

Hei Tauira

Teaching and Learning for Success for Māori in Tertiary Settings

RESEARCHERS Janinka Greenwood & Lynne-Harata Te Aika



The aim of this study is to investigate *tauira*, exemplars, of success for Māori in tertiary education.

Much previous research about Māori achievement in education, both tertiary and the school sector, has focused on the under-achievement of Māori, highlighting a gap between what is achieved by the population as a whole and what is achieved by Māori.

This study focuses on examples of success.

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He whare whakairo; he kōrero tuku iho – Methodological approach.

We adopted a methodology that aligns comfortably with Māori cultural perspectives.

Co-investigation and co-construction of narrative allows participants to not only have a voice in the research but also to exercise rangatiratanga about the work, its multiple purposes and its outcomes. Such collaboration is compatible with kaupapa Māori research which asks that Māori research be used for Māori development and not only in the interests of the mainstream. 🌀

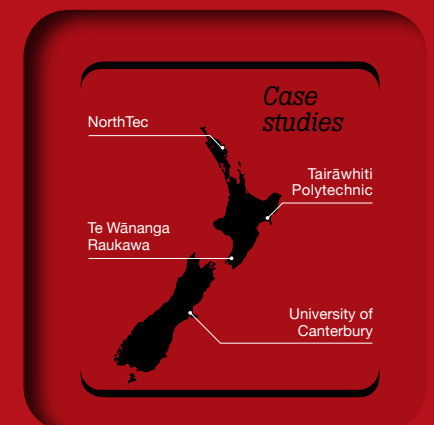
Mā tau rourou, mā taku rourou, ka matau ai te iwi – Four case studies.

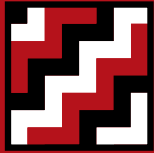
The 'tauira' we present emerge from four case studies: Social Services programmes at NorthTec; contemporary Māori art programme Toi Houkura at Tairāwhiti polytechnic; foundations courses in e-learning at Te Wānanga o Raukawa and language revitalisation for teachers, Hōaka Pounamu, at the University of Canterbury.

Each of these courses was selected because of the high participation of Māori and their high rate of successful completion. In addition, in each

case the institution involved identified the programme as a successful one and iwi valued it, albeit in some cases they looked for further development.

Not only do the cases represent different fields of study and four differently positioned institutions, but they also offer a geographical spread and they engage with different iwi. 🌀





Ko te tā te rangatira kai, he kōrero. The food of chiefs is talk.

In each site we interviewed administrative leadership, teaching staff, students, and members of iwi, community groups and wider whānau. In all we interviewed over a hundred people. The result is a collection of 'thick descriptions.'

The detail of the woven 'whāriki' of discussion is important to our understandings of how the participants view the issues challenges and elements of successful practice within each of the four sites. Success is essentially a holistic concept not just the sum of itemisable elements.

He tāhuhu kōrero – A number of overarching themes emerge that characterise a Māori approach to tertiary education:

- In Māori terms education is valued as a communal good not just a personal one.
- Māori models of sustainability or kaitiakitanga involve not only conservation of resources but also guardianship of land, language, history and people.
- The learner is a whole and connected person as well as a potential academic.
- The development of space where Māori values operate becomes a "virtual marae".
- There are tensions to be navigated between institution drivers and iwi goals.

Ngā Putanga – Findings

Key factors that lead to success for Māori in tertiary settings.

- A high level of iwi support
- Strong institutional support
- Active consultation with iwi and engagement of iwi with the programme
- A clear professional or vocational focus
- Accommodation of students' varying level of entry and needs
- Insistence on high standards
- Recognition of students' emotional and spiritual needs as well as academic needs.
- Affirmation of students' connection to the community
- Creation of teaching spaces appropriate to the field of studies
- Implementation of tikanga Māori and Māori concepts and values
- Strong, clear-visioned and supportive leadership
- Significant Māori role models
- Teaching staff who are also prepared to learn
- Teaching staff who have professional credibility in their field
- Respectful and nurturing relationships with students
- Opportunities for students to redress previous unsatisfactory schooling experiences
- Opportunities for students to develop effective learning strategies
- Tuakana – teina relationships between students
- A personalised and preferably iwi based induction.
- The importance of a graduation that involves whānau and community
- Strategic reduction of financial barriers to learning