The Identification of Key Tutor Practices that are Positively Correlated with Successful Completion for Māori Students within a PTE Environment

Anne Greenhalgh
Kare Tipa-Rogers
Rebecca Hunter

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Executive Summary

This research is focused on what actually happens for Māori students in "mainstream" Private Training Establishment (PTE) delivery. It is acknowledged that Māori respond well in a kaupapa Māori environment, however, this is not always available to or appropriate for a student. Therefore mainstream environments do need to be aware of the requirements of Māori. While it is also acknowledged that not all Māori identify strongly with their culture, it has been noted (L.T. Smith, 1999) that there is a uniquely Māori way of viewing the world and while a person of Māori descent may not live in a manner that outwardly demonstrates their culture, they still may be hurt or repelled by attitudes and practices that do not acknowledge their world view.

The aim of this project is to make available learning environments that enable positive outcomes to be achieved for Māori learners in foundation and entry level vocational tertiary education, often framed as "second chance learning". These learners are often those who have not had positive experiences at school and strongly associate literacy with negative school experiences of assimilation, exclusion and cultural denigration (Rawiri, 2007).

Benseman and Sutton (1999) argued that the tutor/learner relationship is primary and it can be assumed that learners in the PTE environment are autonomous adults who wish to learn. Consequently, the focus of this research project is the identification of key tutor practices for successful Māori learning outcomes, in particular for "second chance" students in a PTE environment. The research seeks to identify the tutor characteristics (in relation to delivery of content, student engagement and cultural awareness), which have resulted in quality teaching practice and learning environments for Māori. The intention of this report is to reveal specific delivery practices consistently demonstrated by tutors who have ongoing success in delivering to Māori learners.

The term "success" is subjective and individual; for the purposes of this project, success is couched in the quantitative data of student retention and success. In the first part of this research (*Towards the Identification of Key Tutor Practices that are Positively Correlated with Successful Completion for Māori Students within a PTE Environment*), the tutors involved in programmes that achieved high retention/completion rates with Māori were identified. Characteristics of practice identified through the questionnaires and focus group discussions with students informed the direction of this part of the research. Interviews and questionnaires were developed and administered to all past and present tutors for whom current contact details were available.

It has been observed (Tankersley, 2004) that to be healthy, Māori need access to learning their language, to education and qualifications, to employment and to have their culture valued. The initial results of this research do indeed indicate that many of the above identified needs are being provided to students at Workforce due to the supportive relationships they form with their tutors and the interactive delivery methods used. The results highlighted the effectiveness of a bicultural approach to tutoring adult students; where Māori students were a minority in their class, they did not feel culturally alienated and achieved success rates that compare favourably with all other

students. The expectation of this part of the project is that models of tutor practice that impact positively on successful completion rates for Māori students within the PTE environment will be identified. It is anticipated that this will be useful in professional development delivery for tutors who are working within the sector, as to date, there has been little research directly related to the PTE sector.

Identifying the key factors that have significance for successful completion of training for Māori students must enhance the quality of tutor delivery. It is expected from the results of this research that tutors will gain a greater awareness of how their practice can have a direct impact on a student's success. We suggest that the findings of this research could lead to the development of a professional development tool:

Puanga Te Matapae Oranga

Puanga, the instigation of vitality!

Puanga sets a pathway of engagement between tutors and students and assists in learning autonomy. This is based on five challenges – guiding stars to be used as navigation aids – which were presented to the tutors who participated in this research. I reflect on my tutor practice – what do I need to change?

- I know my cultural lens – is it impeding my learners' progress?
- I do have something to share
- I do have something to learn
- I like my learners – I regard them positively

"Our task is not to impose our dreams on them, but to challenge them to have their own dreams, to define their choices, not just to uncritically assume them" (Freire, 1985).

Background

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

Workforce Development was identified by Te Puni Kōkiri in 2008 as being in the top 15% of PTEs for success in delivering to Māori. The initial research goal was to identify the practices that lead to this achievement. In programme evaluations, gathered as part of the normal quality assurance process, students have consistently stated that they feel comfortable at Workforce Development due to the supportive relationships they form with their tutors and the interactive delivery methods used. The level of pastoral care given to students through this practice was proposed as a factor in student completion (success) rates at Workforce Development. The tutors involved in programmes that achieved high retention/completion rates with Māori were identified. Characteristics of practice identified through the questionnaires and focus group discussions with students in the first part of this research (*Towards the Identification of Key Tutor Practices that are Positively Correlated with Successful Completion for Māori Students within a PTE Environment*) informed the direction of this part of the research.

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

Aim

The main aim of this project is to identify within the PTE sector, the characteristics of tutors that influence second chance Māori students to attend class and successfully complete qualifications.

Recommendations from this will be used to drive professional development delivery for tutors who are working within the sector, as to date, there has been little research directly related to the PTE sector. Sharing the results of this research will enable not only internal collaborative development but wider engagement and collaboration with PTEs, resulting in an overall increase in student success within the sector.

Recommendations will explore the actual tutor practices that result in positive outcomes for Māori students. It is intended that this will culminate in the creation of Puanga Te Matapae Oranga, a toolkit to stimulate self-driven development of individual tutor practice models.
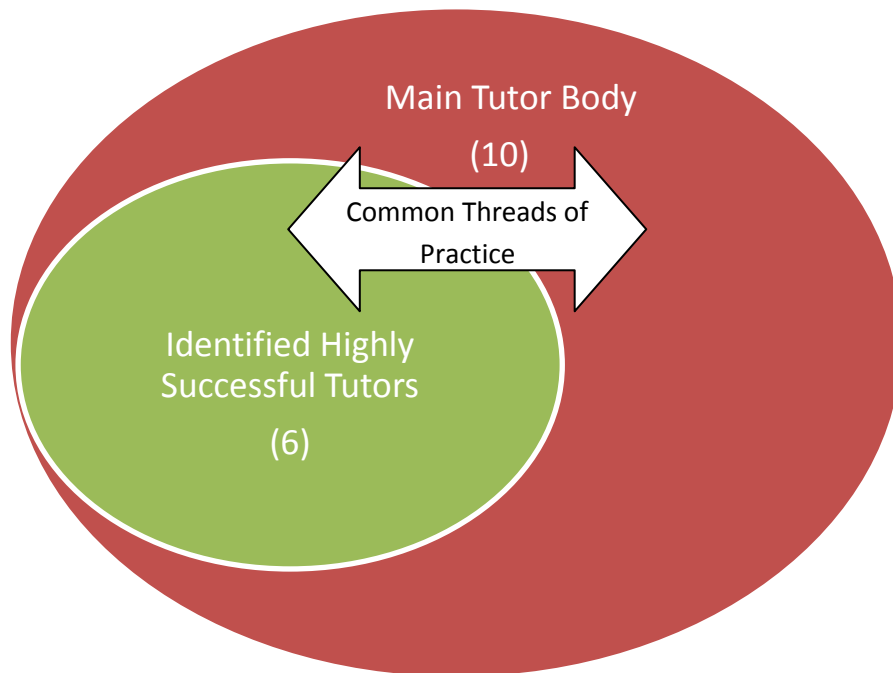
Methodology

In tailoring the methods to suit the PTE environment we have drawn on work around kaupapa Māori and indigenous education. Questionnaires and focus groups were used as the overarching research approach in this study. Quantitative data in the form of a structured questionnaire and qualitative data from both open questions on those same questionnaires, and from semi-structured focus groups, were gathered.

Questionnaires were completed by 16 tutors who had delivered programmes at some time between 2007 and 2011 in the Hospitality, Early Childhood and Youth Work niches. Questions focused on individual teaching practice, professional development completed and individual teaching philosophies (see Appendix 1).

Six of the 16 tutors who participated had also been identified in the top ten most successful tutors (Identified Highly Successful Tutors) at Workforce Development over the past three years in the first part of this project. The other ten tutors (Main Tutor Body) were not yet rated because they had not been tutoring at Workforce Development for long or the course completion data did not include them in the top ten tutor list. They could, however, be very successful tutors. Therefore the common threads of commentary between the Identified Highly Successful Tutors may cross over into commentary from the Main Tutor Body. These common threads of qualitative data are integral to this study, nonetheless comparisons drawn between the quantitative data gathered from Identified Highly Successful Tutors and the Main Tutor Body are also analysed.

The expectation is that a combination of the comparative approach and the search for common threads will emphasise models of tutor practice that impact positively on retention/completion rates for Māori students within the PTE environment.

Main Tutor Body

(10)

Common Threads of Practice

Identified Highly
Successful Tutors

(6)

Focus Group Methodology

The 16 participating tutors were invited to a focus group meeting, and were strongly requested to attend by management. This focus group was facilitated by the Māori mentor, Kare Tipa-Rogers (Te Manga Māori, Eastern Institute of Technology) and co-facilitated by an independent researcher, Rebecca Hunter. In accordance with tikanga, the first focus group hui was opened with karakia and mihimihi and completed with a shared meal. The group was lead through facilitated discussion based around findings from the initial research. The points for discussion were drawn from the information gathered in the questionnaires and were also informed by personal observation of tutors within a PTE and the findings of New Zealand based research.

The focus groups were facilitated by Kare Tipa-Rogers from Te Manga Māori, EIT Hawke's Bay. They were opened with karakia and a mihi, and all participants were given information sheets and consent forms (Appendix 4).

Themes of first focus group were:

- Teaching practices – what works for Māori – how do the students' personal aims influence your teaching practice?
- Reflective practice – who does it and how?
- How does teaching practice change to incorporate the cultural make-up of the class?
- Why are some Māori students unsuccessful on courses?

(See Appendix 2 for a full list of the discussion points.)

Open, in-depth discussion was fostered, with gentle facilitation to remain "on-topic". Participants also had an opportunity to contribute to brainstorm sheets and were invited to answer an individual question on paper. This data is not able to be separated into the comments from Highly Successful Tutors and the Main Tutor Body.

The second focus group was open to all tutors who completed the questionnaires but this time there was no pressure from management for the tutors to attend. The five tutors who freely chose to attend this focus group had a genuine interest in the topic. Three of the four tutors who still work for Workforce Development and who were in the identified top ten tutors for Māori success, chose to attend this hui. This focus group/ hui also followed tikanga Māori principles. Discussion was based around five challenging statements integral to building intrinsic qualities of individual tutor practice.

- I reflect on my tutor practice – what do I need to change?
- I know my cultural lens – is it impeding my learners' progress?
- I do have something to share
- I do have something to learn
- I like my learners – I regard them positively

Participants were asked to write their responses on brainstorming paper and/or discuss their ideas with the group – this information was recorded (See Appendix 3). Again the data is not separated into Identified Highly Successful Tutors and Main Tutor body.

Data Analysis and Discussion

As mentioned, a quantitative comparative approach was used to highlight obvious areas of strengths within the body of Identified Highly Successful Tutors versus Main Tutor Body; these comparisons were made using the quantitative data gathered from the questionnaires, and then graphed.

Ideas and themes from the qualitative data were drawn together as clusters of ideas formed throughout the research process. Common themes and ideas were drawn together and analysed in order to propose possible professional development interventions to enable all tutors to facilitate high level of success with Māori learners.

This culminated in the development and design of a professional development model – Puanga Te Matapae Oranga – for PTE tutors that will be of use in individual, group, and cluster professional development, peer mentoring, policy and practice reviews, and ongoing support network opportunities. It is envisioned that this model could be further developed in an e-learning environment.

Statement of Limitations

The researchers acknowledge the methodological limitations of this type of research, which can include:

- veracity of qualitative information in terms of the tutor/student relationship
- subjective variables in the perceptions of success for both tutor and student
- a required level of assumption around data analysis

There is also a small sample size of tutors who participated in the study. A further limitation is the lack of research literature available specific to tutor practices in PTE education in Aotearoa New Zealand. A mix of European research methods and Kaupapa Māori creates a paradigm of research that does not allow for the ready separation of Te Ao Māori and Te Ao Pākehā in this project.

A clear separation of answers from Identified Highly Successful Tutors and the Main Tutor Body and a comparison of the two is not distinct throughout this report. This is not a solely comparative study, but rather an investigative study that recognises that while some differences between the two tutor groupings do exist, there are also common good practices evident across both tutor groups.

Ethics

This research study was approved by AKO Aotearoa and ethical protocols for the conduct of research were followed. The information sheet and consent form provided to research participants detail the procedures of these protocols (see appendices).

It should be noted that the development of a collaborative process will determine who the research is for and what difference it will make. Gregory Baum (1977) has said "True dialogue takes place only among equals." Therefore, any action research is a work in progress and when operating within a Kaupapa Māori framework, a research process that affirms Kaupapa Māori ethics and which is informed by tikanga Māori is crucial. Because of the Kaupapa Māori base to the focus group sessions, the fact that some of the tutors are Māori, and on the advice of the project's Māori mentor, those conducting this research are aware that ethics is about relationships, and in Māori culture, these never end.

Findings

See Appendix 5 for the actual tutor comments gathered in conjunction with the questionnaire.

Part A: Tutor Surveys
Teaching Strategies

Interestingly, the identified Highly Successful Tutors rated themselves lower on the subjective/soft skills strategies (promoting positive relationships, promoting discussion) but similarly around written tasks and slightly lower on appropriate and relevant resources and easy to understand instructions, than the Main Tutor Body.

These overall lower rankings by the identified Highly Successful Tutors may demonstrate the ongoing reflection required to engage with learners in a meaningful way. Perhaps they more readily critique their practice and so identify areas where improvement can be made. Furthermore, fewer of the Highly Successful Tutors identified the use of appropriate and relevant resources, or easy to understand instructions. This could demonstrate that they consistently make appropriate allowance for different abilities and learning styles in their planning and module design and therefore did not see the need to further simplify or alter their delivery mode.
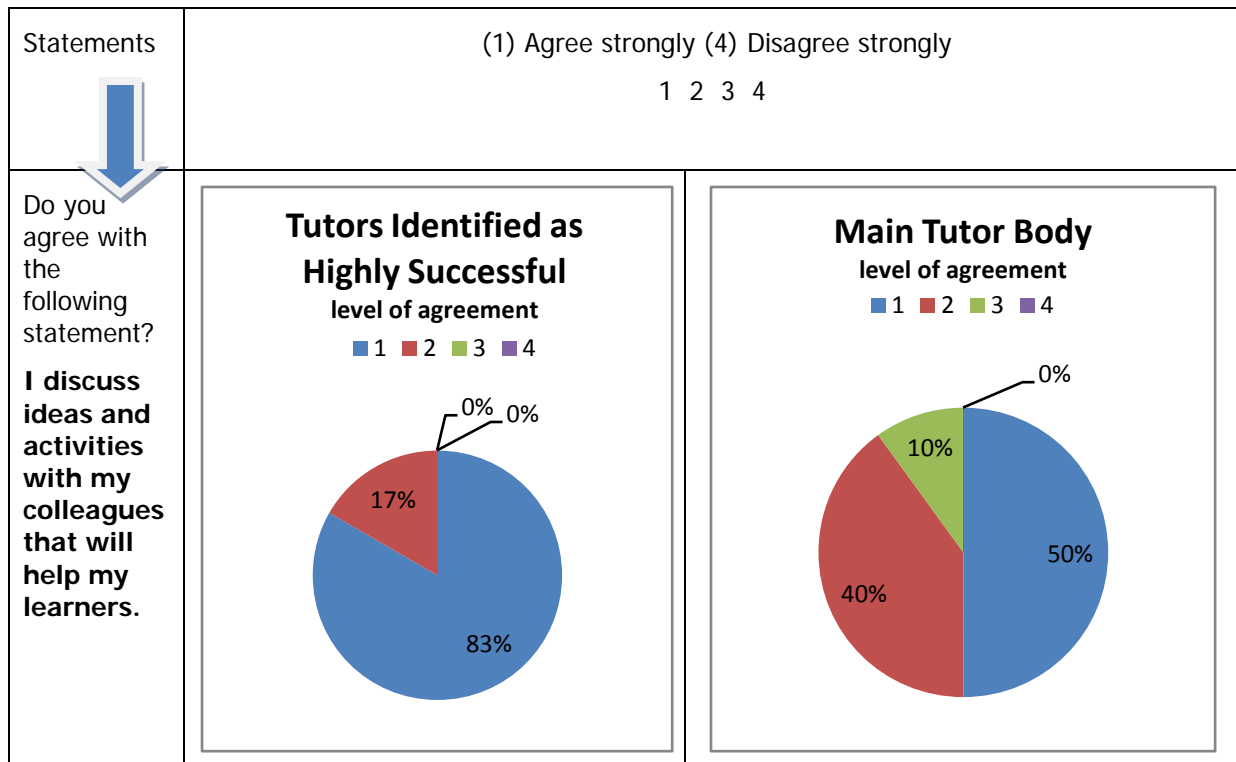
Figure 1: Teaching Strategies Check List – Percentage of tutors who regularly use each strategy
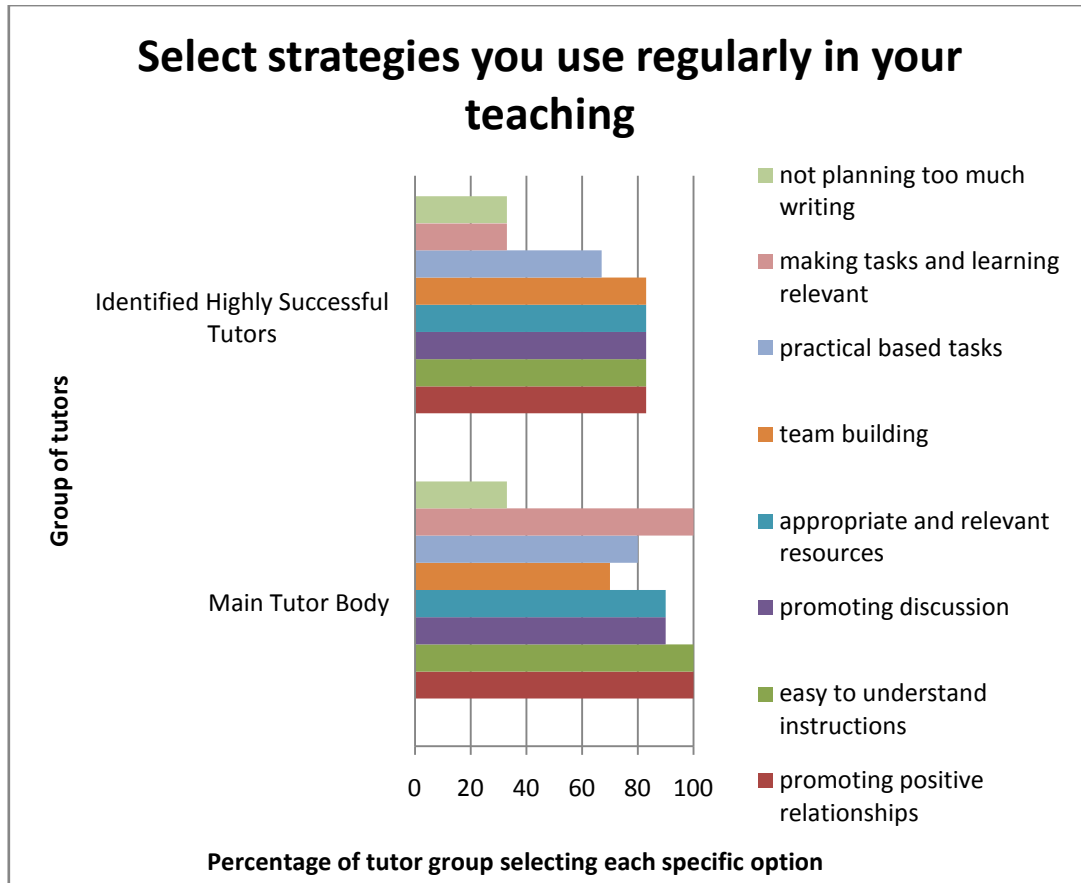
Discussing Ideas with other tutors

Highly Successful Tutors discuss ideas and activities with their colleagues more readily than the Main Tutor Body do. This is further explored in the focus groups.
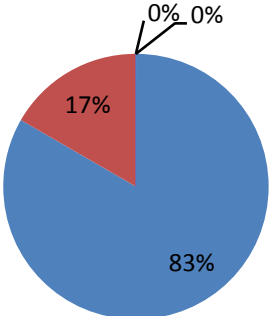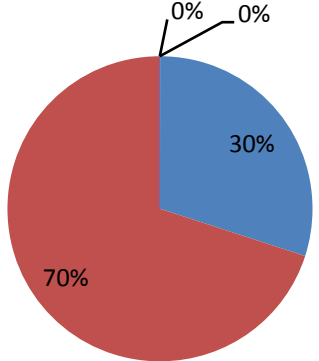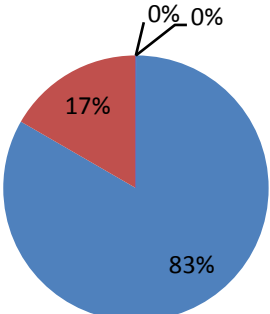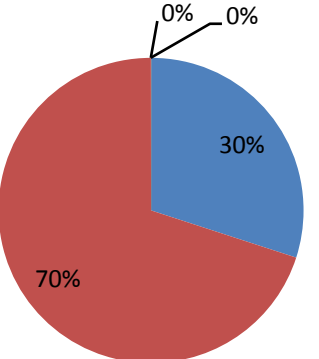
Figure 2: Do you Discuss ideas with other tutors?

Statements	(1) Agree strongly (4) Disagree strongly 1 2 3 4	
Do you agree with the following statement? **I discuss ideas and activities with my colleagues that will help my learners.**	**Tutors Identified as Highly Successful** level of agreement ■ 1 ■ 2 ■ 3 ■ 4 0% 0% 17% 83%	**Main Tutor Body** level of agreement ■ 1 ■ 2 ■ 3 ■ 4 0% 10% 40% 50%

Tutor Self Assessment

The following statements are around the tutors' assessment of their own performances. Bandura (1997) defined self efficacy as "belief in one's capabilities to organise and execute the courses of action required to produce given attainments". Teachers' sense of efficacy has been recognised as one of the most powerful predictors of teachers' performance in classrooms and, by extension, the performance of their students (Kang and Neitzel, 2005). From the results of our survey, this seems to also be true in the PTE sector, with tutors identified as "highly successful" overwhelmingly feeling they have a positive impact on learner aims (83%) and also claiming they would be very happy to be their own tutor (83%).

Figure 3: Tutor Self Assessment

Statements	(1) Agree strongly (4) Disagree strongly 1 2 3 4
Do you agree with the following statement? **My teaching has an obvious positive impact on learner aims.**	**Tutors Identified as Highly Successful** level of agreement ■ 1 ■ 2 ■ 3 ■ 4 0% 0% 17% 83% — **Main Tutor Body** level of agreement ■ 1 ■ 2 ■ 3 ■ 4 0% 0% 30% 70%
Do you agree with the following statement? **In light of the answers I have presented in this survey, I would be happy to be my own tutor.**	**Tutors Identified as Highly Successful** level of agreement ■ 1 ■ 2 ■ 3 ■ 4 0% 0% 17% 83% — **Main Tutor Body** level of agreement ■ 1 ■ 2 ■ 3 ■ 4 0% 0% 30% 70%

Describe a strategy you discussed with a colleague to help your learners

The responses showed that there is a depth of information sharing between tutors. It was shown in the earlier question that Highly Successful Tutors more readily discuss ideas about tutoring with their colleagues. The many examples given by both groups of tutors show that ideas are indeed shared between tutors in the workplace. This is encouraging for models of professional development based on mentoring by more experienced and/or successful tutors.

Respondents identified teaching methods, for example speed recap; group work; one to one tuition; integrating theory and practical; front loading; role playing; physical activities; and learning styles. This demonstrates that tutors are comfortable discussing teaching methods, learning styles and key activities with their colleagues. This may also indicate that they do not discuss pastoral care, learner engagement or social/cultural issues with their colleagues; this is surprising considering the high level of pastoral care indicated by students in the first part of the project (Greenhalgh et al., 2010).

Learners' Self Assessment

The purpose of this question was to assess tutors' awareness of student driven learning processes; that is, tutor awareness that their learners' motivation is driven by the learners' assessment of themselves. This ensures that learners are integral in determining their own learning journeys.

All of the Highly Successful Tutors and some of the other tutors were able to elaborate on their students' level of self assessment. The majority of respondents reported ways in which they observed their learners self assessing through practical application of skills, discussion around learning outcomes and reflection on learning. The depth and understanding of the identified successful tutors is evident in their responses and again points to an understanding of reflective practice and the importance of motivation and self awareness to students achieving their goals.

Following Natural Teachable Moments

The identified Highly Successful Tutors are more consistently confident in following natural teachable moments, such as the recognition of the value of student driven learning, and the confidence of the tutors to facilitate transferable learning, making off topic matters relevant to the on topic content, and also their deeper understanding, that, by following natural teachable moments you build rapport and relationships with your students. The Main Tutor Body provided a variety of answers, stating that they were not able to respond or not comfortable with where it may lead – one firmly stated that there needed to be relevance to the subject matter for them to feel it was appropriate to respond. This may highlight a lack of skill in facilitating transferable learning, in finding parallels in other skills or situations to illustrate the learning required, or to think laterally and to value other viewpoints. This was further explored in the focus groups.

Nonetheless, the many positive responses to this question demonstrate the value that Highly Successful Tutors place on natural teachable moments, revealing the following:

- an awareness of learner readiness/engagement
- awareness that the tutor needs to be adaptable/flexible in their delivery
- awareness that a formal structured class does not always suit Māori learners (too much like school)
- awareness that the moment has arisen because the learner has connected with an aspect they recognise from their own life experience
- an environment that supports student driven learning
- awareness that adult learners need to be participants not receivers

How do you engage Māori learners?

There was an overriding uneasiness about treating anybody differently based on cultural identity. This theme is further explored in the later focus groups. No clear division can be seen between the two tutor groups. Three respondents stated that they engage with Māori learners "the same as they do with any other learner". One other stated that ethnicity was outweighed by learning styles, while another tutor said that they would ensure that the subject of study was "relevant" to the student. All these statements demonstrate a Eurocentric approach to delivery and engagement, leading to a possible inference that tutors are unaware of the impact of their cultural lens, which is also explored in the subsequent focus groups.

However, having drawn the above conclusion, the majority of tutors participating demonstrated knowledge and awareness of Māori pedagogy that supports positive engagement with Māori students. Interestingly, all responses bar one were couched in Eurocentric pedagogical terms. For example, tuakana/teina methods were identified by several tutors, but only one tutor used Māori terminology in their response, highlighting a Western pedagogical worldview, notwithstanding that there were several Māori tutors and/or tutors who had working knowledge of Māori pedagogies among those responding.

How successful do you think you are with Māori learners?

The main difference between the two groups of tutors was how they were able to elaborate on their success with Māori learners. The Highly Successful Tutors readily acknowledge their students' success and appear to measure that success in reflective, holistic ways; they notice how their students are responding to their learning journey and acknowledge that relationships with their students are integral to success. All tutors overwhelmingly identified themselves as being successful with Māori students; however their perspectives of "success" were diverse. There was recognition that "success" is open to interpretation, in that an institution's view of success can not always be easily transfused to Māori learners – tutors can feel that they are being pulled in opposing directions by the requirements of a predominantly monocultural curriculum and the various requirements of their learners.

Again, there appeared to be some uneasiness around discussing specific outcomes for Māori – a need to be seen to treat everyone the same was predominant; this could be due to fear of being perceived as being prejudiced.

How could your teaching benefit from professional development around delivering to Māori students?

In contrast to the previous question, responses to this question showed definite tutor recognition of "difference" in the needs of Māori students and an openness to building their capacity to cater for that. The most pertinent issue arising from this question is "why then do tutors adamantly declare that they treat all students the same?" While the Highly Successful Tutors answers are on the whole more reflective and show a deeper level of understanding of the issues, there are common threads between the answers of the two tutor groups.

For instance, some tutors identified a need to build more skill in connecting to perspectives Māori students identified with. Another tutor commented that they needed to build an understanding of Māori work ethic and motivation, and another still commented they felt cultural supervision was needed. These comments show an acknowledgement of cultural difference and concede that not all tutors feel confident in approaching it, perhaps having a feeling of being "out of one's depth".

In linking this with the previously demonstrated knowledge of Māori pedagogies, the question is raised as to how effectively these pedagogies are put into practice considering the responses to the present question. Alternatively, it may demonstrate tutors' recognition that knowing Māori pedagogy is not enough to ensure successful outcomes for their students. See the tutors' comments below:

Describe any feedback (verbal/ non verbal) that you may have received from Māori students and/or their whānau; how has this been reflected in your teaching practice?

The tutors identified many positive actions that they had undertaken after receiving feedback from learners and/or whānau. They identified that relationship building had become an integral part of their course delivery, they developed increased confidence in their delivery and positive reactions from learners had informed their professional practice. Listening to what learners found useful (knowing the learner), and ensuring that the learning environment was conducive to participation, were two further areas highlighted through feedback. This further demonstrates a lack of awareness of personal practice; the majority of tutors identified themselves as utilising sound practice in differing scenarios but did not appear to link these together to form a cohesive model of practice that supported Māori learners.

Part B: Focus Group 1

In the focus group discussion, the tutors' comments are not always able to be separated into comments by identified successful tutors versus other tutors. The responses were discussion based and some tutors' answers flowed into other tutors' responses; this provides a clear indication of how when given the right forum, Highly Successful Tutors can trigger ideas in other tutors, which will perhaps lead to changes in tutor practice. Common themes and ideas brought up by the tutors are shown below.

Māori Mentor, Kare Tipa-Rogers, acknowledged the role of the tutors present saying –

"You are the experts that feed our experts for tomorrow"

And acknowledged the importance of the students:

"Ko ngā akonga, ngā rangatira apōpō"

"Students today, the leaders of tomorrow!"

In what way has your practice most improved since you first began tutoring? Discuss.
Is there any quick route to improved teaching practice?

Tutors unanimously expressed awareness of ways in which their teaching practice had improved, particularly around methods of student engagement. Statements such as "being aware of the human element", and "allowing time to unfold and you to get to know each other" and making "connections with them" highlight the tutors' awareness of Manaakitanga. They also raised that discussion with fellow tutors and being aware of feedback from students in whatever way it comes (for instance: verbal, body language, changes in the students) contributed to their improved tutor practice.

"Most improved thing is being able to recognise aspects of people better and quicker. NOT categorising, just being aware. I then know how to position myself to be with those people."

"Adaptability – adapting to their situation "I think you're 95% of the way there if you just take interest in them."

"Learn about them, ask questions find out about what their needs are."

"Just simply listening. Watching body language."

"As time unravels you get to know them and they get to know you."

There was also a thread of discussion around allowing the students to see who you (the tutor) are as a person –

"Being aware of who each student is as a person – know who and what they know. Articulating who you (the tutor) are as a person."

"Tutor makes the learner aware of who they are – clearly outline to the students where you are coming from "she doesn't know everything"

Slide 2: Reflective Practice

Think of a tutoring session that you reflected upon afterwards and made changes to the way you ran the session the next time. In light of this, do you think there is any way you could have had those insights before you taught the class for the first time? Discuss. Describe a topic that has arisen as a natural teachable moment recently. Discuss how you responded.

The different ways in which tutors reflect on their practice are illuminating as this indicates what they see as being "part of their job". Much of the discussion centred around teaching practices (breaking work into chunks, taking breaks and the like); some tutors, however, were more interested in what had motivated their students, focusing on whether passion had been instilled and knowledge shared. One Highly Successful Tutor commented "*Be enthusiastic. Achievement happens in lots of different areas. Transfer goals from one area to another.*"

On that same thread of transferable skills, another Highly Successful Tutor said *"if anyone was looking we might appear to be off track but we can keep working it until we get back around to the point of learning on the lesson plan!"* The discussion linked in well with ideas about picking up on natural teachable moments, with less experienced tutors appearing less willing to go *"off topic".* The identified Highly Successful Tutors in the group instigated discussion around:

- recognising skills students have which are transferable
- that students with outside interests tend to engage better in learning – *" they have a life, they have things they can relate their new learning back to, to apply it."*

Slide 3: Cultural makeup of the class

How would your teaching practice change if you were faced with a: monocultural Pākehā class, a monocultural Māori class, a class of new migrants or a multicultural class?

Wanting to explore the taboos around treating students from different cultures differently, tutors were asked to brainstorm their responses to this question onto large sheets of paper on the desks, giving them a sense of anonymity but also the chance to discuss their ideas with each other if they felt open to. There was an overwhelming feeling that everyone needed to be treated the same, and those were definitely the most loudly voiced opinions. However, some of the paper responses alluded to a more adaptable approach encompassing students' cultural needs. This links strongly with the answers given by tutors to *Slide One – Teaching Practice,* where adaptability was frequently cited as essential. The real question is "how do effective tutors adapt to Māori students?" and the above challenging question was posed to open the forum to consider the following:

- is it okay to treat learners differently based on their culture?
- is this a point of difference between Highly Successful Tutors and other tutors?

Again, most comments were around interpersonal skills rather than teaching practice. Emphasis was placed on knowing the students, connecting with them and then understanding the level of knowledge and skills that they bring to the classroom. One tutor said that their practice would not change with the different cultural groups: *"I connect with the human being first then look to other aspects of that person."* Other comments from Highly Successful Tutors were around recognising the learners as individuals: *"Knowing the learner"*, *"Listen to the learner, make them feel comfortable, in the decision to learn and go forward."* Tutors commenting about teaching practice across the cultural groups consistently prioritised a need to teach around the students' knowledge; implying scaffolding is understood and applied. There was a general understanding within the group that Māori are predominantly kinaesthetic learners and prefer group work, with many open discussion comments, from the whole tutor body, of how preferred learning styles can be cultural and intrinsic.

If you were going to give one piece of advice about successful student engagement to a new tutor, what would it be?

As seen in the diagram below, tutor responses to this request are all about knowing the learner, not about teaching practice – so again tutors are confirming the interpersonal aspect as the key piece of advice. Tellingly, the majority of these comments came from tutors identified as Highly Successful, with few of the other tutors choosing to participate in this question.

Base learning/ teaching on their strengths (students).

Create safe learning spaces

Engage them. Respect them.

One piece of advice

Be aware of where they have been before in their learning.

Build a relationship and confidence.

Be confident in what you know.

It has been observed (Tankersley, 2004) that to be healthy, Māori need access to learning their language, to education and qualifications, to employment and to have their culture valued.

Please reflect on Māori students who have been unsuccessful on your courses. Would you agree with the above statement? Please elaborate.

This statement spurred two threads of initial discussion – one around "what is success?" and the other around if it is okay to clump all Māori together and make statements like this. Again, the perceived cultural stereotyping was initially viewed quite reproachfully by the group, with comments separating their Māori students from the wider Māori cultural group:

> *"Dealing with youth, on my course, they love their family – it is hard to know if it's (language) important for them or not, because a lot of them don't have it."*

> *"Māori are a mixture of ethnic cultures now, it will depend on the individual."*

There was a strong preference for the concept that learners need to be seen as individuals.

The responses around what success is again indicate the dichotomy presented to tutors in a mainstream "second-chance" adult education environment. The need to teach Māori in a Pākehā environment and tutors' willingness to adapt to Māori students needs seems to be viewed variably between tutors. The respondents will have all participated in a monocultural Western education system themselves; they are predominately middle class and Pākehā.

> *"Success means different things to different people – it's not measurable. We can't measure if they get "enough" "language, education and qualifications" either so the statement isn't a robust one."*

Slide 5: Māori Students' Aims

Discuss how the aims of Māori students on your programmes affect your own tutor practices.

Not all students on a programme are aiming to achieve a qualification (see Appendix 2: Slide 5). The tutors' avidly discussed terms of reference around success – there was definitely an air of confusion/uncertainty around how to motivate students, and around an agreed definition of "success". There was a level of agreement that people have the right to define success in their own terms, but this only served to highlight the struggle with the Eurocentric organisational measure of success as completing a qualification, because as tutors they are pressured for students to complete their course, that being the organisational measure of success. One Highly Successful Tutor commented:

"The important thing about qualifications is the student's self respect, does the person inside themselves feel like they have earned that qualification? Is there a sense of worth associated with it?"

Discussion then moved towards what is a tutor's role: is motivating students a part of tutoring? It became apparent that Highly Successful Tutors had reflected a great deal on what was included in their role:

"You need to nurture them for a while. Not the whole course – but at the beginning you need to bolster them, help them more."

"You have to be enthusiastic."

"The learning should be important. Tutor role is to engage them to want to expand their minds."

And, that experienced tutors may have learned by trial and error:

"We have to be careful about the tutor–student relationship isn't crossed. It is already a lot of work for us. There are boundaries there."

Part C: Focus Group 2

The driver behind the second focus group was to invite those tutors who were genuinely interested in the project to come of their own volition to a discussion extending on ideas covered in the first focus group, particularly on ideas where a point of difference had been alluded to or alternatively where it was seen during the discussion that all tutors saw a particular aspect of tutoring as essential to being successful with Māori learners. The statements explore reflective practice and adaptability, cultural identity, relationship building, and the boundaries to the tutor role. However, the second statement in particular was designed to challenge some of the taboos around cultural identity and its effects on tutor practice, which had become apparent during both the questionnaire and the first focus group. The tutors who attended were obviously interested in exploring those contentious issues further. The group attending was small (five tutors) and they were presented systematically with five statements:

- I reflect on my tutor practice – what do I need to change?
- I know my cultural lens – is it impeding my learners' progress?
- I do have something to share
- I do have something to learn
- I like my learners – I regard them positively

The resulting discussion is summarised below each statement. Extra information sought by personal correspondence between the researcher and selected Highly Successful Tutors for further reflection is also included.

> **I reflect on practice – what do I need to change?**

There was a reaction to the word "change" – a feeling that it was a negative term suggesting the tutor had done something wrong; there was a preference for the words adapt, modify, be aware of. There was a recognition that success came from both the tutor and students, the tutor could not do it all on their own: "*actually it's the students who need to be making the changes, need to lift themselves onto the pathway.*"

There was more discussion around being aware of your delivery methods as a tutor – sometimes you do not realise you are doing it, but you just adapt and change your mode of delivery.

Successful tutors always change the delivery mode depending on the students, they are open to change. "*I see more every time I do the module again – also the approach to the group is different depending on the group. Don't need to teach it the same everyday – the material changes. Once you know the students well you reflect more on your practice, make it more relevant for them individually. Try to see more than I saw last time around. How have I changed?*"

> **I know my cultural lens – is it impeding my learners' progress?**

The group discussed what each person's individual cultural lens might be influenced by. Discussion in response to this statement was confident and positive from the tutors identified as Highly Successful and included statements such as "*Being unconfident would perhaps undermine your effectiveness as a tutor.*" A willingness to reflect on what it may mean to their practice was shown "*there is a need to clarify Cultural Lens – can it be interpreted as ethnicity rather than personal philosophy. Sometimes it will impede learners' progress especially when I'm not aware of the impact – verbal/non verbal*" and there was an acknowledgement of the challenges of cultural sensitivity and a tutor's own and organisational and societal cultural expectations "*Trying to balance cultural sensitivity and professionalism e.g. Timeliness – if you allow lateness it doesn't teach punctuality.*"

➢ **I do have something to share**

Again, answers varied in enthusiasm, with Highly Successful Tutors framing their answers in a more positive manner, using terms such as "*Expertise, reflections, experience, passion, knowledge, me, skills.*" And from another Highly Successful Tutor "*Passion, experiences, empowerment for learners, facilitation, ability to support learners making links in their learning*".

And from the main tutor body, a recognition of the pressures of the job with comments such as "*I don't always have time to share – it would be good to hear from fellow tutors, to inspire and pick up new techniques.*" It is also interesting to note the openness to peer learning from this tutor.

➢ **I do have something to learn**

Tutors overwhelmingly answered "yes" and a plethora of examples of what they had learnt from their students came forth:

- Up-to-date information on subject area
- There are different ways to do the same thing
- Beliefs, values, relationships, differences, experiences
- Up skilling, culture, partnerships, balance, people, life, passion
- Seeking cultural supervision (how to get it)
- To balance cultural sensitivity and professionalism

These answers could easily lead to further discussions around both reflective practice and following natural teachable moments as part of being essentially adaptable to student needs.

➢ **I like my learners – I regard them positively**

There was an acknowledgement that is was necessary to regard learners positively, however there was a range of enthusiasm and readiness in the answers:

- "I like all learners but dislike some of their behaviours/actions"
- "Notice everyone. Lift all. Challenge all. Catch the moments."
- "I'm a glass half full person."
- "Everyone does something well. Make sure it's acknowledged."

Future Directions

We might suggest that the findings of this research would lend themselves well to the development of a professional development tool as described below:

Puanga Te Matapae Oranga

Puanga, the instigation of vitality!

Puanga sets a pathway of engagement between tutors and students and assists in learning autonomy. This is based on five challenges, to be used as guiding stars, which were presented to the tutors who participated in the research.

Puanga is a toolkit to stimulate self driven tutor development towards individual models of practice that address students' needs for building relationships with their tutors, culminating in peer facilitated sessions based around the following statements :

> *Puanga Te Matapae Oranga*
>
> *Puanga, the instigation of vitality!*
>
> The instigation of something new, a beginning, or a journey; tutor and learner together exploring the vast universe of knowledge (vitality) which is discovered along the way.

- **I reflect on practice – what do I need to change?**

A change of perspective from "you need to jump on my waka" to

"He waka eke noa"

"We are all in this together"

Tutors must be supported to be comfortable in receiving criticism and in critiquing their own practice. Nothing is achieved by sitting in the present. In order to move forward we must reflect on what has transpired in the past. This requires self awareness and humility, in both tutor practice and tutor mentoring.

Tutor Observation: There is reflection and action predominantly, working with a diverse group of learners you adapt things as they arise – reflection in action with a purpose – if you know your content and your learning outcomes well, then that allows you to adapt and change. You know where you want to get to, the learning outcome but you need to change delivery to suit that. It is about knowing your students, what pushes their buttons.

Tutor Observation: In the moment I would go with what students bring up, rolling with the things they are discussing, helping them take their knowing and doing and shaping it to what will be necessary for their success. I make a conscious effort at end of day to review what happened in

class, how they reacted, I always recap with the class the next day and I amend plans to accommodate their needs, repeating and reinforcing the delivery.

- **I know my cultural lens – is it impeding my learners' progress ?**

    How do I see my world, does my teaching practice impose my world view on my students?

Integration with the dominant culture is not a required educational outcome, neither is assimilation. The premise of a pervasive 'Cultural Lens' bias must be acknowledged. If a tutor perceives that they treat all students the same, will they be taking necessary care that their teaching practice is not imposing their own world view on their students? Are they teaching from their own desires, aspirations, and values or are they discerning of the varied ways in which their students learn, so accommodating the differing learning requirements, knowledge, and strengths they bring to the classroom?

A learner's direction must be somewhat self determined in order to retain the validity that stimulates their learning. An aware tutor will allow space in the classroom for each student to set their own learning goals, centered in their cultural/personal world views. Indigenous knowledge is of equal value and only a transsystemic model can be of benefit to all involved.

Tutor Observation: My immediate reaction to this is about ethnicity – I have an awareness of being different, of being apart – I know what it's like to be different and I think this has made me quite open minded. It is essential to value peoples' differences, have an appreciation of other people's backgrounds. I am interested in where they come from, both as a person as well as a tutor.

Tutor Observation: Being Māori, young and female, I have an advantage when working with Māori learners; I think it is my understanding of Māori values, tautoko, maanaki and kaitiaki. I see myself as their kaitiaki of learning rather than as a teacher. My students have commented on the way I support their learning – I don't just write it on the board and expect them to deal with it, we enjoy group interactions, are responsible for each other, collective not individual. There is a need to be aware of what Māori students may have been through before coming to learn at this level.

- **I do have something to share**

The tutor's role is that of facilitator – in having a non hierarchical attitude the tutor becomes a true part of the learning environment. Through having something to share, they themselves are open to having something to gain. Learning is reciprocal, knowledge and systems are transmitted between facilitator and learner.

Hiki atu Hiki mai

Uplift someone else and you uplift yourself!

Hiki means to lift, but in this context is to encourage, support, strengthen; literally offering a hand to someone in need.

Tutor Observation: I use the experience I have both in my industry and within my life to make those connections with my learners, that whole relationship building can be quite under estimated.

Tutor Observation: My learners see my experience, my own study and my work, this gives me the ability to teach older or younger Māori, tuakana teina is ability and knowledge based, not age. It is a different measuring stick – I tell my students about myself, let them know what I have done and how. Ako is also me learning from my students about them and their experiences and also students learning from each other. The sharing of knowledge.

- **I do have something to learn**

Have something to share, give, have something to gain – ako.

"The concept of 'ako' describes a teaching and learning relationship where the educator is also learning from the student. . . . Ako is grounded in the principle of reciprocity and recognises that the learner and whānau cannot be separated" (Ka Hikitia, 2008).

He waka eke noa tātau

We are all in this together. No matter what the odds are, we will go as one.

Tutor Observation: I like this statement. Learning about my learners and using that to access teachable moments. Within our ECE programme, that's how we work with our preschool children, so that's how I work with adult learners – letting them provide the example.

Tutor Observation: Constantly learning how to create safe places with people, the achievement of respectful engagement (whakapiri) with my learners is ongoing, I am always learning how to empower (whakamana) and enlighten (whakamarama) my learners.

- **I like my learners – I regard them positively**

Manaaki your learners by caring, appreciating, respecting and valuing them. Create a culture that allows your learners to belong in the classroom. Know your learners, value their differences and use those differences to enhance their learning opportunities.

Tutor Observation: I do, I enjoy my guys, everyone's individual contributions add to the class, so no contribution is unvalued, or treated as unimportant. To me that goes back to knowing your content – a teachable moment may hold relevance for that person – so we will go with it then and there. If somebody walked in they would probably think we were way off task, but actually it all comes back around. The most important thing is the tutor being confident enough, working from what they can do and what they do know and taking the learners from there. It's about empowering them, it's about guiding them.

Tutor Observation: Always maintaining a principled practice, creating safe spaces for learning relationships, we go together in the process, acknowledging and enhancing their tino rangatiratanga, achieving their path of learning. You need to allow your students to determine their progress even though you may have to take the flak for their lack of completion. Ask them when can you realistically complete this? I do what I need to do to make sure that my learners succeed, I understand where they have come from and where they want to go.

Kei te kanapanapa mai a Puanga!

Puanga has set us onto a new path, the forecast for learning has been broadened

Discussion

The overriding aim of this project is to unravel what allows a tutor to achieve exceptional retention and completion results with their adult Māori students. A consistently high level of success by Māori students shown on some programmes may be derived from a variety of factors, including programme choice and relevance of the subject matter to each learner. However, if, as argued by Benseman and Sutton (1999), the tutor/learner relationship is primary, such high rates of success must accordingly be attributed to particular tutor practice. This project has allowed an insight into how highly successful tutors build such relationships, allowing for the identification of the essential practices that can be shared with tutors wishing to increase the success rate of Māori learners on their programmes. This project has also uncovered a deep seated cultural taboo around treating people differently based on cultural identity. A real preference for recognising people as individuals and taking into account their culture within that holistic picture of recognition, was strongly voiced. While the majority of Highly Successful Tutors identified themselves as utilising sound practice in differing scenarios, they did not appear to link these together to form a cohesive model of practice that supported Māori learners. Such a model of practice drawn from their responses may eventuate from this project in the form of the proposed Future Directions toolkit – Puanga Te Matapae Oranga. There was mention by tutors of trial and error in working out successful methods of tutor practice; Puanga could be one tool through which this can be eased, in showing the way to develop a model of practice effective with Māori learners.

The importance of the student/tutor relationship to successful tutor practice was attested to by a plethora of comments by tutors; this indicates a high level of tutor awareness about the importance of building good relationships with students. While methods for building those good relationships are variable and individual, there are some key themes which correlated strongly to tutors feeling confident and comfortable with their ability to relate to the learners, to empower them and to guide them, and to be identified as Highly Successful Tutors. Part of this relationship building comes from a willingness to go the extra mile, including being confident in following natural teachable moments as they arise and following them through. That is, recognising the needs and knowledge of the learners and also recognising their own ability as a tutor to draw those larger life experiences into classroom learning. Readiness to follow natural teachable moments and a confidence in transferable learning was markedly more visible in the Highly Successful Tutors' comments; these practices could also perhaps lead to higher learner confidence in their tutor's ability. Learners respect that a tutor gives time to the learners' own concerns and areas of need; often natural teachable moments are about life skills, and exploring them in class or as they arise could be classed as pastoral care. The tutors' identification of adaptability as a key skill in tutoring reiterates the readiness shown by the Highly Successful Tutors to follow natural teachable moments, to recognise their learners' needs in that moment and follow those needs. That is an indubitable key to relationship building, which in turn is key to successful Māori outcomes.

The Highly Successful Tutors readily acknowledged their students' success and appear to measure that success in reflective holistic ways, such as noticing how their students are responding to their

learning journey. This level of 'noticing' further alludes to the almost intuitive acknowledgement that good relationships with their students are integral to successful outcomes. The areas of improvement self identified by tutors were mostly around interpersonal skills, "*recognise aspects of people better and quicker",* and being more adaptable. The pieces of advice seen as most essential by the successful tutors were also along this vein; all of these were about knowing the learner, not about teaching practice, confirming the interpersonal aspect as the key piece of advice.

To address Māori needs and demands, Sullivan (1994) advocates a bicultural approach, which acknowledges Tangata Whenua status and confirms that acknowledgement by focusing on partnerships, rather than the domination of a primary group. The initial part of this research indicated that the practice of Whānaungatanga in class dynamics, the inclusion of Tikanga in class protocols and peer support teaching methods (Tuakana Teina), have a positive impact on the retention/completion success rates of Māori students in the PTE environment. This second part of the research attempted to quantify tutor awareness of these concepts in their classroom practice.

The results have indicated that some tutors are delivering in this way almost intuitively and it is proposed that this is the driver behind their success in engaging Māori learners. These tutors appear to have a heightened self awareness (cultural lens awareness); are reflective individuals; have strong self belief in their abilities and their knowledge; are open to new ideas and viewpoints; and they like themselves and their learners. In support of this finding, whilst all the tutors participating in the second focus group discussion found challenges in the five themes presented, a distinct division in how they responded to these was observed. Tutors identified as having produced successful outcomes framed the challenges in a positive way, finding ways of adding to their knowledge and awareness; other tutors tended to fall back into a Eurocentric pedagogical comfort zone, citing curriculum requirements, workplace requirements and general societal expectations as reasons for their viewpoints.

Students stated that they feel comfortable at Workforce Development because of the supportive relationships they form with their tutors and the interactive delivery methods used (Greenhalgh et al., 2010). The level of pastoral care given to students through this practice was proposed as a factor in student retention/completion (success) rates at the PTE. Students were given a list of possible factors that they felt had helped them to achieve their goal or alternatively which they felt were a factor that acted as a barrier to achieving their goal. Of the possible factors to choose from, "Support" and "Teaching" were the most commonly identified contributors to the successful achievement of students' aims; supportive peers, cultural understanding in the classroom and a good tutor were also identified as important factors. These "good" tutors spent time finding out who a student was before working with them, and used that knowledge to inform their practice so that each learner found relevance in what was being taught. Relevance for the learner is gained through shared experiences including those which utilise learner knowledge and skills, ensuring engagement and regular attendance to gain the outcomes required. This was strongly supported in the findings of this project whereby the results for the Identified Highly Successful Tutors reinforce a valuable pattern of reflective tutors delivering in a highly interactive manner. Furthermore, it was the Highly Successful Tutors who moved the discussion about reflection from a focus around teaching practice,

to a focus around how they motivate students and link in outside interests and natural teachable moments to their daily teaching practice where passion is instilled and knowledge shared.

 There was a definite feeling that some tutors were challenged by a requirement to treat Māori learners differently; that to do so would be on par with prejudice rather than recognition of a learner's right to be Māori . There is a need to address this taboo within PTE environments, through fostering recognition that cultural difference goes much deeper than just an understanding of different learning styles being predominant in different cultures. In contrast to the adamant opposition to treating Māori differently, were the positive responses to the question about a need for professional development around working with Māori. These answers highlighted a definite recognition of "difference" in the needs of Māori students and an openness to building their own tutor capacity to cater for that. In particular, tutors identified a need to build more skill in connecting to perspectives Māori students identified with, one tutor commented that they needed to build an understanding of Māori work ethic and motivation. Here, we must balance this by the overwhelming comments from tutors that their primary need included getting to know their learners as individuals. The pertinent issue arising from this question is, why then do tutors adamantly declare that they treat all students the same?

The mass of evidence gained from both tutor groups supported that teaching practices were being readily shared between tutors in the workplace. While this is encouraging for models of professional development based on mentoring by more experienced and/or Highly Successful Tutors, that no evidence of sharing ideas around pastoral care or building interpersonal relationships with students was gained is of interest, considering that these practices were at the forefront of feedback from students in earlier research which impacted positively on tutor practice (Greenhalgh et al., 2010). Moreover, this is the area which distinguishes those tutors who are highly successful with Māori learners, from the Main Tutor Body. Battiste (2008) observed that it was easier for educators to ignore the struggle to resist colonial paradigms based on their vision of the superiority of Eurocentric thought. This has been supported in the results of this project as the Highly Successful Tutors overwhelmingly commented on the need to acknowledge a student's individuality, including their cultural identity, and adapting their practice to suit. The acknowledgement of the pervasiveness of Eurocentric knowledge transmission and instructional pedagogy is essential; it is not their students that must alter their worldview, but the tutors themselves if they are to achieve real engagement and positive educational outcomes. The need is to engage tutors to confidently utilise a bi-cultural approach to delivery, linking Western models and perspectives to Te Ao Māori. Accordingly the exploration of actual tutor practices that result in positive outcomes for Māori students has exposed five key themes –

- I reflect on my practice – what do I need to change?
- I know my cultural lens – is it impeding my learners progress?
- I do have something to share
- I do have something to learn
- I like my learners – I regard them positively

As presented under "Future Directions" in this report, it is intended that this will culminate in the creation of "**Puanga Te Matapae Oranga",** a toolkit of specific skills, practices and attitudes for tutors in the PTE sector which will enhance teaching practice in relation to success for Māori students.

 It must be noted, that tutor responses were overwhelmingly couched in Eurocentric pedagogical terms. For example, tuakana/teina methods were identified by several tutors, however only one tutor used Māori terminology in their response, highlighting a Western pedagogical worldview, albeit there were several Māori tutors and/or tutors who had working knowledge of Māori pedagogies amongst those responding. The development of "transsystemic" analyses and methods that reach beyond the two distinct systems of knowledge (Battiste, 2008) must be the focus if this is to be rectified. A recognition of cultural differences must be separated from ideas about prejudice. A model of effective tutor practice must challenge the cultural lens within a tutor, and must take advantage of the reciprocal nature of teaching and learning, even within the tutor body; for example, by creating forums where tutors can share ideas with each other. As emphasised in *Ka Hikitia – Managing for Success: The Māori Education Strategy 2008–2012,* the importance of ako – effective and reciprocal teaching and learning – for, and with, Māori learners and the conditions that support it must be encouraged and supported *throughout* a learning institution. Furthermore, Marshall, Baldwin and Peach (2008) identified the importance of goal-setting, reflection and evaluation, by both the individual learner and the staff, as well as the PTE as a whole. Real change is not the responsibility of the tutor alone, institutional change is required to support optimal outcomes for Māori and so for all learners. As Battiste (2008) stated "the requirement for thinking, unthinking and rethinking has, of course, in so many places proven almost unthinkable". It is not about explaining the causes of Māori failure or of solving supposed Māori problems but of looking at ourselves as tutors and taking personal responsibility for our actions.

Ki te titiro whakamua, me titiro whakamuri!

Without foresight or vision the people will be lost! *Kingi Tawhiao Potatau te Wherowhero*

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Appendices

Appendix 1: Tutor Survey 2011

Workforce
DEVELOPMENT

**Tēnā anō koutou ngā kaimahi o tēnei kura. Nikā nei anō
te mihi ki a koutou, ngā hau e wha e.**

**Ka mihi atu ki ngā tini mate o te wiki, te marama, o te tau, nā reira koutou ngā mate
haere haere haere atu rā.**

Otirā ki a tātau ngā kanohi ora o rātau mā, tēnā tātau.

**He mihi whakawhetai ki a koutou kua uru atu ki tēnei rangahau patapātai tirohanga,
hei awhina i a tātau, heoī, i a mātau kia whai hua i roto i a tātau mahi katoa, tēnā
koutou.**

**Greetings to you, the valued employees of this school. We acknowledge those who
have passed, those of the week , the month and of the year, we bid you farewell.**

**We express thanks to you for taking part in this survey. This research will help us in
our teaching and facilitating and assist us in the development of our planning.
Therefore we thank you.**

Name				
Ethnicity	☐ Māori	☐ Pakeha	☐ Pacific Islands	☐ Other:
Programme(s) Taught				

Select strategies **you** use regularly in your teaching.	☐ promoting positive relationships
	☐ promoting discussion
	☐ team building
	☐ not planning too much writing
	☐ practical based tasks
	☐ making tasks and learning relevant
	☐ appropriate and relevant resources
	☐ easy to understand instructions
	☐ other:
We welcome any further comment about these teaching strategies:	

Describe a strategy you discussed with a colleague to help your learners:

Do you agree with the following statement? **Learners in my class regularly self assess their knowledge and / or performance on discussed outcomes.**	(1) Agree strongly (4) Disagree strongly 1 2 3 4

Explain why you gave this rating and elaborate on self assessment:

Do you agree with the following statement? **When a natural teachable moment emerges with the learners I am comfortable to respond to it.**	(1) Agree strongly (4) Disagree strongly 1 2 3 4

Explain why you gave this rating:

How do **you** engage Māori learners:

How successful do **you** think you are with Māori learners?

How could your teaching benefit from professional development around delivering to Māori students?

Describe any feedback (verbal/ non verbal) that you may have received from Māori students and/or their Whanau; how has this been reflected in your teaching practice?

Do you agree with the following statement? **I discuss ideas and activities with my colleagues that will help my learners.**	(1) Agree strongly (4) Disagree strongly 1 2 3 4
Do you agree with the following statement? **My teaching has an obvious positive impact on learner aims.**	(1) Agree strongly (4) Disagree strongly 1 2 3 4
Do you agree with the following statement? **In the light of the answers I have presented in this survey I would be happy to be my own tutor.**	(1) Agree strongly (4) Disagree strongly 1 2 3 4

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

The focus group was facilitated by Kare Tipa-Rogers, from Te Manga Māori at EIT Hawke's Bay. It was opened with karakia and a mihi.

All the participants were provided with information sheets and consent forms.

Whakatauki

Ko ngā akonga, ngā rangatira apōpō. Students today, the leaders of tomorrow!

You are the experts that feed our experts for tomorrow

Slide 1

- Is there any quick route to improved teaching practice?
- In what way has your practice most improved since you first began tutoring? Discuss.

Slide 2

Reflective practice

- Think of a tutoring session which you reflected upon afterwards and made changes to the way you ran the session the next time?

   In light of this, do you think there is any way you could have had those insights before you taught the class for the first time? Discuss.

- Describe a topic that has arisen as a natural teachable moment recently. Discuss how you responded.

 How would your teaching practice change if you were faced with a:

❖ A monocultural Pakeha class

❖ A monocultural Māori class

❖ A class of new immigrants

❖ A multicultural class

If you were going to give one piece of advice about successful student engagement to a new tutor, what would it be?
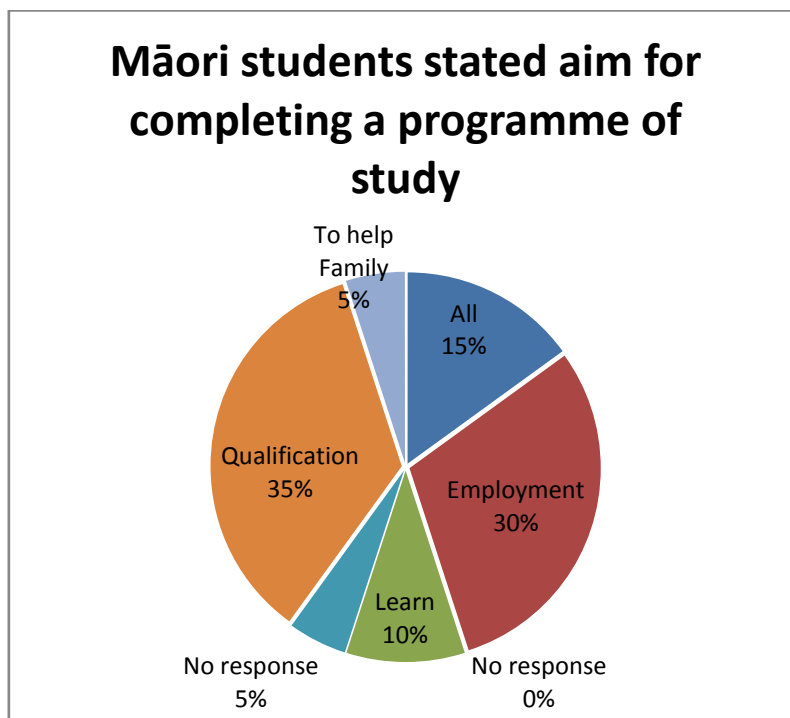
Slide 3

It has been observed (Tankersley, 2004) that to be healthy, Māori need access to learning their language, to education and qualifications, to employment and to have their culture valued.

Please reflect on Māori students who have been unsuccessful on your courses. Would you agree with the above statement? Please elaborate.

Previous Research findings include the following:

Māori students stated aim for completing a programme of study

To help Family 5%

All 15%

Employment 30%

Learn 10%

No response 0%

No response 5%

Qualification 35%

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

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

Discuss how this relates to your own tutor practices – please take notes on your discussion

Facilitator's notes: Any of these topics may be encouraged if discussion needs an extra boost: Mentoring, defining goals, student motivation and passion for the subject themselves and that rubs off on the students, the tutor's role in keeping people on the course. Where does your students' motivation come from, how do you cater for this, how do you help students become self motivated?

Appendix 3: Focus Group 2 Statements:

* I reflect on practice – what do I need to change

* I know my cultural lens – is it impeding my learners' progress ?

* I do have something to share

* I do have something to learn

* I like my learners – I regard them positively

Tutor practices that increase completion for Māori PTE students

RESEARCH INFORMATION SHEET

Researchers' Introduction: Workforce Development Ltd has been funded by AKO Aotearoa (National Centre for Tertiary Teaching Excellence) to conduct a research project titled *The Identification of Key Tutor Practices that are Positively Correlated with Successful Completion for Māori Students within a PTE Environment.* You were previously invited to fill out a questionnaire towards this research. Now, as a past or present tutor, we warmly welcome you to participate further in this valuable research project. On Thursday June 2 from 3:30– 5:00 pm, a group discussion will take place facilitated by our Māori mentor Kare Tipa-Rogers, who will be supporting us in this research.

It is envisioned that your learning and knowledge around working effectively with students, particularly Māori adult students in a second chance learning environment, will be of value to other tutors looking for professional development in this area. We hope that the research will contribute to improved results for Māori learners in the future. On completion, this project will be published on the AKO Aotearoa website. You have the right to:

- decline to answer any particular question
- ask any questions about the study at any time during participation
- provide information on the understanding that your name will not be used unless you give permission to the researcher
- be given access to a summary of the project findings when it is concluded

You are welcome to contact us if you have any questions about this project.

Anne Greenhalgh

I understand the information given above and consent to my comments being included in this research project.

_____ Date _____

    Signature

The responses are colour coded for each tutor group as follows:

Tutors A– F Highly Successful Tutors

and

Tutors G–O Main Tutor Body

Describe a strategy you discussed with a colleague to help your learners:

Tutor A: Speed recap:

A quick fired activity for students to recap on class content covered. Used when closing off one idea and moving to the next idea. A way of consolidating recently covered material in class.

Tutor B: You have to be adaptable to individual Tauira in some cases, group sessions are still OK, bearing in mind that some individuals working within the group may struggle individually.

Tutor C: Pre plan lessons, integrate theory and practical tasks within a lesson.

Tutor D: Working in connection with cooking/ front of house courses– making for more interesting challenges for students.

Tutor E: I provide industry examples when discussing concepts with learners

Tutor F: Often discussed the strategy of small group brainstorming allows less confident and competent students to be a meaningful part of group– encourage different questions too. Many students like the visual application of brainstorming ideas, knowledge and are able to then transfer to the assessments.

Tutor G: A colleague gave me a handout on EBL – enquiry based learning. I read the handout and then we discussed it very briefly. It seemed a good technique to help to facilitate learning. I felt it wasn't very applicable for my class as we do not have the resources for the enquiry to take place. I would try and consider how to incorporate it into my delivery.

Tutor H: I discussed with my manager the necessity of front loading as a strategy to bring all relevant learning to the forefront of the learner's minds. What do they know, what do they want to know and after the learning, what have they learned?

Tutor I: A strategy to use with a learner with a low reading step score: to work in groups and always ensure the student that has difficulty with reading has a "good reader" in the group.

Tutor J: One on one teaching

Tutor K: I wanted to teach Flavours and textures but was unsure of approach. Following discussion with colleagues I decided to build on a formula of charades.

Tutor L: Group learning

Tutor M: Fun Ice breakers/ Activity

Finding individual levels of ability and working individually with them from their learning level.

Tutor N: How to mix up the working groups so it wasn't the same pair/group working together all the time.

Instead of numbering off, I used matching cards, each person to find the person with the matching card. Colleague shared the idea and resources. I made the strategy transparent to class so they knew why the exercise was taking place and set up the expectation that in future when I asked them to work with someone they haven't, or haven't done for a while, they would self manage this

Tutor O: Answer any question simply and easy for them to understand, re-read and if tasks make sense to them, it might make sense to me.

Tutor P: Incorporating learning style and approach to cater for kinaesthetic learners.

Learners' Self Assessment

Do you agree with the following statement?	(1) Agree strongly (4) Disagree strongly
Learners in my class regularly self assess their knowledge and / or performance on discussed outcomes.	1 2 3 4

Explain why you gave this rating and elaborate on self assessment:

Tutor A: 1 I gave a 1 because my students note take during class discussions. They are then required to respond with their understanding of this information. This process naturally requires self assessment of information gathered. They have had time to digest discussion content and formulate an opinion.

Tutor B: 2 I agree with the statement, especially when the Tauira can demonstrate their knowledge by applying their skill in a practical application. Example: producing dishes without being told how.

Tutor C: 3 I always preferred to peer assess.

Tutor D: As a large percentage of course was practical, students were keen to demonstrate their knowledge/ talent i.e.– making cocktails – coffee etc

Tutor E: 2 Within ECE, learner knowledge can be subjective depending on specific environments so learning outcomes can be very broad around these.

Tutor F: 1 I have consistently seen learners assessing themselves and the knowledge they have gained by verbally sharing and supporting their co– students. They know by initial intro discussions what the learning outcome should be and that by me providing constant updates and final assessment feedback they can accurately self assess. They enjoy seeing the real progress and showing it.

Tutor G: 1 We begin our class with reflections. Learners are encouraged to discuss what they learnt from the previous day or week. At the end of the learning week we discuss what they will "takeaway" and how they will implement it into their practice. Reflective practice is very important to learn to use especially in social services.

Tutor H: 1 it is necessary for students to self assess as an integral part of their learning. It is their learning and therefore the more aware they are of where they are at in the process, the better their learning outcomes should be.

Tutor I: 1 It is important for adult learners to assess their own progress and performance and adjust learning goals, it helps them to become independent learners.

Tutor J: 2 As youth I do think they understand more than they let on.

Tutor K: Weekly self assessment is scheduled. Following service in Preparado, feedback is requested from customers which is then discussed and acted upon prior to following session

Tutor L: 2 Reflection is important

Tutor M: 2–3 Self assessment takes place when a student's workbook is completed. This checks understanding by regularly checking, I can see where problems may be and go over specific points if necessary.

Tutor N: 1 I build in a process of trainees making self evaluative statements at the end of each teaching session

I also build in evaluation at end of each module as well at end of course. Self reflection is inherent in the unit std questions. Self assessment is also encouraged from student at the end of oral presentation. Mostly I ask "what have you learnt from that? What might be different about your practice as a social service worker now?" and pursue the discussion from those responses

Tutor O: 2 I just agree, that learning and how to learn, depends on individuals accessing their own learning

Tutor P: 2 During de-briefing sessions with students prompting is always required for them to self assess.

Do you agree with the following statement?	*(1) Agree strongly (4) Disagree strongly*
When a natural teachable moment emerges with the learners I am comfortable to respond to it.	*1 2 3 4*

Explain why you gave this rating:

Tutor A: 1 Teachable moments are when a learner is open to "wanting to Know/ understand" They are valuable opportunities for the "Ah-ha" moment and the learner becomes not only satisfied, but more curious, and will develop their ability to enquire– which is what a learner needs, to learn.

Tutor B: 2 I am an adaptable person/tutor, and take every opportunity to incorporate familiar aspects of the learners' environment to better engage them. Incorporate Whanau, Iwi, marae etc.

Tutor C: 1 It's important to take these opportunities when they arise. Too much structure in a class can become like a school environment to some Māori learners.

Tutor D: no rating given: Depends on the subject matter but either way a discussion would take place with an open forum

Tutor E: 1 Learners identify aspects that are applicable to them personally and I try to use these as opportunities for transferable learning.

Tutor F: 1 I do agree with it, but am not always able to respond.

In ECE teachable moments present themselves regularly and being able to respond immediately captures the current interest. I am really comfortable to go with a moment and attempt to link to current learning also. Although sometimes, what we call in ECE a 'Kodak moment', is great to provide alternative discussion and learning opportunities. Student driven is also critical.

Tutor G: 2 I am generally confident to deal with moments that arise. However if the I am not familiar with a particular topic then I wouldn't be as comfortable.

Tutor H: 1 Those 'teachable' moments are a very valuable teaching tool and it is necessary to capture them.

Tutor I: 2 I do agree with it, but am not always able to respond.

Tutor J: 1 Students have already engaged. 90% of the work is done, if they are already interested in the topic I teach there and then. They retain the information learnt then.

Tutor K: 1 An ideal opportunity is presented. Teaching to someone who wants to learn makes teaching easy

Tutor L: 1 Embrace those moments. Second chance learners respond to discussions, naturally occurring assessing, more than they respond to theory/ essays etc

Tutor M: 1 As long as it is relevant. If discussions/ debates emerge that capture interest then it is important to follow.

Tutor N: 2 When a trainee spontaneously gives an example of their work then I help deconstruct it using reflection/hindsight/learning's/celebratory points

Tutor O: 2 I just agree but not totally agree

Tutor P: 1 It's the stuff that encourages, invokes and promotes thought, discussion, reflection and allows students to lead.

How do you engage Māori learners?

Tutor A: Holistically, as I do with any learner. I am interested in the whole person, encouraging and supporting them to acknowledge the foundation cornerstones of their being, so they develop a solid base to grow from.

I believe that everyone learns through their 5 senses and when confident applies this learning in ways that are meaningful to them, adjusting where applicable. Trial and error, cause and effect– those are the natural and most memorable learning fields for me, ethnicity is outweighed by the above components.

Tutor B: Familiarise myself with the learner, I firstly ask them where they are from. As a Māori , it's natural for me to make those connections.

Tutor C: Simple language, no abbreviations technical terms that they don't understand. Work together, never look down on them, treat each other as equals.

Past experiences show students that anything is achievable no matter how you lived your life prior to studying.

Tutor D: I treat them as I would treat any other student

Tutor E: Honestly the same way that I do with all my students, by finding out what they already know and enabling them to use this as a starting point for further learning. By empowering the learners to transfer their knowledge and scaffolding the gaps in their knowledge. Depending on the individual student, I may ask for their cultural perspective on aspects if I am sure they are going to be comfortable with me doing so.

Tutor F: Firstly by greeting them correctly making sure names are correct. Acknowledging specific protocol to support the awareness– this supports student to feel a sense of belonging. Allowing Māori students to settle often they take extra time to begin to be part of the group. They have to feel supported before they voice many of their ideas.

I ask them how they wish to have their needs met and attempt to accommodate. Open/ respectful.

Tutor G: At the very beginning of my course it is important to invest time in whakawhanaungatanga. We as a class get to know each other and have an understanding of what has brought us together.

I feel I don't do anything explicitly different in my teaching practice.

Being Māori I feel this helps with the relationship building.

I encourage the use of group work in completing classroom task. Also encourage my Māori learners to develop a study group and work on their assessments together so they can support each other.

I utilise a bi-cultural approach to delivery information ensuring that I can link Western models and perspectives to Te Ao Māori .

I ensure that I available to meet one-on-one with learners.

Tutor H: Lots of group work, discussion around topics and 'hands on' activities. Less of me standing at the front and more engagement of students in their own learning.

Tutor I: Ensure the subject of study is relevant to the student.

Tutor J: Hands on, discussions, respect, listening to them, sitting next to them, one on one is very good I find.

Tutor K: By involving their culture and discussing relevant material

Tutor L: Know their culture- engage in their culture with your learning. Understand any barriers.

Tutor M: Māori students are part of the team. They feel welcomed, accepted and equal. The class is not functioning well if this is not the case. I will endeavour to find ways to ensure this happens.

Tutor N: In the setting of classroom kawa, checking for appropriate protocols around karakia, spiritual matters around discussing death/suicide, what particular "safety" is needed in the group. Encourage expression of Māori ideas through oral and written work. And if assessment is to be done in Māori, offering Māori assessors. I obtain extra supervision around cultural matters

Tutor O: Making sure that they have a sense of belonging, but I am working with Pacific Island students

Tutor P: By doing the following:

- Showing respect for cultural diversity.
- Valuing the contributions Māori students make.
- Cultural practices, e.g., karakia (at the end of day).
- Being Māori myself I am able to empathise with students on a more personal level.

How successful do you think you are with Māori learners?

Tutor A: This would depend on what is being measured.

I am successful at engaging with learners who want to learn; learners who are not sure if they want to learn; and learners who are learning to learn.

If Māori learners or any learners for that matter. Were having to participate in the learning of something that did not interest them, or they *could not* see the relevance of, the success rate, in my view, would be minimal, with the success in this instance– "being there."

I am successful in my teaching when the learner feels and acknowledges success in their learning– whatever that learning is/ was. If success means better relationships, more culturally able Pakeha and tau Iwi practitioners, and healed/enhanced relationships between Māori and Pakeha, then very successful.

Tutor B: I feel I am very successful, and the best way to explain this, is by quoting "Success is measured in those I have influenced"

Tutor C: Quite successful. I feel I had a mix of personal and professional relationships with the students. I was foremost the tutor but a friend to talk to if needed.

Tutor D: I worked with them just as I would any other students

Tutor E: Again I think I am able to engage in a holistic manner with learners and this is reflected in both the classroom and results from courses done so far. I think approaching learners respectfully and building strong relationships from the outset encourages success.

Tutor F: I would say I have been very successful. Students have reported a sense of belonging, pride and achievement during study. I was able to form good reciprocal relationships with students even though my oral presentation of Te Reo Māori is limited by accent. My understanding and demonstration of tikanga Māori is sufficient to support learners.

Tutor G: I feel relatively successful with Māori learners. I know myself what it is like being a Māori learner. I am currently a student, I see the struggles my own classmates have in understanding some concepts or trying to get their thinking into written word. I can then ensure I progress my delivery in achievable steps.

Tutor H: Approx. 75% of my learners are Māori and they are attending regularly, are motivated and completing their work, therefore, I would surmise that I am reasonably successful.

Tutor I: I don't think there is a difference in successfulness between Māori and other students.

Tutor J: OK, I think I need to be more successful with all my learners

Tutor K: 8/10 I need more one-one to establish Māori motivation. And see how they individually fit into the career

Tutor L: Successful

Tutor M: I was and am successful with Māori learners. By making myself approachable, offering extra help outside class times etc

Tutor N: If success means obtaining the qualification, then successful.

Tutor O: Very, if I had one in my class

Tutor P: Determining what is success, how is it measured and how it relates to Māori learners needs further exploration in order to give a comprehensive and detailed response.

How could your teaching benefit from professional development around delivering to Māori students?

Tutor A: If the PD focused on collectivism *vs.* Individualism there might be something new or interesting that I haven't come across before. However, my understanding of these social constructs, is very good, and I often access this knowledge in the course I tutor, as it is relevant and necessary to understand how these two constructs operate in society. Given that collectivism is not exclusive to Māori , and that prior to industrialisation, many if not all cultures/ ethnicities existed this way then the PD for me would be about returning to what was....of which there are many benefits

 If the PD was focused on the ideology that Māori learn best in groups; or with like minded others (Culturally etc) in practical contexts, my response would be– so only Māori learn this way and no other ethnicity/ culture?

Tutor B: Extremely beneficial, especially for non-Māori tutors.

Tutor C: Important to have a teaching qualification to back up teaching practices.

Tutor D: My professional development was as follows: 40 years travel agent/ tour operator,

Living in various overseas countries, working five years in the hospitality industry, life experience

Tutor E: I feel my teaching can benefit from PD around this as I feel strategies that support Māori learners will provide tools to support all learners

Tutor F: Possibly more practice in connecting to ideals they feel connected to.

More out of study connections– noho marae, Support in Te Reo Māori – conversational.

Tutor G: My teaching would be enhanced from professional development. Particularly in the area of helping students to articulate their thinking into writing.

Tutor H: Any relevant PD is always helpful. I am open to learning more about engaging with Māori learners. I probably need to do a Te Reo course to improve my understanding and pronunciation.

Tutor I: Learn more about the Māori teacher/student model.

Tutor J: I would love to learn all I can. If it's going to better my teaching, great! I do think it would be helpful.

Tutor K: As per previous: I need to understand their work ethic and motivation

Tutor L: Always willing to learn any new strategies

Tutor M: PD could take the form of Māori Ora the open Wananga course. Learning Te reo.

Tutor N: Cultural supervision, Marae based training, Co working with a Māori tutor

Tutor O: I am always inclusive, a good strategy to have

Tutor P: Learning is a lifelong process and providing professional development opportunities would enable me to develop the skills I need to progress as a Tutor.

Describe any feedback (verbal/ non verbal) that you may have received from Māori students and/or their whānau; how has this been reflected in your teaching practice?

Tutor A: My Teaching practice has spanned primary/ secondary/ tertiary. Has embraced a range of ethnicities (including Māori), often where English was the second or even third language. Feedback from Māori students/ Whanau has always been supportive and encouraging– the focus of their feedback being on expansion of thoughts/ experience/ knowledge/strategies/skills/ abilities....I ascertained from this that their sense of pride and joy was situated in the acquired learning experience, and as such the personal mana had risen

Tutor B: Learners achieving full time employment, pathwaying onto other courses and confidence to attend job interviews. Approached by parents whose students are in work. I've been able to further develop in delivery and confidence, when speaking with staff, students and community

Tutor C: Students always commented how easy it was to discuss things with me. They felt that they had someone who was willing to go the extra mile to help them achieve.

Tutor D: When calling into various cafes/ bars etc seeing the number of students now placed in worthwhile jobs

Tutor E: Positive comments around Relationship building and one on one discussion have been previous feedback and I ensure that this is an integral part of my course delivery and wider community interactions.

Tutor F: Non verbal is often hugs at end of days or at graduation.

Verbal is generally affirmation that they have had a good day and felt they have achieved success on that day.

This just supports the continuing practice and clearly highlights that students are progressing.

Tutor G: I hear how their home lives can be busy. I ensure there is time in class to complete some work so they can get started and have confidence to go home and complete it.

I have had feedback that group work on posters is helpful. They then can use that information to put into their words. I ensure that we use this in class.

Tutor H: I have received good verbal feedback that they love the course and can't wait to come. My teaching practice reflects this in the fact that I try to keep a relaxed, friendly, fun atmosphere as much as possible.

Tutor I: I have observed that the Māori students are very willing to share their cultural background and learning strategies, also they are contributing to the whole learning/teaching experience of students and tutor. So I try to incorporate inclusion and contribution of all the students whatever their culture.

Tutor J: none

Tutor K: With hospitality I always try to relate to functions and occurrences on the marae

Tutor L: In the past Whanau have congratulated me on giving the chance to learn again, to get motivated to learn again, for achieving.

Tutor M: I found that the more personal contact I made with individual Māori students the better their involvement in their studies.

Tutor N: Respectful – take notice and care around kawa and perspective different to my own. I acknowledge my limitations

Knowledgeable – (know historical matters well and can connect my own genealogy to the story of Aoteoroa)

Knows self (I make choices around referential power – i.e when I self disclose)

Tutor O: N/A (new tutor)

Tutor P: Example: I received an email from a student's Probationary Officer. It stated the student was really positive about the Course and with me.