a culturally safe, effective learning environment
- ensured regular monitoring processes were in place for the learners' progress and took an active role in putting steps in place when learners fell behind
- offered positive reinforcement and encouragement that motivated learners to push on with their learning and development.

One learner described the contrasting styles and approaches of his former and current employer.

*My last boss was really good. He set clear targets for me to achieve every month and we sat down every fortnight to discuss how I was going. He stayed on me all the time and didn't let me drift off. Work dried up so I had to change jobs. My current boss is good but he doesn't give me the sort of time or attention that my last boss did so I tend to get a bit lazy and have fallen behind a bit with my bookwork. (Learner, The Skills Organisation)*

Learners also discussed the impact of having a poor relationship with their employer and how it often resulted in them ending their employment relationship and having to find alternative work. This added more stress on the apprenticeship because of the time taken out of the learning programme to look for an employer willing to take them on and to continue with the apprenticeship. Learners spoke of employers who had a bad attitude towards their staff, provided limited learning opportunities, had an almost exclusive focus on the bottom line with little regard to the interests and development of staff and were poor communicators.



## Mentoring

### ***Hohepa's story***

Hohepa (35) left school at a young age. He was “one of those fullas that went to school to eat my lunch. School just wasn't for me”. He didn't realise until much later in his life how important an education was “even in the trades”.

Growing up the eldest of three boys meant that he was responsible for his younger brothers. His mum passed away when he was young, so he was the tuakana of the house. It was hard to focus on school “when you had quite a bit of responsibility” to look after others. They didn't have a lot of support growing up and life was hard.

Getting married and having kids motivated him to get qualified. Hohepa in hindsight realises how important school is and encourages his kids to do well: “it all starts from the beginning– getting it right at school makes a huge difference”.

Hohepa wouldn't consider himself a role model, but as a mature apprentice, and being a bit older, he and another Māori apprentice have “by default become a bit of a mentor for a lot of the younger guys in the yard”. His employer has set up a buddy system where they help each other out a bit like Tuakana-Teina learning. Being surrounded by Māori (Māori boss, Māori workers and Māori community) is a positive influence on Hohepa –it makes a difference to how he learns and everyone looks out for each other. And there is a bit of competition too: “...we're all trying to outdo each other, trying to get that Māori pride, I suppose. I live in this area and it's Mataatua waka, but I'm from Te Arawa, and they've got their pride and I've got mine, and it's all about competing against each other of who can do it better”.

Hohepa is adamant that if you have a goal in mind to “go for it...even if you have just one, a little spark...go for it”. His message to others is that there is nothing to lose and everything to gain. “A lot of people would like to do something like this, they're kind of afraid to do it, because of the consequences, they might let their employer down. Most of all you've got to enjoy what you're doing you don't want to be doing something and putting in the long hours, and doing work you're not really interested [in].”

Evidence suggests that mentoring is beneficial for all learners, including Māori learners (Ross, 2008; Holland, 2009). There is strong evidence to suggest that individuals who have multiple sources of support fare better than those who do not (McManus & Russell, 2007, p. 294) and that learners benefit from workplace mentoring, learning knowledge that would not otherwise be learned alone (Billett, 2003).

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 (Tahau-Hodges, 2010). Mentoring strategies were found to result in increased learner motivation and engagement with learning activities, increased likelihood that learners will contact tutors or learning support staff when experiencing difficulties, and learners feeling less isolated and more supported in their learning (Ross, 2008).

Both formal and informal mentoring approaches were discussed by learners. Some employers had structured mentoring in place for learners focused on transmitting

information and specific learning outcomes such as providing enculturation, employee retention and learning tacit knowledge (“tricks of the trade”).

In many cases employers were identified as playing a lead mentoring role for learners during their apprenticeship. Learners spoke positively of having someone to mentor them on a day-to-day basis, of being supported but challenged at the same time and of having someone in close proximity who could be called on to provide guidance and answer questions. Learners also spoke of employers having “walked in their shoes” and therefore playing a key role in developing their understanding of the “trades culture” and therefore assisting in the growth of their identity as a young and emerging tradesman.

Each ITO had its own approach to providing mentoring support including The Skills Organisation’s mentor positions dedicated to lifting the engagement and achievement of Māori and Pasifika learners. Learners within the electrical industry spoke highly of the dedicated mentoring support offered and the positive impact that it made.

*I think the mentoring programmes are a good thing, sometimes you need someone to give you a bit of a push or just help to clarify things. (Learner, The Skills Organisation)*

Learners also acknowledged and valued the mentoring support offered by training advisors within each of the ITOs.

*[My training advisor] kinda reminds me of my old man a bit. He doesn’t talk heaps but when he does you really take notice. He really knows his stuff and you can see that he is really keen to pass on his knowledge to the ones coming through. (Learner, MITO)*

*All of the ITO guys that I have had have been ex-builders so they all know the industry. They’ve all been through their apprenticeship so they know what we are going through and what some of the pitfalls are...a good mentor is someone who has walked in your shoes. (Learner, BCITO)*

In addition to the formal mentoring structures put in place, learners indicated that they engaged a number of informal mentoring relationships to assist them with their learning and workplace issues but quite often also helped to provide guidance with a range of personal issues. This confirms research that found that Māori learners often require a complex combination of cultural, personal and academic support (Tahau-Hodges, 2010).

*I have a few people that I go to [for guidance and support]. My boss is a good fulla so I know I can ask him stuff and he always sorts me out. But it’s good having someone else as well as a mentor ’cause you can talk and offload about other stuff going on, all the dramas and everything. [The training advisor] keeps reminding me*

*to stay focused and gives heaps of encouragement. You know, it helps to keep my spirits up when I'm a bit down. (Learner, MITO)*

Informal mentoring arrangements tend to be relational models of mentoring where the learner is regarded as a valued equal who happens to have specific support needs, and where issues of respect and trust play a larger part. This relational model is regarded as the “highest quality mentoring state” (Ragins & Verbos, 2006, p. 21), which is also consistent with a Māori model of mentoring (Holland, 2009). These informal mentoring relationships were acknowledged by learners as offering a number of benefits to their learning as well as their personal growth and development.

A number of key attributes of an effective mentor were discussed by learners, which included:

- knowledge and experience of trades industries and apprenticeship model
- ability to empathise and relate to learners and their background
- ability to build an effective rapport, trust and confidence
- modelling effective practice in clear and meaningful ways
- providing learners with confidence to ask questions without fear of embarrassment
- giving of their knowledge and time willingly in an unselfish and humble way
- maintenance of confidentiality between learner and mentor (particularly for learners to open up about difficulties they are having)
- good listening skills and communicating at the appropriate level to the learner.

## **Peer support**

As discussed, peer mentoring is an important feature of the way in which Māori learners engage in the learning process. In addition to informal processes of mentoring, McKegg (2005) identifies what she has described as “learning communities”, which contribute to the retention and achievement of learners. The learning communities provide a structured avenue for learners to gain academic support amongst peers. This supports other research revealing that students’ peers make important contributions to positive outcomes (Black & MacKenzie, 2007; Zepke, Leach & Prebble, 2006).

Some researchers argue that for indigenous and minority students, peer support networks are often even more important because these relationships can help to counteract the sense of isolation and loneliness experienced by these students (Williams, 2010).

Feedback from learners supports the Nikora’s (1991) argument that Māori, due to social orientation, are more prepared, have a preference for, and act more efficiently in learning situations that are cooperatively oriented. Learners who were undertaking their apprenticeship alongside other apprentices within the workplace noted how

beneficial it was to learn alongside their peers. In particular, Māori learners suggested that learning alongside other Māori learners was where they felt most comfortable and able to engage with each other.

*There are a few of us [Māori] doing our apprenticeship here...We're all mates outside of work as well and one of them is my cousin so we all work together, help each other out and stuff. If one goes to the block courses and the other two can't make it, then that one brings all the notes back and fills us in. We all kinda work together; whānau thing, I guess. If I didn't have my bros, then I probably wouldn't be as far along with my apprenticeship as I am. (Learner, MITO)*

Particularly important to Māori learners was the notion of tatau tatau (the opportunity to belong to and share within a learning community), which was fostered through their contact with their peers. Learners commented on how they would often hold little study groups during lunchtime to go through their workbooks, where they could ask each other questions, bounce ideas off one another and run through mock assessments. Learners also commented that they enjoyed engaging in off-the-job learning opportunities (night classes or block courses) as they got to learn alongside their peers and in collective learning structures.

*It's way better when you learn alongside others. Having other people to talk to, they tell you about what they're up to and some of the work that they have been doing and you tell them what you have been up to. A lot of my mates from school who are on other sites go to those block courses so we all go along and catch up. It can be a little bit distracting though 'cause we all get sidetracked and talk about what we've been up to. (Learner, BCITO)*

Some learners did comment on feeling a bit isolated as a result of being the only apprentice within the workplace. The self-directed learning approach of apprenticeships meant that learners often had to rely on their employer for assistance and this was not always easy. It also meant that learners had to have a higher degree of discipline and self-motivation as there were not others within the workplace to help push learners through.

The findings reveal that learners value the opportunity to have regular contact with knowledgeable peers in addition to their employers and tutors. They find the contact encouraging and motivational and it enables them to deal more effectively with the demands of study and to feel part of a whānau-like learning community. This contact assists in the identification of issues that might be a barrier to successful completion and provides opportunities to resolve these in a timely manner.

## ITO engagement

### **Frank's story**

Frank is a young Modern Apprentice (17 years) who didn't like school, so he decided to take up a building job in Rotorua with his father, who is also his boss. He has always been on building sites and always had tools in his hands.

For Frank, whānau plays a big part in good outcomes. "My dad is the boss so I learn a lot from him. He's not afraid to give me a rev if I get things wrong but he's pretty supportive... I just watch what he does really."

The support network also extends to the BCITO field staff. "I can ring my training advisor whenever I get stuck on something, and have his personal contact number. He's a good fulla." He does, however, rush the bookwork before his training advisor visits, as it's not really that difficult – just "boring" – but the practical side of things is sweet.

"Lots of work on – building a kohanga reo at the moment. I like the independence of building – can do everything myself, and when I get qualified I can go out on my own."

He already has his sights set on the future. With his brother doing architecture, and his dad and himself as builders, taking over the whānau business one day is a real possibility.

ITO training advisors were seen as the face of the ITOs and play a key role in the learning outcomes of learners. Training advisors who provided an ongoing "push" for their learners helped to keep learners motivated and on task, which was viewed very positively.

Learners found the training advisors to be very helpful and most were usually able to be contacted if required. Most would see the advisors on a quarterly basis but this arrangement was flexible depending on how well the apprenticeship was progressing and the undertaking of assessments. Learners commented that the advisors they worked with were knowledgeable in their field. The goal plans that learners developed in conjunction with the training advisors were seen as being very helpful in setting out clearly what the objectives were over the short-to-medium term. A number of learners commented positively on how their goal plans really assisted in mapping out what needed to be completed within set time frames, enabling learners to stay focused and motivated on progressing through the various requirements of their apprenticeship. Overall, most spoke very positively about the role undertaken by the training advisors and the positive impact they had in helping them progress through their apprenticeship.

A few learners indicated that they thought it was beneficial to have a Māori training advisor as it was easier to relate and there were usually whakapapa connections. Holland (2009) confirms the importance of trust in the mentoring relationship. These learners felt that if the industry had more Māori, particularly at more senior levels, that would encourage more Māori to become interested and involved in the industry.

However, most learners felt that the knowledge, experience and relationship style of the training advisor was more important than ethnicity.

## *Barriers*

### **Managing multiple commitments**

The experience of Māori learners highlights the often significant social and economic barriers that learners face while undertaking an apprenticeship. Many of the learners said that it was difficult to complete all aspects of the apprenticeship because of their multiple personal and professional commitments, particularly those with young families. Learners said that after working a full day it was hard to go home and then complete all the bookwork, especially with home responsibilities like children or looking after other members of the wider whānau. Having children also meant that learners faced significant financial challenges throughout their apprenticeship.

### **Completing the theory components**

One of the biggest challenges identified by Māori learners was in completing the workbooks and theory components of the apprenticeship. Many learners talked of “falling behind” with their workbooks as a result of losing motivation, finding the questions difficult to interpret and understand, and struggling to find the time and energy. Many said that the self-directed nature of completing the workbooks was difficult at times, especially when help was needed. Most would prefer that there was additional support available to help guide them through. A consistent approach from many learners was of “cramming” through their workbook tasks just prior to their visit from the training advisors or assessor.

A number of learners also found it difficult to access off-the-job training. Having to take time off for block courses was also difficult in terms of both time and cost (e.g. not getting paid during this time, cost of classes). In some cases apprentices talked of employers not really providing many opportunities to complete the workbooks during work time, which meant having to do it all outside of work.

A number of learners felt that the time taken for marking and returning workbooks was too long –often three to four weeks. Completing the workbooks had the effect of increasing motivation as it gave Māori learners a sense of completion and achievement, but this could easily wane if there was a long delay in getting the books back before starting on the next ones. While this often falls within the domain of the off-the-job training providers, ITOs have a role to play in ensuring that such training is responsive to the needs of learners and may therefore need to work with providers to develop greater efficiencies in this area.



## Negative stereotyping of Māori

### **Harold's story**

Harold is 22 years old. He has recently completed his apprenticeship and lives with his mum in Auckland. His mum has always been there to encourage and support him through his training. His dad, although separated from his mum, has always said for him to “do it for the family” and “have something behind you”, a mantra that Harold lives by.

Harold always knew that university wasn't for him and he recognised at an early age (15) that “a career in the trades was the way to go”. Having family in the trades also helped him to come to that conclusion. Harold knew that he wanted to “do something” and he was adamant that he “wanted to get in on my own accord”.

Harold was too proud to put his hand out for a “Māori grant” and wanted to pave the way himself.

Harold's experience in the workplace while completing his training has been positive. The experience and expertise of other tradesmen and team members that Harold worked with were invaluable. The ETCO training coordinator supported him all the way through his training. Harold reflected on the support that he received from his coordinator: “They keep you going and...you could call [them] up if you needed to.” Harold acknowledged that there was an undercurrent of racism that he has dealt with in the past, without delving too deeply into the issue. He mentioned that there was a “bit of a stigma because everyone thinks the Māoris are there with special treatment”.

He wanted to show people that he could complete his apprenticeship on his own merits. Harold reflected, “At the end of the day you are who you are and if you're made to feel badly about who you are, or made to feel like you have to hide who you are, you aren't going to stick around.”

Now a qualified electrician having completed his apprenticeship, he is enjoying the extra responsibility at work.

Some learners also noted that one of the barriers to Māori success within the trades industries was an enduring stigmatisation of Māori in a negative light. This sentiment was seen as not exclusive to trades industries but reflective of wider society.

There was a feeling amongst some learners that Māori were represented as inherently incapable, dysfunctional and lacking discipline. This did create a barrier for some learners, as there was a feeling that some employers were unwilling to take on Māori as employees as a result of this negative stereotyping. Some learners also felt that, on occasion, employers, tutors or clients had lower expectations of them being capable as a result of being Māori.

Research into the effects of teacher expectations on ethnic minorities has provided clear evidence that expectations play a significant part in positively and/or negatively influencing learner performance and achievement (Rubie-Davie *et al.*, 2006).

Addressing the “soft racism of lowered expectations” and its effect on Māori learner outcomes is a significant challenge across the education landscape, including workplace learning, and the ITOs have a key role to play in this regard. Industry transformation is required on many levels



## **Lack of regular engagement with training advisor**

In looking at how the ITOs could strengthen their practices to better support Māori learners, a number of learners believed that more regular visits with the advisors was required, especially at the beginning in order to build confidence, routine and motivation as well as towards the end of the apprenticeship when it could get quite difficult to keep things on track and moving along. This supported *kanohi ki te kanohi* or face-to-face methods, which were suited to Māori approaches to engagement, communication and learning.

*I think it would be good if the TA [training advisor] came out and visited a bit more regularly, like on a monthly basis or maybe every six weeks 'cause I've found that I tend to get a bit unmotivated with the books and end up trying to cram everything in a few days before my next TA visit. So if he was there more regularly, I think it would help to keep me on track with things and make sure I don't slip too far behind that I can't catch up again. (Learner, BCITO)*

*One way of helping more Māori to complete their apprenticeship is more regular visits from the ITO reps. They need to be actively showing an interest and keeping on top of people otherwise you just don't end up doing the work. They should be initiating support for apprentices rather than waiting for learners to ask for help because by the time Māoris ask for help, it's too late – they've already gotten too far behind and just get unmotivated and end up chucking it in. (Learner, MITO)*

Some felt that they didn't really know what additional support or resources the ITOs provided and perhaps more communication would be helpful. Māori learners felt ITOs could supply more information on additional literacy and numeracy support for current and prospective learners.

## ***Stakeholder perspectives***

This section outlines key themes from the focus groups and ITO workshops held, including perspectives on what works well for Māori learners in trades settings, barriers to successful completion as well as identifying areas that could be strengthened.

### **Enablers**

#### **Personal characteristics of learners**

Learners who had stability in their lives, a clear set of goals, good peer support, and who showed initiative and commitment were much more likely to succeed in their chosen industry. According to an ITO staff member, some of the greatest success stories were those Māori learners who were a little bit older and had gone through the “hard knocks”, as they were highly motivated to complete their training and secure a well-paid job for them and their whānau.

Employers in particular identified that attitude was key and one of the primary reasons that influenced their decision to take on an employee and commit to an apprenticeship.

*A good attitude and being prepared to put in the hard work is everything. We can teach them the skills but a poor attitude is hard to work with. (Employer, Electrotechnology)*

Learners needed to have a high level of personal commitment and self-management in order to meet the various workplace, personal and training demands. Several stakeholders also stressed that learners needed to be passionate about their chosen trade because it was that passion and commitment that made learners strive to do well in their work and training.

*I feel most young Māori are forced to go to various training centres because they are failing in the education system. It is not really their passion or choice but “something to do”. It would be preferable to find their passion or real skills and direct them towards suitable employment while still in the school system Maybe trades training could be introduced in year 11 for those failing the system. (Employer, Motoring)*

### Mentoring and role modelling

Having successful Māori mentors and role models is an important feature of Māori learner success in being able to show Māori learners what is possible – enabling Māori learners to be able to see it with their own eyes. This is particularly important for young Māori males. Strong Māori role models are, in turn, draw cards for their communities. Māori who have expertise or experience in the trades, as well as strength in the cultural field, need to be sought out, brought into the teaching and learning programme, and nurtured.

*Having good role models [is what works for Māori learners] – seeing ones who have stepped out and gotten ahead. Learners believing they can do it. (ITO training advisor, MITO)*

### Strong relationships with employer

A strong relationship between learners and their employer has also been identified as a key determinant of Māori learner achievement. This works well if employers understand the needs and circumstances of their Māori trainees and provide a supportive environment and encouragement along the way. Having Māori supervisors and employers makes a difference for Māori learners as it helps to strengthen the relationships.

*Having an employer who is a relationship person works well for Māori learners, i.e. establishes and prioritises strong relationships between employer and trainee, as well as their family, e.g. employer getting to know their parents or their partner. (ITO training advisor, BCITO)*

Some employers noted that developing quality relationships with Māori learners could often be challenging. Māori learners tended to be more reserved and it took longer to build confidence and trust. Regular engagement, constant communication and taking an interest in learners beyond just work or apprenticeship requirements were seen as key to building positive relationships. Learners who had good relationships with their employers and tutors tended to be more open to asking questions and asking for help when needed.

*I find that it does take a little bit longer [to build trust] with Māori. They're always a little bit more wary about what your intentions are or what you're trying to get out of them. But once they can see that you want the best for them it's like a total transformation. Suddenly they're asking questions, they're telling you the things they're interested in. (Employer, Building)*

### Celebrating success

Feedback from stakeholders suggests that celebrating successes, both big and small, is an important feature in encouraging successful outcomes for Māori learners. One employer also noted the importance of recognising success for Māori learners in building confidence and increasing motivation:

*A lot of these guys [Māori learners] haven't done well at school and so you have to build them up a bit. You have to let them know if they are doing well at things and pat them on the back. They then start to believe in themselves, which helps to keep them going. (Employer, Motor Industry)*

Some Māori learners, however, tended to shy away from receiving praise or being acknowledged or celebrated individually in any significant way. Some stakeholders talked about Māori cultural practices and upbringing leading to Māori being more reserved when it comes to being praised or having their success acknowledged. It was suggested that if this was done in appropriate ways, genuine and earned acknowledgment could be seen as a positive feature in building confidence and encouraging retention of Māori learners.

Some stakeholders also noted that it was important for ITOs to showcase successful Māori learners and workers to promote the trades-based industries to Māori, as well as strengthen positive perceptions of Māori across the industries.

*There are lots of success stories out there of our Māori learners, but they don't want to blow their own trumpets. (ITO training advisor, BCITO)*

### Strategic relationships and collaboration with iwi

Having iwi support and involvement in industry training and workplace learning programmes is seen as hugely beneficial in strengthening support for Māori learners. Stakeholders identified some specific initiatives where iwi were involved in supporting workplace learning, including wananga offering trades courses, the

availability of iwi scholarships and marae-based trades training programmes. Iwi were seen as potentially playing a greater role in apprenticeship programmes as a result of economic benefits being derived from Treaty of Waitangi settlements – for example, through the provision of scholarships – as well as some iwi taking a greater leadership role in the delivery of tertiary education and social support services.

Further research is needed in order to investigate how engagement and achievement for Māori learners can be strengthened through iwi-industry collaboration, as well as identifying the factors that support and/or inhibit effective iwi-industry collaboration.

## **Barriers**

### Unprepared for workplace learning

Employers and ITO staff said that they have seen a number of Māori come into the trades-based industries unprepared for the requirements of undertaking an apprenticeship.

*I have encountered varying standards, some very well prepared with good levels of education, others want and expect everything done for them. (Training advisor, MITO)*

Stakeholders stated that a number of Māori learners engaging in the trades have a lack of prior academic achievement, which significantly influences learner participation, retention and completion. However, one employer felt that the workplace provided a second chance for many Māori who had not done well in the compulsory education system.

*Usually, but not always, young Māori have not been successful in the mainstream education system, but have definitely excelled in the workplace where they have a passion. (Employer, Motor Industry)*

### Lack of confidence

Stakeholders identified that one of the greatest barriers for Māori was a lack of confidence or fear of failure. As a result of previous educational experiences many would rather not try than fail at something. One tutor talked about his experience of the low levels of confidence shown by Māori learners:

*Research indicates that it is emotionally preferable to withdraw prior to a summative assessment than fail the assessment thereby having conclusive proof of inadequacy or inability. My experience, both personal and with students, would concur with this finding and I would suggest that it is the major contributing factor. (Tutor, Electrotechnology)*

Training advisors also noted that there were a number of Māori learners who lacked the confidence to step out into a largely unknown space (working and

apprenticeship), which limited their opportunities. More work is needed to help build Māori workers up and inform them of the opportunities available throughout the trades-related industries.

## **Where improvements could be made**

### More targeted work at earlier age

Stakeholders suggested there is a need to invest more in programmes aimed at early secondary school (e.g. start-up and gateway type programmes) to show learners what the possibilities are as well as helping them to prepare adequately for that chosen field. Waiting until they leave school or senior secondary is too late and by this stage, many have disengaged from the system; the opportunities are either lost or it is much harder to bring them back on track.

### Literacy and numeracy

More targeted literacy and numeracy assistance is needed for Māori learners. Often the written requirements of their course are a real barrier. They are great with the hands-on components but can struggle with the written work. Stakeholders supported strengthening existing literacy and numeracy programmes that accommodate key Māori cultural pedagogies such as tuakana-teina.

### Better collaboration and use of support networks

There is a need for better wrap-around support for learners. More work could be done to identify and collaborate between the support agencies and networks available to assist Māori learners, particularly those targeted at Māori, for example using the marae at local polytechnics for study sessions. There are many support groups in communities and these needed to be utilised more. Greater use of marae was a repeated theme from stakeholders.

### Encouragement of contact with knowledgeable peers

Learners value the opportunity to have regular contact with knowledgeable peers in addition to their employers and tutors. This should be encouraged to strengthen participation, retention and completion rates for Māori learners.

### Reduce cost barriers

The cost of training for Māori learners is often a key barrier. This can include the cost of short courses and tools as well as attending off-the-job block courses. Stakeholders suggested that more work needs to be done to assist learners to see what scholarship or sponsorship opportunities might be available, such as iwi scholarships.

Stakeholders also raised the issue of poor financial management and financial literacy among Māori apprentices, particularly younger learners. Learners who are

able to manage money effectively and are secure financially or have good family support have better chances of progressing through an apprenticeship. Some stakeholders suggested that financial management programmes should be put in place for learners early into an apprenticeship, which would assist with participation, retention and completion of Māori learners.

### Recognising Māoritanga as a strength

Tahau-Hodges (2010) suggests that Māori learners are more likely to succeed when they are culturally confident and have access to culturally relevant support that helps them to feel connected to the learning institution. This was supported by an ITO training advisor who suggested that culturally confident learners were in a much stronger place in achieving success within the workplace.

*Confident Māori – the ones who are comfortable in their own skin – are the ones who do well – when they are culturally strong, [they] also tend to be the good workers as well. (ITO training advisor, BCITO)*

There needed to be an increased awareness of Māori culture and finding ways of bringing Māori culture into the mix, for example:

- training offered at marae or through wānanga
- involving iwi in celebrating
- graduation days held at the marae.

## **Participating ITO strategies or activity for improving Māori success and participation in industry training**

The three participating ITOs each have implemented different strategies to improve the success of learners under-represented in industry training. These examples form part of the individual ITOs' response to the outcome of this research and/or is activity that has been undertaken as part of their response to improving the success and increased participation of all learners as a matter of course.

### ***MITO***

MITO is committed to developing evidence-based strategies to support learners in the motor and related industries and reflects a commitment to lifting the quality and performance of industry training to support a highly skilled and productive workforce and expanding career pathways and providing innovative and effective skills leadership (New Zealand Motor Industry (Inc), 2010).

Māori participation rates in the motor and related industries are reflective of Māori participation rates across industry training. Māori learners made up approximately 8.4 *per cent* of all learners in the motor and related industries in 2010 (TEC, 2011a).



MITO has identified key touch points to add value and support the improved success and increased participation of Māori learners through:

- implementation of apprenticeship induction programme, Skills JumpStart. The induction programme aims to provide study skills, increased training advisor contact to build the relationship with the apprentice, embedded literacy and numeracy within resources and orientation for new apprentices to support them navigate their apprenticeship programme
- regionalised training support for apprentices such as off-the-job training and evening classes
- full implementation of CBX Global, an international electronic learning system providing study resources in an electronic format, including video examples and electronic simulated exercises
- up-skilling of regional staff to enhance pastoral care skills
- implementation of specialist literacy and numeracy tutorial support (one to one) through a national specialist provider
- national monitoring programme
- employer induction programme designed to explore what it takes to support apprentices to achieve their qualification.

### ***ETITO (now The Skills Organisation)***

Māori and Pasifika participation and completion rates show that:

- Māori participation in electrical trades is consistently at around 8.5 *per cent*
- Pacific Islander participation rates in electrical trades vary between three to five *per cent*
- Māori and Pacific Islander programme completion is +/-25 *per cent* below European/other
- Māori and Pacific Islanders are over-represented in lower skilled (Levels 2–3) sectors (Security, Offender Management)
- Contact Centre participation rates are higher for Māori and Pacific Islanders, while success rates are equivalent to those from other ethnic groups.

The Skills Organisation has initiated a strategic review to answer the following questions. This is now in the detailed planning phase.

- How can we bring Māori and Pacific Islanders into trades programmes?
- How can we improve Māori and Pacific Islander programme completion rates?
- How does The Skills Organisation have to change to make this happen?

Ongoing work includes:

- electrical apprenticeships scholarships with ETCO, the primary group training scheme in the sector
- improved mentoring programme for all apprentices and Māori and Pacifica electrical apprentices in particular



- outreach programmes and teams:
  - new Māori and Pacific Island team focused on building community and school links and raising awareness of specialist trades as a rewarding career, starting with South Auckland
  - partnering with polytechnics (MIT and possibly Unitec) to place Māori and Pacific Island trainees with larger employers
  - trades in schools programme given additional capacity.

## ***BCITO***

In BCITO data (from 2003–February 2011) participation and completion rates show:

- 2456 Māori trainees (75 *per cent* of total Māori students) signed up for Level 4 qualifications in carpentry and other specialist trades
- 618 signed up for Levels 2 or 3 specialist trades qualifications
- 34.5 per cent of BCITO Māori trainees completed qualifications by 2009, which is better than the total for industry training data, even given the higher participation rates of Māori in the construction industry. However, in comparison to all other ethnicities registered for training with BCITO, they are the least likely to complete, along with Pasifika trainees.

The BCITO has implemented a Māori responsiveness strategy which involves:

- the Māori Strategy Working Group, which meets face-to-face or by telephone conference each month
- building awareness of cultural issues for field staff
- working with employers to build understanding and awareness of issues.

## Implications and conclusions

This report provides useful initial insights into the relatively unknown area of what is distinctive about Māori trainees in New Zealand and how to successfully engage them in learning. The most important finding highlights the fact that mentoring, which includes having culturally competent mentoring practitioners, and incorporates Māori knowledge, cultural values, practices, language and customs, is of key importance to Māori learners.

### *Distinctiveness of Māori learning approaches and behaviours*

Māori are a diverse and dynamic population and the research demonstrates that Māori do have some distinctive approaches to learning in general, which were evident within the workplace learning environment. Some of these distinctive features include:

- **ako:** the concept that recognises the knowledge that both teachers and learners bring to learning interactions and affirms the value of collective learning approaches
- **whakapapa:** connections through whakapapa (genealogy) are vitally important to Māori and firmly connect learners to their iwi, hapū, marae, as well as their cultural heritage, which they bring with them into the learning environment
- **whānaungatanga:** the concept of maintaining and fostering relationships that emphasise the importance of togetherness and the cooperative nature of learning. Strong relationships based on respect, reciprocity and trust are essential to effective learning for Māori
- **whānau:** the interconnected nature of whānau and the responsibilities that flow between learners and their wider whānau. It is important to note when engaging with a Māori learner, that they are the entry point to a whānau unit: they are the front door to a house full of people
- **tuakana-teina:** the concept of mentoring relationships is closely linked to traditional whānau practices and is particularly useful and relevant within workplace settings in supporting Māori learners to develop a sense of belonging within their learning environment, and facilitates other support that learners may require, including vocational and personal support
- **kanohi ki te kanohi:** face-to-face engagement is an important mechanism for developing trust and sharing information between individuals and groups and was seen as the most effective method for engaging learners and whānau.

These distinctive features emphasise the importance of Māori cultural values, behaviours and practices to the teaching and learning process. Understanding the cultural background of these learners is a key factor in ensuring the most appropriate approach to achieving successful learning outcomes.

## A model for successful Māori workplace learners

The findings reveal that there are some key characteristics present when Māori learners are successful in workplace-based training. These elements help to inform and sharpen the focus of the participating ITOs and others, regarding the factors that promote success for Māori learners. While the following model (Figure 1 represented) presents a set of discrete factors that contribute to successful Māori workplace learners, it is the interplay and interconnectedness of these factors that is most critical to successful outcomes.

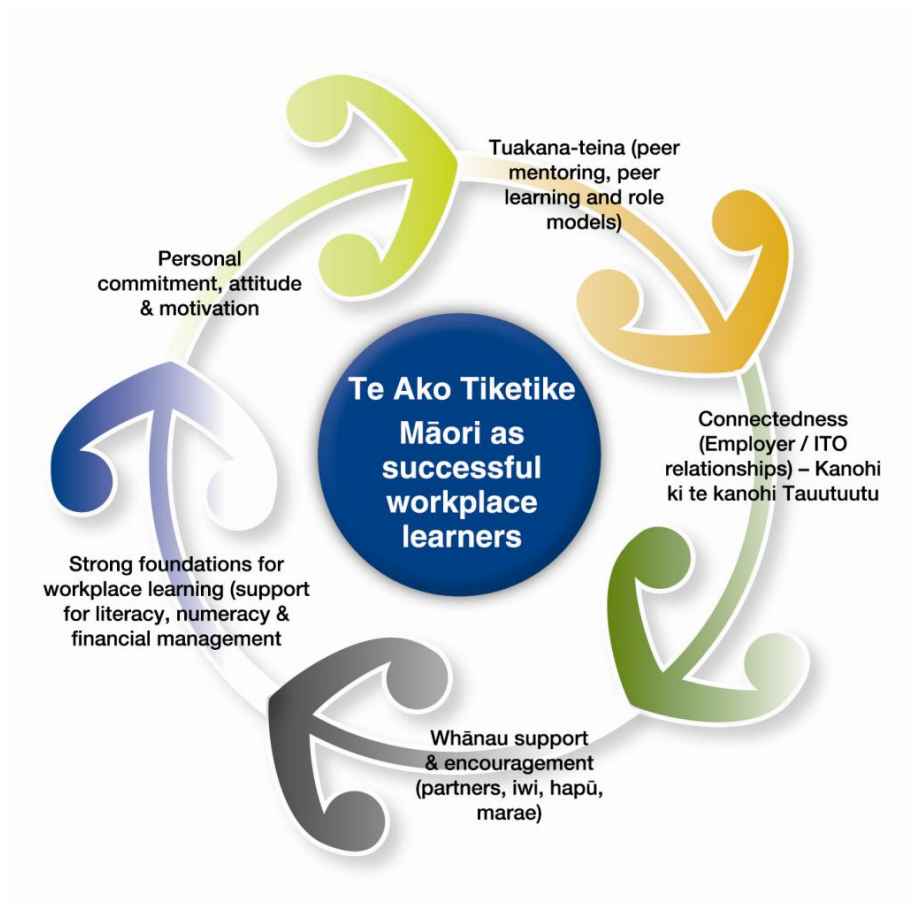


Figure 1: Te Ako Tiketike Māori as successful workplace learners

### Key enablers for Māori learner engagement and success

The research has identified the following factors as key enablers for engagement; these provide pointers to how completions can be increased:

- organisations recognising the importance of whānau and the interconnectedness of Māori cultural values in the teaching and learning process
- potential trainees being made aware of the high degree of self-directed learning and self-motivation required to successfully manage the competing demands of on-the-job training

- employers setting high, realistic and consistent expectations of learners, and providing clear direction and leadership in ensuring that the workplace is a culturally safe and effective learning environment
- employers ensuring that regular monitoring processes are in place and regular feedback is provided
- providing culturally relevant mentoring that draws on key attributes of mentoring and buddy systems with experienced staff who have the ability to empathise and relate to Māori learners and their background
- encouraging peer support and group learning approaches
- introducing a team approach to training and learning with the ITO field staff, employer and learner through setting goals and working in partnership towards successful outcomes
- ITO field staff regularly engaging and offering support to learners, particularly during the early stages of the apprenticeship
- developing a network of Māori role models and/or mentors in the workplace or drawn from the community who can help to motivate and build the confidence of Māori learners
- celebrating success as a positive feature in building confidence of Māori learners.

## *Implications*

### **Strengthening training and career pathways**

The findings from this research help to inform a number of specific actions and changes that the ITOs involved, as well as the wider industry training sector, can make. Some example strategies to strengthen training and career pathways include:

#### Recruitment

- Implement an effective whānau-centred marketing strategy targeted at Māori learners.
- Develop recruitment strategies targeted at whānau of existing Māori tradespeople.
- Develop clear vocational pathways that encourage increased Māori learner interest and motivation to enter into the trades.
- Collaborate with secondary schools and youth training providers around industry expectations.
- Review induction and orientation programmes to ensure learners know about the approaches to learning, how they will be assessed, time frames, and how to get support.
- Develop case studies of various Māori learners engaged within the trades industries highlighting diverse backgrounds and experiences.

## Progression

- Develop more systematic career guidance and planning programmes targeted at Māori learners and whānau.
- Develop culturally responsive workplace mentoring programmes that enable appropriate behaviours to be modelled to learners.
- Establish links with iwi and Māori and community employment and social service providers to encourage wrap-around support for Māori learners.
- Investigate innovative and relevant case management techniques that draw on best practice principles for engaging Māori learners.
- Establish formal Māori networks to provide opportunities for employers, local business and business groups and the ITO involved to mentor young Māori trainees.

## Raising success outcomes for Māori

- Strengthen cross-cultural awareness, including understanding of Māori cultural values, beliefs and practices, throughout the industry sectors.
- Develop guidelines for culturally responsive strengths-based competencies within the workplace environment.
- Design and implement professional development programmes for ITO staff and industry leaders, focused on attaining better outcomes for Māori learners.
- Integrate and embed inclusiveness, equity and diversity principles into programme planning, monitoring and accountability processes.
- Set targets aimed at increasing participation, retention and completion rates of Māori learners, and report on these targets annually.
- Explore opportunities to include Māori input at strategic and senior management levels, e.g. Māori representation on governing boards.

## *Implications for further research*

This research is a tool to initiate change; however, further research is recommended in order to formulate effective practices when engaging with Māori trainees and developing dual competencies – for both trainees and employers – to enhance and support engagement, retention and completions of Māori learners within industry training.

Many of the observations discussed as part of this research could be further investigated, contributing to the body of knowledge in this area. Of significant interest would be a longitudinal study to identify key success factors of Māori learners in a workplace setting.

The distinctive characteristics of Māori learners identified and discussed in this report could be further researched in terms of refining and validating learning approaches that lead to successful educational attainment for Māori in formalised industry training. Research of this nature could be quantitative, acknowledging the difference

between the performance of Māori versus non-Māori participants, or qualitative, further developing the assertions made around the different learning approaches. A key point to note is that further research in this area would benefit all learners as the outcome from this type of research would have wide-ranging application.

Mentoring in a workplace setting, or identifying appropriate competencies for mentoring in industry training, is potentially another piece of work strongly recommended for further investigation.

### *Concluding remarks*

The overarching benefit from this project is intended to be an industry training system that is more responsive to – and therefore better serves – the needs of Māori learners. The findings suggest that the enablers and barriers to workplace-based learning for Māori trainees are multi-layered, involving a complex mix of individual, family, cultural, and organisational elements. Through a greater understanding of how Māori experience training and the factors that affect completion (either negatively or positively), the ITOs involved are in a better position to take actions that address any existing barriers to completion, and to develop new systems and processes that can enhance completion.

Industry training has a significant role in contributing to “Māori enjoying education and workplace success as Māori”. Given the growing importance of a skilled Māori workforce in taking the trades industries into the future, the need to lift the performance of the industry training sector to strengthen outcomes for Māori has never been greater. We recognise the extent of the challenge but remain buoyed by the commitment shown by the participating industries to strengthening their support for, and responsiveness to, Māori learners.

*No reira kia kaha, kia maia, kia manawanui.*



## References

- Airini., Brown, D., Curtis, E., Johnson, O., Luatua, F., O'Shea, M., Rakena, T.O., ... (2009). *Success for all: Improving Māori and Pasifika student success in degree-level studies*. Wellington: Teaching and Learning Research Institute.
- Bennett, S. (2002). *Cultural identity and academic achievement among Māori undergraduate university students*. Paper presented at the National Māori Graduates of Psychology Symposium, Te Whare Marie and Massey University.
- Bevan-Brown, J. (2006). Providing a culturally responsive environment for gifted learners. *International Education Journal*, 6(2), 150–155.
- Billett, S. (2003). Workplace Mentors: demands and benefits. *Journal of Workplace Learning*, 15(3), 105–113.
- Bishop, R., & Glynn, T. (1999). *Culture counts: Changing power relations in education*. Palmerston North: Dunmore Press Ltd.
- Black, F., & MacKenzie, J. (2007). *Quality enhancement theme: The first year practice-focused development project*. Retrieved 18/10/2012 from: <http://www.enhancementthemes.ac.uk/docs/publications/the-first-year-experience-curriculum-design-for-the-first-year.pdf?sfvrsn=18>
- Black, T. (2012), Maturanga Maori, te Aria Matua ki Te Matatini o te Ra, Tairawhiti 2011. *Conversations on Maturanga Maori*. Wellington: New Zealand Qualifications Authority
- Building and Construction Industry Training Organisation. (2010). *BCITO Annual Report 2010*. Wellington: [http://www.bcito.org.nz/sites/bcito.org.nz/files/file\\_attachments/bcitoannualreport2010.pdf](http://www.bcito.org.nz/sites/bcito.org.nz/files/file_attachments/bcitoannualreport2010.pdf).
- Building and Construction Industry Training Organisation. (2011). *Building our Future: Activity & Labour Trends*. Issue 6, August.
- Campbell, A., Zepke, N., Leach, L., Prebble, T., Coltman, D., Dewart, B., Gobson, M. (2005). *Improving tertiary student outcomes in the first year of study*. Wellington: New Zealand Council for Educational Research.
- Campbell, R., & Stewart, G. (2009). *Ngā Wawata o Ngā Whānau Wharekura: Aspirations of Whānau in Māori Medium Secondary Schools*. Wellington: New Zealand Council for Educational Research.

- Chan, S. (2011). *Belonging, becoming and being: First year apprentices' experience in the workplace*. Wellington: Ako Aotearoa.
- Curson, R. (2004). *Completion issues in industry training*. Wellington: Industry Training Federation.
- Curson, R. (2005). *Māori in Industry Training: Recent Trends*. Wellington: Industry Training Federation.
- Curtis, E. (2007). *Kaupapa Māori Research Methodology*. Wellington: Teaching and Learning Research Initiative.
- Department of Labour. (2009). *Māori in the New Zealand Labour Market*. Wellington: Author.
- Douglas, J. (1985). *Creative interviewing*. Beverley Hills: Sage Publications.
- Durie, M. (2006). *Whānau, Education and Māori Potential*. Unpublished paper presented at Hui Taumata Mātauranga V, Taupo, October 8, 2006.
- Education Review Office. (2010). *Promoting Success for Māori Students: Schools' Progress*. Wellington: <http://www.ero.govt.nz/National-Reports/Promoting-Success-for-Maori-Students-Schools-Progress-June-2010>
- Equal Employment Opportunity Trust. (2011). *Specifically Pacific: Engaging young Pacific workers*. Auckland: <http://www.eeotrust.org.nz/content/docs/reports/Specifically%20Pacific%20Report.pdf>.
- Electro Technology Industry Training Organisation. (2010). *ETITO Investment Plan Summary 2011–2013*. Prepared for the Tertiary Education Commission.
- Electro Technology Industry Training Organisation. (2010). *Looking back, moving forward: A year in review*. Auckland: ETITO publication.
- Electro Technology Industry Training Organisation. (2011). *ETITO's Māori and Pasifika project showing the way forward*. Retrieved 17/10/2012 from: [http://www.etito.co.nz/assets/ETITO/LATEST\\_NEWS/Electrotechnology/ETITO's%20M&P%20Project%20showing%20the%20way%20forward.pdf](http://www.etito.co.nz/assets/ETITO/LATEST_NEWS/Electrotechnology/ETITO's%20M&P%20Project%20showing%20the%20way%20forward.pdf)
- Farruggia, S., Bullen, P., Dunphy, A., Solomon, F., & Collins, E. (2010). *The Effectiveness of Youth Mentoring Programmes in New Zealand*. Youth Mentoring Network: Building connections for youth mentoring in Aotearoa New Zealand. Retrieved 18/10/2012 from:

<http://www.myd.govt.nz/documents/policy-and-research/mentoring-syst-rev-final.pdf>

- Fontana, A., & Frey, J. (1994). Interviewing the art of science. In Denzin, N. & Lincoln, Y. (Eds.), *Handbook of qualitative research* (pp. 361–376). Thousand Oaks: Sage Publications.
- Gorinski, R., & Abernethy, G. (2003). *Māori Student Retention and Success: Curriculum, Pedagogy and Relationships*. Paper presented at the 7th Pacific Rim First Year in Higher Education Conference, Queensland University of Technology, Brisbane.
- Grant, R., Olivier, G., Rawlings, C., & Ross, C. (2011). Enhancing the engagement and success of distance students through targeted support programmes. Lower Hutt: Open Polytechnic.
- Greenhalgh, A., Tipa-Rogers, K., & Hunter, R. (2011). The identification of Key Tutor Practices that are Positively Correlated with successful completion for Maori students within a PTE Environment. Wellington: Ako Aotearoa.
- Greenhalgh, A., Walker, S., Tipa-Rogers, K. & Hunter, R. (2011). *Tutor practices that increase completion for Māori PTE students*. Wellington: Ako Aotearoa.
- Greenwood, J., & Te Aika, L. (2008). *Hei Tauira: Teaching and Learning for Success for Māori in Tertiary Settings*. Christchurch: Te Whare Wānanga o Waitaha - The University of Canterbury.
- Gregory, C. (1994). Living the Vision: Indigenous Education for a Twenty-First Century World. In *Look to the Mountain: An Ecology of Indigenous Education*. Colorado: Kivaki Press.
- Harrison, G., Marshall, G., & Beckham, A. (2009). Improving participation, retention and progression of Māori tertiary learners in the Whanganui region. Wellington: Ako Aotearoa.
- Hill, J., & Hawk, K. (2000). *Making a Difference in the Classroom: Effective Teaching Practice in Low Decile, Multicultural Schools*. Auckland: Institute for Professional Development and Educational Research, Massey University.
- Hohapata, H., (2011). *Integrated Assessment for Maori youth learners entering tertiary education for the first time*. Wellington: Ako Aotearoa. Retrieved 17/10/2012 from: <http://akoaooteaoroa.ac.nz/download/ng/file/group-4/integrated-assessment-for-maori-youth-learners-entering-tertiary-education-for-the-first-time.pdf>

- Holland, C. (2009). *Workplace Mentoring: a literature review*. Retrieved 17/10/2012 from: <http://akoaooteaoroa.ac.nz/download/ng/file/group-4/n3682-workplace-mentoring---a-literature-review.pdf>
- Hook, G. R. (2007). A Future for Māori Education Part II: The Reintegration of Culture and Education. In *MAI Review*, 1, 1–17.
- Industry Training Federation. (2006). *Māori and Industry Training: 2006 Update*. Wellington: Industry Training Federation publication.
- Industry Training Federation. (2007). *Learner perceptions of industry training*. Wellington: Industry Training Federation publication..
- Industry Training Federation. (2010). Delivering value: The contribution of NZ vocational education and training. Wellington: <http://www.itf.org.nz/assets/Publications/Literacy-Publications/DeliveringValueApr2010.pdf>.
- Industry Training Federation. (2012a). *2012 Media Guide: Industry training*. Wellington: Industry Training Federation publication.
- Industry Training Federation. (2012b). *Industry Training Federation: Annual Report 2011*. Wellington: <http://www.itf.org.nz/assets/ITF-Corporate-Documents/annualreportweb.pdf>.
- Kobeleva, P., & Strongman, L. (2010). *Mentoring: The Socialisation of Learning*. Lower Hutt: The Open Polytechnic.
- Levy, M. (2002). Barriers and Incentives to Māori Participation in the Profession of Psychology. A report prepared for the New Zealand Psychologist Board. Hamilton: Maori and Psychology Research Unit.
- MacFarlane, A., Glynn, T., Cavanagh, T., & Bateman, S. (2007). Creating Culturally-Safe Schools for Māori Students. *The Australian Journal of Indigenous Education*, 36, 65–76.
- Madjar, I., McKinley, E., Deynzer, M., & van der Merwe, A. (2010). *Stumbling blocks or stepping stones? Students' experience of transition from low-mid decile schools to university*. Auckland: Starpath Project, The University of Auckland.
- Mahoney, P. (2009). *Industry Training – Exploring the Data*. Wellington: Ministry of Education.

- Marshall, J., Baldwin, K., & Peach, R. (2008). *Te Rau Awhina: The Guiding Leaf – Good Practice Examples of Māori and Pasifika Private Training Establishments*. Wellington: New Zealand Qualifications Authority.
- May, S. (2009). *Hangaia te mātāpuna o te mōhio: Learning foundations for Māori adults*. Wellington: Ministry of Education.
- McKegg, A. (2005). Learning Communities: A structured approach to student integration, in *Higher education in a changing world*. Proceedings of the 28th HERDSA Annual Conference, Sydney, 3–6 July 2005: pp. 294.
- McManus, S., & Russell, J. (2007). Peer mentoring relationships. In B. R. Ragins and K. Kram (Eds.), *The Handbook of Mentoring at Work*. Research, Theory and Practice (pp. 273–298). California: Sage Publications Inc.
- McMurchy-Pilkington, C. (2009). *Te pakeke hei akonga – Māori adult learners*. Wellington: Ministry of Education.
- Metge, J. (1995). *New Growth From Old: The Whānau in the Modern World*. Wellington: Victoria University Press.
- Metge, J. (2001). Family and Whanau in a Changing World. In Stuart Birk's (2001) Proceedings of Social Policy Forum 2001. Child and Family: Children in families as reflected in statistics, research and policy. Issues paper No. 11. Palmerston North: Centre for Public Policy Evaluation, College of Business. Massey University. Retrieved 25/10/2012 from: <http://tur-www1.massey.ac.nz/~wwcppe/papers/cppeip11/cppeip11.pdf#page=24>
- Miller, G. (2010). *Gifted and Talented Māori and Pasifika Students: Issues in Their Identification and Program and Pastoral Care Provision*. Hamilton: Hamilton Boys' High School.
- Ministry of Education. (2007). *Ka Hikitia: Māori Education Strategy 2008–2012*. Wellington: Author.
- Ministry of Education. (2010a). *Profile and Trends New Zealand's Tertiary Education Sector 2009*. Wellington: <http://www.educationcounts.govt.nz/publications/series/2531/99259/downloads>.
- Ministry of Education. (2010b). *Nga Haeata Matauranga: Māori Education Annual Report*. Wellington: <http://www.educationcounts.govt.nz/publications/series/5851/75954/introduction>.

- Ministry of Education. (2011). *Participation in Workplace-based Learning*. Wellington: [http://www.educationcounts.govt.nz/statistics/tertiary\\_education/participation](http://www.educationcounts.govt.nz/statistics/tertiary_education/participation).
- Ministry of Education. (2012a). *Ka Hikitia: Mid-Term Review*. Retrieved 17/10/2012 from: <http://www.minedu.govt.nz/theMinistry/PolicyAndStrategy/KaHikitia/MidTermReview.aspx>
- Ministry of Education. (2012b). *History of Industry Training*. Retrieved 15 October 2012 from: <http://www.minedu.govt.nz/NZEducation/EducationPolicies/TertiaryEducation/PolicyAndStrategy/ReviewIndustryTraining/HistoryOfIndustryTraining.aspx>
- Ministry of Education. (2012c). *Industry training systems in other jurisdictions*. Retrieved 15 October 2012 from: <http://www.minedu.govt.nz/NZEducation/EducationPolicies/TertiaryEducation/PolicyAndStrategy/ReviewIndustryTraining/SystemsOtherCountries.aspx>
- Ministry of Education. (2012d). *Ministry of Education Annual Report 2011*. Wellington: <http://www.minedu.govt.nz/theMinistry/PublicationsAndResources/AnnualReport/AnnualReport11.aspx>.
- Mitchell, M. (2009). *"All we got to see was factories": Scoping Māori transitions from secondary schools*. Unpublished Master of Arts in Education thesis, University of Victoria, Wellington.
- Moses, K. (2010). Key Factors Affecting Learner Motivation to Successfully Complete Qualifications Through Workplace Learning – ITF Occasional Paper 10/01 September 2010. Wellington: Industry Training Federation.
- Nana, G., Sanderson, K., Stokes, F., Dixon, H., Molano, W., & Dustow, K. (2011a). *Industry Training: An Overview*. Wellington: BERL.
- Nana, G., Sanderson, K., Stokes, F., Dixon, H., Molano, W., & Dustow, K. (2011b). *The economic costs and benefits of industry training*. Wellington: BERL.
- New Zealand Motor Industry Training Organisation (Inc.). (2010). *MITO Investment Plan 2011–2013*. Wellington: Motor Industry Training Organisation
- publicationNew Zealand Qualifications Authority. (2010). *Tertiary Evaluation Indicators*. Wellington: Author.
- Nikora, L.W. (1991). The learning preferences of Māori university students: Cooperative, competitive, individualistic or intra-ethnic. Hamilton: University of Waikato.



- O'Malley, A., Owen, J., Parkinson, D., Herangi-Searancke, T., Tāmaki, M., & Te Hira, L. (2008). *Ako Moments: A Living Culture in an Educational Setting*. In J Te Rito and M Healy (Eds.), *Te Tatau Pounamu: The Greenstone Door Traditional Knowledge and Gateways to Balanced Relationships*. Auckland: Printstop.
- Office of the Minister for Tertiary Education. (2009). *Tertiary Education Strategy 2010 -2015*. Wellington: Ministry of Education.
- Pells, S. (2006). *Skills and training in the building and construction industry: Findings from qualitative research with BCITO's stakeholders*. Wellington: New Zealand Institute for Economic Research.
- Pihama, L. & Penehira, M. (2005). *Building Baseline Data on Māori, Whānau Development and Māori Realising their Potential*. Auckland: Uniservices Ltd., Auckland University.
- Pihama, L. (2001). *Tihei Mauri Ora: Mana Wahine as a Kaupapa Māori Theoretical Framework*. Unpublished Doctor of Philosophy Thesis, The University of Auckland, Auckland.
- Pihama, L., Smith, K., Taki, M., & Lee, J. (2004). *A Literature Review on Kaupapa Māori and Māori Education Pedagogy*. Auckland: The International Research Institute for Māori and Indigenous Education, University of Auckland.
- Ragins, B., & Verbos, A. K. (2006). *Positive Relationships in Action: Relational Mentoring and Mentoring Schemas in the Workplace in Exploring Positive Relationships at Work*. In J. E. Dutton & B. R. Ragins (Eds.), *Building a Theoretical and Research Foundation* (pp. 91-115).
- Reid, J. (2006). *Barriers To Māori Success at the University of Canterbury*. Unpublished Masters thesis, University of Canterbury.
- Ross, C. (2008). *Culturally relevant peer support for Maori and Pasifika student engagement, retention and success*. Retrieved: 17/10/2012 from: <http://akoaooteaoroa.ac.nz/download/ng/file/group-4/n1364-culturally-relevant-peer-support-for-mori-and-pasifika-student-engagement-retention-and-success.pdf>
- Rubie-Davies, C., Hattie, J., & Hamilton, R. (2006). *Expecting the best for students: Teacher expectations and academic outcomes*. *British Journal of Educational Psychology*, 76(3), 429–444.
- Simons, H. (2009). *Case Study – Research in Practice*. Beverley Hills: Sage Publications Ltd.

- Smith, G. (1997). *The Development of Kaupapa Māori Theory and Praxis*. Unpublished PhD thesis, School of Education, University of Auckland, Auckland.
- Smith, G. (2003). *Indigenous Struggle for the Transformation of Education and Schooling*. Auckland: The University of Auckland.
- Smith, K. (2007). Supervision and Māori doctoral learners: A discussion piece. *MAI Review*, 3, research note 2.
- Smith, L.T. (1999). *Decolonizing methodologies: research and indigenous peoples*. New York: Zed Books.
- Statistics New Zealand. (2007) *2006 Census of Population and Dwellings*. Wellington: Author.
- Statistics NZ. (2012). Te Ao Marama 2012: A snapshot of Māori well-being and development. Wellington: [http://stats.govt.nz/browse\\_for\\_stats/snapshots-of-nz/te-ao-marama-2012.aspx](http://stats.govt.nz/browse_for_stats/snapshots-of-nz/te-ao-marama-2012.aspx).
- Tahau-Hodges, P. (2010). *Kaiako Pono: Mentoring for Māori Learners in the Tertiary Sector*. Wellington: Te Puni Kōkiri, Ako Aotearoa and Tertiary Education Commission.
- Te Puni Kōkiri and Industry Training Federation. (2002). *Relationships for success: Building relationships between Māori organisations and Industry Training Organisations*. Wellington: Te Puni Kōkiri.
- Te Puni Kōkiri. (2009). *Kokiri 15*. Wellington: <http://www.tpk.govt.nz/en/in-print/kokiri/kokiri-15-2009/building-our-future/>.
- Te Puni Kōkiri. (2010). *Beyond 2020: Population Projections for Māori*. Wellington: <http://www.tpk.govt.nz/en/in-print/our-publications/fact-sheets/beyond-2020-population-projections-for-maori/>.
- Tertiary Education Commission. (2011a). *ITO statistics for the fourth quarter 2010*. Wellington: <http://www.tec.govt.nz/Tertiary-Sector/Performance-information/Industry-training/>.
- Tertiary Education Commission. (2011b). *Poutamatia: Youth transitions between secondary and tertiary study in New Zealand*. Wellington: <http://www.tec.govt.nz/Tertiary-Sector/Reviews-and-consultation/TEC-study-Poutamatia---Youth-transitions-between-secondary-and-tertiary-study-in-New-Zealand/>.
- Tomoana, R. (2012). *Sharing Successful Teaching and Learning Strategies for Maori, Pacific and Youth learners. The Whitireia Way 2012*. Porirua: Whitireia Community Polytechnic. Retrieved 17/10/2012 from:

<http://akoatearora.ac.nz/download/ng/file/group-6/sharing-successful-teaching-and-learning-strategies-for-maori-pacific-and-youth-learners.pdf>

Vaughan, K., O'Neil, P., & Cameron, M. (2011). *Successful Workplace Learning: How learning happens at work*. Wellington: Industry Training Federation.

Whitehead, J., & Annesley, B. (2005) *The Context for Māori Economic Development: A Background for the 2005 Hui Taumata*. Wellington: Treasury New Zealand.

Whitireia Community Polytechnic. (2012). *Maximising the diversity of our learners – Maori, Pacific, and youth*. Porirua: Whitireia Community Polytechnic. Retrieved 17/10/2012 from: <http://akoatearora.ac.nz/download/ng/file/group-6/maximising-the-diversity-of-our-learners--mori-pacific-and-youth.pdf>

Williams, D. (2010). *Tukua Kia Rere! Māori Adult Students Succeeding At University*. Unpublished Ph.D. thesis, Waikato University, Hamilton.

Wisely, A. (2010). *Student Engagement and Success in a Wananga: A Case Study*. Wellington: Teaching and Learning Research Initiative.

Zepke, N., Isaacs, P., & Leach, L. (2009). Learner success, retention and power in vocational education: a snapshot from research. *Journal of Vocational Education and Training*, 61(4), 447–458.

Zepke, N., Leach, L., & Prebble, T. (2006). Being learner centered: one way to improve student retention? *Studies in Higher Education*, 31(5), 587–600.

## Appendix 1: Thematic Analysis

### Summary data

A thematic analysis was undertaken of the data collected from the 34 participant interviews. Each participant's interview transcript, case study profile, video log and/or transcript notes were assessed against the themes discussed in this report.

Each theme contained a number of questions to support the theme. The researcher's observation concluded whether the theme was observed or not observed in the data.

The questions are listed below along with the parameters of when the distinctiveness was observed or not observed:

Distinctiveness of Maori learners	Parameters	Questions
Connection to iwi, hapu and marae	0–1 responses = not observed	Was the participant observed referring to iwi, hapu or marae during interviews?
	2-4 responses = observed	Was the participant observed mentioning whakapapa or connection to local/regional area?
		Was the participant observed making the connection during the interview?
		Was the participant observed making the connection indirectly or was not observed?
Whanau connectedness	0–1 responses = not observed	Was the participant observed mentioning responsibility for or from immediate whanau?
	2-4 responses = observed	Was the participant observed mentioning extended whanau during the interview?
		Was the participant observed implying responsibility towards or from immediate whanau?
		Was the participant observed implying responsibility with extended whanau?

Whanaungatanga	0 responses = not observed	Was the participant observed mentioning respect, reciprocity and trust with any parties?
	1–2 responses = observed	Was the participant observed implying respect, reciprocity and trust with any parties?
Exposure to Maori culture	Scale: 1–5	1: Weak recognition little to no involvement (no Te Reo Maori); 2: Some involvement with iwi, hapu or marae (no or little language acquisition); 3: Average involvement with iwi, hapu and marae (some language acquisition); 4: Regular involvement with iwi, hapu and marae (language acquisition); 5: Strong involvement with iwi, hapu and marae (Speak Te Reo Maori fluently).

Learning approaches	Parameters	Questions
Ako (teaching and learning)	0–1 = not observed	Was the participant observed directly referencing "shared learning experiences or sharing ideas"?
		Was the participant observed directly referencing "collective learning approaches"?
	2–6 responses = observed	Was the participant observed referencing "regular feedback"?
		Was the participant observed implying "shared learning experiences or sharing ideas"?
		Was the participant observed implying "collective learning approaches"?
		Was the participant observed implying "regular feedback", "assessment turnaround times" etc.?

Mahakitanga (humility)	0–1 = not observed	Was the participant observed directly referencing "humility", "whakama", "shy", "Maori way"?
	2–4 = observed	Was the participant observed implying the following expressions: "shy", "humility", "whakama", "not being willing to put themselves forward", "Maori way"?
		Was the participant observed directly referencing "Maori humour"?
		Was the participant observed implying discussions surrounding "Maori humour" or "Maori Way"?
Tauutuutu (reciprocity)	0–1 = not observed	Was the participant observed directly referencing "two-way relationships" including: positive or negative experiences (including relationship with employers)?
	2 = observed	Was the participant observed implying "reciprocal relationships" including: positive or negative experiences (including relationship with employers), induction, relationships with other colleagues?
Kanohi ki te kanohi (face-to- face)	0–1 = not observed	Was the participant observed directly referencing "face-to-face"?
	2 = observed	Was the participant observed implying "face- to-face" learning approaches?
Teina-Tuakana (peer mentoring)	0 = not observed	Was the participant observed directly referencing "mentoring", "study buddy", "push" (in relation to motivation)?
	1–2 = observed	Was the participant observed implying "mentoring", "study buddy", "guidance", "field staff motivating learners", "push", "pushing" or any other method of group learning?