

Whakakaha te Hoataka

Strengthening the Partnership

Māori Annual Report 2016

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Mihi

Ko te mihi tuatahi ki a koutou, ahakoa ko wai,
ahakoa nō hea.

Ko te mihi tuarua, he mihi tēnei ki a koutou nō tēnā
hapū, nō tēnā rohe o te motu.

Ki kā tini mate kua tukua atu ki te kōpū o te
whenua, haere, haere ki ngā rika kauawhi o ngā
tīpuna, moe mai, oki mai.

Ka hoki ki te huka ora, ki kā mana, ki kā reo, ki kā
rau rakatira mā, tēnā koutou katoa.



Manatu Mōhiotaka

I whakamanahia te honoka o Te Kura Matatini ki Ōtāgo ki kā Papatipu Rūnaka e whā o Araiteuru i raro i te maru o te Manatu Mōhiotaka i te tau 2004, kia mahi tahi tātou ki te whai oraka mō te iwi Māori.

I te tau 2013, i whakahoutia, i whakapaitia tēnei MoU, ā, i hainatia anōtia e te katoa o kā rōpū, kia whakahou i tō mātou takohaka ki te kaupapa.

- > Ko te whāika o tēnei manatu, ko te whaihua – ka tautokohia kā tauria kia tutuki i ō rātou wawata mātauraka
- > Ko te whāika matua o tēnei manatu, ki roto i te rohe o Ōtāgo, ka tutuki ōrite kā tauria Kāi Tahu me kā tauria Māori katoa ki tēnā, ki tēnā o kā tauria, e ai ki te tauraki o te Tiriti o Waitangi
- > Kia whakapiki i te take hei karikari i kā tauria Kāi Tahu me kā tauria Māori e whai wāhi ana, e tutuki ana ki Te Kura Matatini ki Ōtāgo, ka whakaae kā rōpū katoa ki te mahi tahi
- > E mōhio ana Te Kura Matatini ki Ōtāgo, me mahi tahi rātou ko Kā Papatipu Rūnaka ki te whakatipu, ki te whakatinana, ki te arotake i kā mahere rautaki, i te mahere ā-tau, i kā kaupapa ture, i kā hōtaka.

Mai i te Manatu Mōhiotaka i te tau 2013, i waekanui i Te Kura Matatini ki Ōtāgo me Te Rūnanga o Otākou, Kāti Huirapa Rūnaka ki Puketeraki, Te Rūnanga o Moeraki, Hokonui Rūnanga Inc hoki.

Memorandum of Understanding

The relationship between Otago Polytechnic and the four Araiteuru Papatipu Rūnaka was first formalised by a Memorandum of Understanding (MoU) in 2004, giving expression to our spirit of partnership and aspirations for Māori.

In 2013, this MoU was revised, updated and re-signed by all parties, renewing our commitment to its principles and purpose.

- > The aim of this memorandum is whaihua – Māori students supported to achieve their educational aspirations
- > The principal objective of the memorandum is that within the Otago rohe, Kāi Tahu and other Māori achieve to the same degree as others, as guaranteed by the Treaty of Waitangi
- > In order to contribute to the objective of increasing Kāi Tahu and other Māori participation and success at Otago Polytechnic, both parties to the memorandum will work together
- > Otago Polytechnic recognises the need to work jointly with Kā Papatipu Rūnaka in the development, implementation and review of its strategic plans, annual plan, policies and programme developments.

From the Memorandum of Understanding between Otago Polytechnic and Te Rūnanga o Otākou, Kāti Huirapa Rūnaka ki Puketeraki, Te Rūnanga o Moeraki and Hokonui Rūnanga Inc, 2013.



From the Chief Executive and Council Chair

Introduction by Phil Ker and Kathy Grant

We are pleased to report to our combined Rūnaka, Otago Polytechnic's performance in 2016 in relation to the Māori Strategic Framework.

The highlight for the year was undoubtedly the appointment of Janine Kapa-Blair, as our new Kaitohutohu and Deputy Chief Executive Māori Development. Janine brings to the role extensive tertiary education experience, excellent networks and relationships and a welcome strategic skill set. The search was extensive and we are confident that Māori development at Otago Polytechnic is in very capable hands.

Another significant milestone was the official opening of our Māori Centre, Te Punaka Ōwheo, in September and the appointment of Rebecca Williams, Tumuaki of the Centre, in April. Te Punaka Ōwheo provides enhanced support for Māori learners and signals our ongoing commitment to their success, as well as providing a space on campus for Māori staff to congregate.

Last year saw a pleasing increase in the number of Māori enrolments and an improvement in retention rates. However, our overall success rates declined for both course and qualification completions and a significant gap still prevails between the academic success of Māori learners compared with non-Māori learners. A closer analysis of this challenge clearly indicates that the priority for our attention and improvement must be with programmes at Levels 2 and 3. There continue to be some programmes, however (for example, Nursing), in which the success rate of our Māori learners is equal to or exceeding that of our non-Māori learners. We also had another successful cohort of 20 Kāi Tahu learners achieving qualifications through Capable NZ, an increase in the cohort of 13 learners in 2015. This particular pathway is proving to be very effective for work experienced adult students. Our Māori scholarship recipients also had an impressive overall success rate of 93 per cent, well in excess of the Polytechnic's targets.

Otago Polytechnic aspires to increase the proportion of our staff who identify as Māori, and to develop more of those staff into leadership roles in order to help improve academic success rates for our Māori learners. The growth in Māori staff numbers in 2016 was particularly pleasing, as was the significant reduction in Māori staff turnover. There were two promotions of Māori staff to senior roles at Principal Lecturer and Director levels. Māori staff satisfaction improved dramatically in 2016, indicative of very good progress being made in developing Otago Polytechnic as a place where Māori staff can live and work as Māori. Similarly, our Māori learner satisfaction rates are very high, exceeding those for non-Māori.

Overall, we are pleased with our progress during 2016 against the Māori Strategic Framework. The underpinning infrastructure for Māori learner success is in place and staff and student feedback reinforces that we have made excellent progress establishing the Polytechnic as an attractive and inclusive environment where Māori staff and students feel like they have a place to excel. We are also clear about where we need to focus our efforts to continue to improve outcomes.

Many have contributed to the successes of 2016 and we would like to thank members of Komiti Kāwanataka who once again provided invaluable guidance to both Council and the Executive Leadership Team. We would particularly like to thank Mike Collins and Justine Camp who supported the Office of the Kaitohutohu during the transition between our outgoing and incoming Kaitohutohu, Ron Bull for his role as Acting Kaitohutohu for much of 2016, and the Rūnaka representatives who participated in the selection of our new Kaitohutohu, who started in 2017.



Phil Ker
Chief Executive



Kathy Grant
Council Chair

From the Komiti Kāwanataka

Introduction by David Higgins



Nāia te mihi kau atu ki a koutou, kā rau rakatira mā.

Ki kā tini aitua, kā tīpuna e whārikihia te ara mō tātou katoa,
tēnā koutou, tēnā koutou, tēnā tātou katoa.

I am delighted to introduce you to our 2016 Māori Annual Report. We had a busy year full of many achievements, one of which was the establishment of our new Māori Centre, Te Punaka Ōwheo, and the appointment of Rebecca Williams as Tumuaki. The Māori Strategic Framework, which guides the advancement of Māori aspirations across the Polytechnic, continues to be embedded into Schools and Service Areas. This has been further supported through initiatives such as the newly developed Māori Research Plan and staff continuing to complete the Certificate of Mata ā Ao Māori.

A record number of almost 100 Māori learners graduated from the Otago Polytechnic in December, with 36 attending the Māori Pre-graduation ceremony. A third of these students studied through Capable NZ and I wish to acknowledge Dr Eruera Tarena and Richard Kerr-Bell for their support and facilitation of these learners, all of whom were Kāi Tahu.

We said farewell to two long-serving and dedicated Māori staff members, Justine Camp and Gina Huakau, but positively, we saw some promotions and senior appointments made within our Māori staff ranks. I wish to acknowledge the leadership of Mike Collins, Justine Camp and Ron Bull who contributed to the leadership of the Kaitohutohu Office following Emeritus Professor Khyla Russell's retirement last year.

Finally, and on behalf of Komiti Kāwanataka, I would like to thank the Office of the Kaitohutohu, key Māori staff and other champions across the Otago Polytechnic for their ongoing support, guidance and education of our Māori learners. It is this commitment and care that makes a real difference for our whānau.

Nei rā te mihi uruhau ki a koutou, kā kaimahi Māori, kā kaimahi katoa mō ō koutou aroha, ō koutou whakaako, ō koutou tautoko kei Te Kura Matatini ki Ōtāgo.

Nāhaku noa, nā David.



Otago Polytechnic's Māori Strategic Framework

I whakahiato Te Aka Whāika Māori i te uiui i Kā Rūnaka Papatipu. E ono ngā aronga matua o Te Aka Whāika Māori kia tutuki i tō mātou wawata mō te kōkiri Māori ki Te Kura Matatini ki Ōtāgo.

Developed in consultation with Kā Papatipu Rūnaka, the Māori Strategic Framework expresses six priorities for achieving our vision for Māori advancement at Otago Polytechnic.



For an explanation of the design of the Framework, please refer to pages 4–10 of the Māori Strategic Framework document.

KO TE MEA TUATAHI:

Ko te Tiriti o Waitangi

PRIORITY ONE:

Treaty of Waitangi

Tō Mātou Whāika ā-Rautaki

Kia tōtika, kia whakamana i te hoataka ki a Kāi Tahu/Māori.

Our Strategic Objective

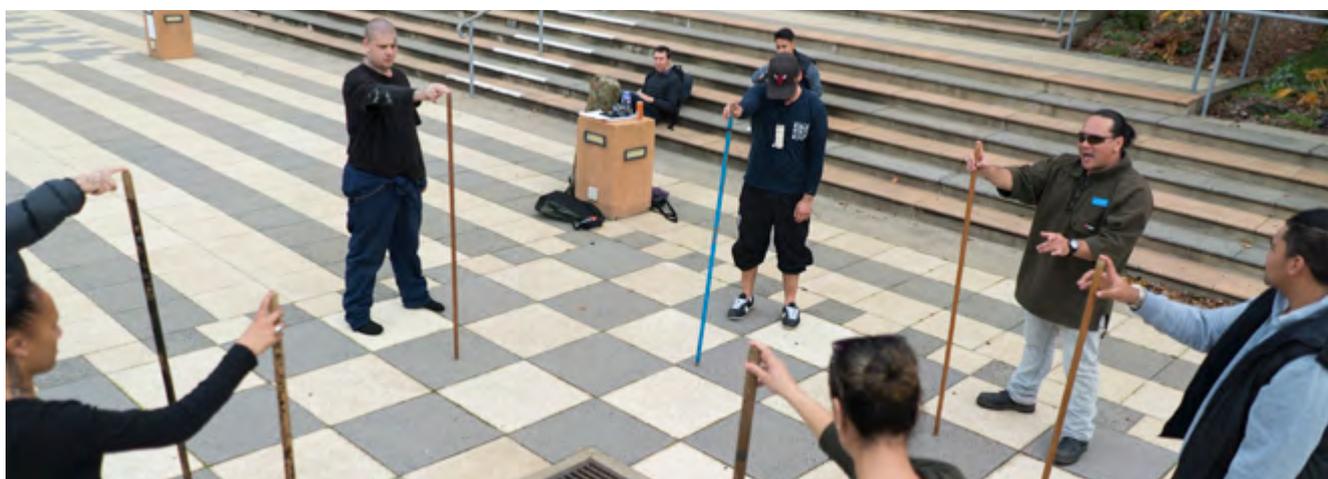
To have an effective partnership with Kāi Tahu/Māori.

Ō Mātou Wawata

- a. Kia tino mārama kā hiahia tauwhaiti ā-ako o Kāi Tahu/Māori i roto i te takiwā o Araiteuru, ā, ka tika whakahoki atu
- b. Ka mahi tahi Te Kura Matatini ki Ōtāgo me Kā Rūnaka i te whakawhanaketaka rautaki, kaupapa here hoki, ā, i kā mahi o Te Kura Matatini ki Ōtāgo, i ngā wāhi tika ki a Kāi Tahu.
- c. Kia whakarite i kā tikaka Kāi Tahu i raro i te tohutohu o Kāi Tahu i kā whai ara, i kā mahi i Te Kura Matatini ki Ōtāgo.

Our Aspirations

- a. To fully understand the specific educational needs of Kāi Tahu/Māori within Rūnaka Takiwā and to respond appropriately
- b. To involve Kā Rūnaka in strategy and policy development and in activities and business of the Polytechnic, wherever appropriate and desired by Kāi Tahu
- c. To use Kāi Tahu tikaka appropriately in the running and educational delivery of Otago Polytechnic.



Te Pae Haere

Ko te whakatūraka me te whakatūwherata o Te Punaka Ōwheo tētahi whakatutukitaka hiraka mō Te Kura Matatini ki Ōtāgo, e whakaea ana i tō mātou whāika mō tētahi wāhi mō kā taurira Māori me kā kaimahi Māori kia noho, kia mahi, kia ako hei Māori.

I te Aperira i ahu mai ai a Te Punaka Ōwheo. I te Hepetema i whakatūwhera ai nā tētahi whakamahana, nā Matapura Ellison i ārahi ai, nō Kāti Huirapa Rūnaka ki Puketeraki. Nā Te Rūnaka o Ōtākou te ikoa i tuku mai ki a mātou. Ā tōna wā, ka whakatūria tētahi whare tika mō Te Punaka Ōwheo ki ruka i te kura; ka whakamahia mō te Campus Development Plan.

I whakatūria tētahi hui tuku tohu Māori i Te Punaka Ōwheo i te tau 2016, e 36 kā kaiwhiwhi tohu i tae atu, 12 mai i te huka Capable NZ. E 97 kā taurira Māori i whiwhi tohu i Tihema, i whakatutuki te mahi a te taurira i kā tohu e rua, neke atu rānei.

Ko tētahi whāika whakahirahira, ko te whakatinanataka o Te Aka Rautaki Māori ki roto i kā Kura me kā Wāhi Whakaratoka o Te Kura Matatini Ki Ōtāgo. Nō reira, i hakaia tētahi Whakawhiwhika Hiraka mō kā Kaimahi e pā ana ki te whakatinanataka o Te Aka Rautaki Māori. Ka whakamihī tēnei ki kā kaimahi nā rātou kā taurira Māori i kaha tautoko kia whakamahi, kia whakaako; ki te hautūtaka Kāi Tahu/Māori; ki te whakatipuraka me te whakaputaka o kā akoraka e aro atu ana i kā āhuataka Māori; ki a rātou e rakahau ana, ā, ka whaihua, ka whakatutuki te rakahau i kā wawata whakawhanake o Kāi Tahu/Māori. Ka tuku kā whakawhiwhika e toru ia tau, e \$2,000 te utu kia whakapau mō te whakahiatotaka pūkeka.

He ruarua kā weheka me kā tūraka hou i te tau 2016. I mahi tahi mātou ko te Rūnaka ki te whakatūria te Kaitohutohu hou, a Janine Kapa, ka tīmata ā te 2017, ka whai ia i a Ahoraki 'Emeritus' Khyla Russell. Ka whakamihī hoki ki kā mahi pai rawa a Ron Bull, nāna i tū hei Kaitohutohu i te tau 2016, ki kā mahi a Justine Camp rāua ko Mike Collins, i te wā e wātea ana te tūraka, nā rāua i āwhina.

I wehe a Justine Camp mai i te Te Kura Matatini ki Ōtāgo i te tōmuritaka o te tau 2016, ā, ka hakaia tōna ake toa tā moko ki Ōtepoti. Ka poroaki hoki ki a Gina Huakau i tana tūraka hei pūkeka Occupational Therapy. Kua matapopore tā rāua mahi ki Te Kura Matatini ki Ōtāgo, ka aroha atu ki a rāua.

Measuring our Progress

A significant milestone for Otago Polytechnic in 2016 was the establishment and official opening of our dedicated Māori Centre, Te Punaka Ōwheo, realising our goal for a space where Māori students and staff can feel better able to live, work and learn as Māori.

In March 2016, Rebecca Williams was appointed as the Tumuaki of the Centre, which came into being in April. It was officially opened in September with a whakamahana led by Matapura Ellison from Kāti Huirapa Rūnaka ki Puketeraki and named Te Punaka Ōwheo, generously gifted to us by Te Rūnaka o Ōtākou. Ultimately, a purpose-built facility will house Te Punaka Ōwheo on campus, which will be actioned as part of our Campus Development Plan.

A Māori pre-graduation ceremony was hosted by Te Punaka Ōwheo in December with a record 36 graduands attending, including 12 from the Capable NZ cohort. A record 97 Māori students graduated in December, a number of whom did so with more than one qualification.

One of our key priorities is to see our Māori Strategic Framework embodied by all Schools and Service Areas throughout the Polytechnic. With this goal in mind, we established a new Staff Award for Excellence in the implementation of the Māori Strategic Framework. This recognises staff fostering excellence in Māori participation and learning success; Kāi Tahu/Māori leadership; the development or delivery of programmes where Māori values are understood and recognised; or undertaking research with outcomes that benefit or meet the development aspirations of Kāi Tahu/Māori. Up to three of these Awards can be given in any year, each to the value of \$2,000 to be spent on professional development.

There were several notable departures and appointments in 2016. We worked with Rūnaka to appoint our new Kaitohutohu, Janine Kapa, who takes up her role in 2017 succeeding Emeritus Professor Khyla Russell. We acknowledge Justine Camp and Mike Collins for their fine work in maintaining the operations of the Kaitohutohu Office until Ron Bull's appointment as acting Kaitohutohu later in the year, and recognise the excellent leadership given by Ron in this acting role.

Justine Camp moved on from the Polytechnic late in 2016 and has established her own tā moko studio in Ōtepoti, and we also farewelled Gina Huakau in her capacity as an Occupational Therapy lecturer. Their contributions to Otago Polytechnic have been hugely valued and they will both be missed.

Next step for 2017

- > Work with staff across Otago Polytechnic to continue to implement the Māori Strategic Framework, and within this, assist in the formation and strengthening of partnerships in line with the Treaty of Waitangi.

DEPARTING STAFF PROFILE

Making a difference

Justine Camp – Kāi Tahu

In her 11 years at Otago Polytechnic, Justine Camp played a pivotal and influential role, particularly in the areas of Māori education and research.

As well as teaching in what was then Community and Family Studies, Justine developed our Certificate in Mata ā Ao Māori and one of our flagship programmes, the Bachelor of Culinary Arts. She also developed Māori-centred components of other programmes including those within the Schools of Occupational Therapy and Midwifery.

Justine was instrumental in driving and fostering growth in Māori-centred research, supported and guided by Professor Emeritus Khyla Russell. “That was an area I enjoyed expanding,” she says. “My career at Otago Polytechnic was so varied, but the best part for me was having a positive impact on Māori knowledge creation both within the institution and beyond.”

Her many achievements included editing the Kāi Tahu-focused editions of the research journal *Scope*, and conceiving and organising two tā moko symposia in Dunedin.

Since her departure from Otago Polytechnic in 2016, Justine is certainly keeping busy. She has recently established the Moana Moko Te Waipounamu Tā Moko Studio and Art Gallery in partnership with celebrated Tauranga tā moko artist Stu McDonald.

“We have junior and senior tattoo artists who can design personalised tā moko for clients from all backgrounds,” she says. “We also offer temporary spray-on tattoos for children which have been really popular.”

Located in the Carnegie Centre in Moray Place, the studio exhibits the work of contemporary Māori artists for sale, including Simon Kaan, Christopher Flavell, Michelle Hayward and Takiwai Russell-Camp.

“I wanted to provide a place for emerging as well as established artists to show and sell their work,” she explains. “Obviously tā moko is an artform as well, so it’s a great fit.”

In addition to operating her business, Justine is in the midst of a research fellowship at the University of Otago working with the Better Start National Science Challenge. The Challenge is looking at ways to reduce childhood obesity and improve mental health, and part of this involves accessing and analysing the extensive data the government holds on everyone in the country.

“Statistics New Zealand has a database which contains a huge amount of personal information, including travel details, contacts with the health and justice systems, and census responses – all aspects of life, really,” she explains. “I’m working on developing a set of guidelines for the appropriate use of the data that is held on Māori and Pasifika people.”

Justine is also part-way through her PhD; works as a consultant throughout New Zealand to connect students with research areas of interest; and is a member of the Southern District Health Board’s Iwi Governance Group, the University of Otago’s Treaty of Waitangi Committee and the Creative Dunedin Partnership.

“There’s no shortage of things to do!” she laughs.



PROGRAMME PROFILE



Kāi Tahu leaders at Capable NZ

The continued growth in the number of Kāi Tahu iwi and hapū leaders undertaking their Bachelor of Applied Management through Capable NZ reflects the overwhelmingly positive outcomes of the unique programme.

There were 20 students in the group in 2016, up from 13 the previous year, and it is hoped this number will increase to 30 in 2017.

Capable NZ enables people with significant career experience to have their prior learning assessed and credited towards a qualification; in this case, the Bachelor of Applied Management. There are a range of majors available within the degree programme, and the most popular among the 2016 Kāi Tahu cohort was Māori Organisational Leadership, followed by Strategic Management.

“The availability of this pathway to obtaining a degree qualification is significant for those who work within Māori

organisations,” explains Richard Kerr-Bell, Academic Leader. “It’s about acknowledging that we already have leaders among our community and formally recognising their skills and knowledge.”

As well as their careers in management, a number of the participants also hold positions on boards and within community organisations, which adds to their skill set.

“The feedback from participants remains strongly favourable,” says Richard. “There’s a sense of enhanced mana and confidence through this external validation of their lifetime of learning.”

Another benefit is that it sends a positive message about education to participants’ peers and the younger generation.

“There’s a feeling among graduates that if they can do it, so can others in their lives,” says Richard. “They are passing that encouragement on, which is a great thing.”

KO TE MEA TUARUA:

Te Tautoko i kā Kaimahi Kāi Tahu/ Māori

PRIORITY TWO:

Kāi Tahu/ Māori Leadership/ Staffing

Tō Mātou Whāika ā-Rautaki

Kia whakamanea, kia tautoko, kia mau i kā kaimahi Kāi Tahu/Māori ki kā taumata katoa kei roto i Te Kura Matatini ki Ōtāgo.

Our Strategic Objective

To attract, support and retain Kāi Tahu/Māori staff at all levels within Otago Polytechnic.

Ō Mātou Wawata

- a. Kia whakapiki i kā kaimahi Kāi Tahu/Māori i roto i kā tūmomo tari, i kā tūmomo taumata ki Te Kura Matatini ki Ōtāgo
- b. Kei kā kaimahi Māori te mahi hautūtanga i kā taumata katoa ki Te Kura Matatini ki Ōtāgo
- c. Kia pai haere te āhuataka o Te Kura Matatini ki Ōtāgo ki kā kaimahi Kāi Tahu/Māori, ā, kia uara kā tikaka, kā mahi o kā kaimahi Kāi Tahu/Māori
- d. Kia tika te āhuataka o Te Kura Matatini, kia tika hoki te tikaka o Te Kura Matatini ki kā kaimahi Kāi Tahu/Māori.

Our Aspirations

- a. To increase the number of Kāi Tahu/Māori staff across the range of teams and levels within Otago Polytechnic
- b. To have Māori staff providing leadership at all levels in the Polytechnic
- c. To have a working environment in which Māori staff are valued and their contributions recognised
- d. To have a physical environment and organisational culture that is inclusive of Kāi Tahu/Māori cultural values.

Te Pae Haere

Kā kaimahi Māori/Kāi Tahu

I paku whakapiki te nama o kā kaimahi i te tau 2016, mai i 5.18 paihēneti i te tau 2015 ki te 5.65 paihēneti, he pikika wāriu tēnei whai muri i kā hekeka i kā tau ruarua kua pāhure nei. Ka aro tonu mātou ki te kimi, ki te hāpai hoki i kā kaimahi Kāi Tahu/Māori, ā, ka whai whanaketaka anō mō kā tau kei te heke mai. Tino pai rawa atu te whakatūraka o tētahi kaimahi Māori hei Pūkeka Matua, te whakatūraka o tētahi hei Kaiwhakahaere, te whakapikika o kā kaimahi Māori nā te whakaputaka o Te Punaka Ōwheo.

He pai hoki te hekeka o te huhuataka o kā kaimahi Māori i te tau 2016, mai i 15 paihēneti ki 7.6 paihēneti.

Recruitment

Year	Total new permanent staff	Non-Māori	Māori
2014	29	28	1
2015	41	38	3
2016	43	40	3

Te Mānawa o kā kaimahi Māori

I tūtohi kā hua o te Work Environment Survey, he kaha mānawa ake kā kaimahi Māori i te tau 2016 i te tau i mua, he arotau ake kā whakautu mō kā āhuataka e rima o kā mea e ono.

Ko te whakapikika nui ake, e 14 paihēneti, mō te rereka “he wāhi māku i kā wā e whai mai ki te Kura Matatini o Ōtāgo”, he whakapikika mai i te 76 paihēneti i te tau 2015 ki 90 paihēneti i te tau 2016 mō te whiriwhirika ‘arotau’, ā, he arotau te katoa (100 paihēneti) o kā whakatutu mō te rereka “i kaha whakaarohia te akītu o Te Kura Matatini ki Ōtāgo”. E 4 paihēneti te hekeka o kā whakautu arotau mō te rereka “he wāhi rekareka a Te Kura Matatini ki Ōtāgo ki te mahi”.

Pērā i tau 2015, i tūtohi kā kaimahi, he nui ake kā taumata mānawa o kā kaimahi Māori i kā kaimahi tauwiwi, he pai ake te ōrau o kā whakautu arotau mō kā rereka e rima o kā mea e ono.

Measuring our Progress

Māori/Kāi Tahu staff

Our permanent Māori staff numbers grew modestly in 2016 to 5.65 per cent from 5.18 per cent in 2015, a positive trend after several years of decline. We continue to focus on recruiting and promoting Kāi Tahu/Māori staff and aim to see substantial growth over the next couple of years.

It was excellent to see a Māori staff member appointed as a Principal Lecturer during the year, another Māori staff member appointed as a Director, and increasing Māori staff representation occur with the establishment of Te Punaka Ōwheo.

It was also pleasing to note the Māori staff turnover rate halved in 2016 to sit at 7.6 per cent.

Turnover

Year	Māori turnover	Non-Māori turnover	Total staff turnover
2013	12%	7%	7.5%
2014	12%	7%	8.1%
2015	15%	7%	8.2%
2016	7%	7%	7.6%

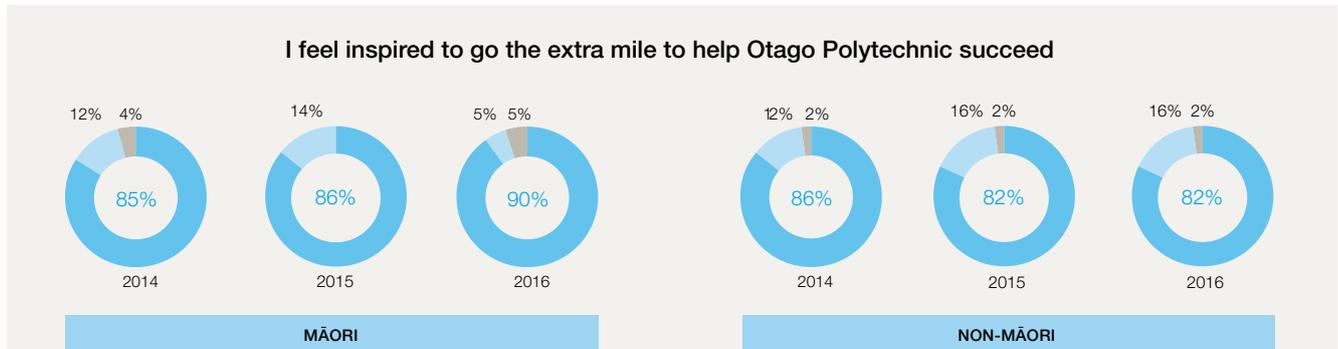
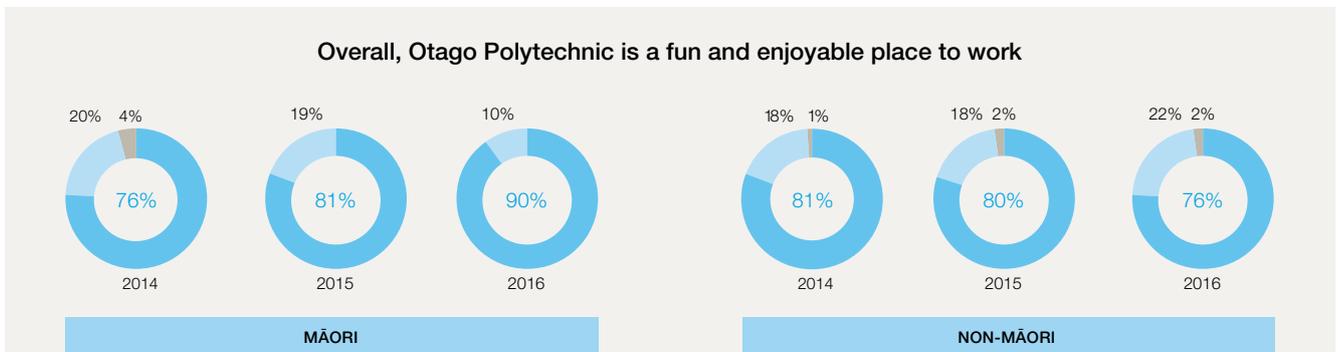
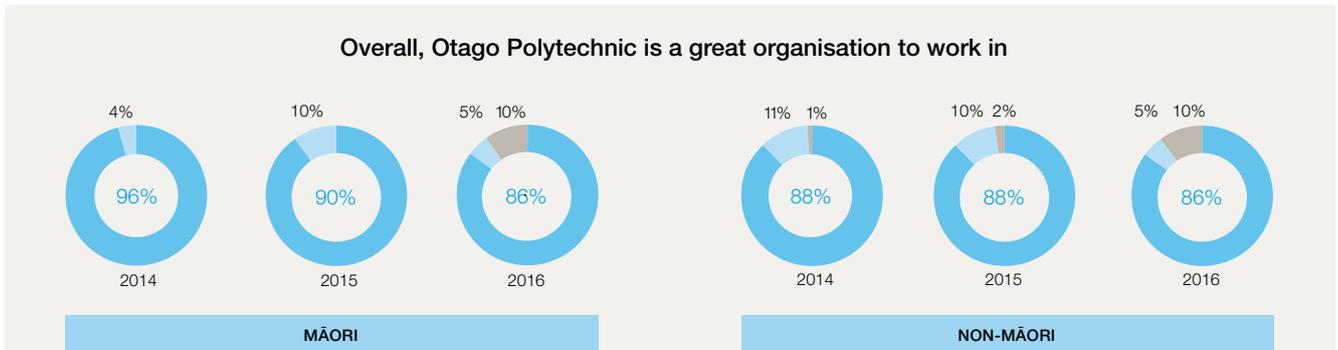
Satisfaction of Māori staff

The results of our latest Work Environment Survey indicate that Māori staff were considerably more satisfied in 2016 than the previous year, with five of the six main measures reporting more favourable responses.

The biggest increase of 14 per cent was recorded for the statement “I feel there is a future for me at Otago Polytechnic”, up from 76 per cent favourable in 2015 to 90 per cent favourable in 2016, and we note that 100 per cent of the responses to “I really care about the success of Otago Polytechnic” were favourable. There was a four per cent drop in favourable responses for “Overall, Otago Polytechnic is a great organisation to work in”.

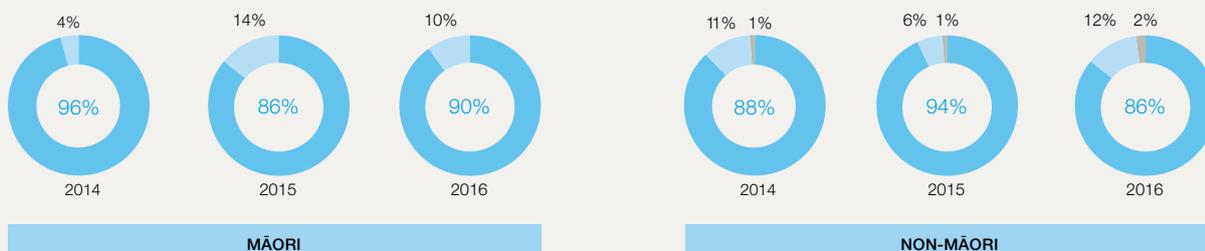
Overall, and as in 2015, Māori staff reported higher levels of satisfaction than their non-Māori colleagues, with a greater percentage of favourable response rates to five of the six key statements.

AGREE UNDECIDED DISAGREE

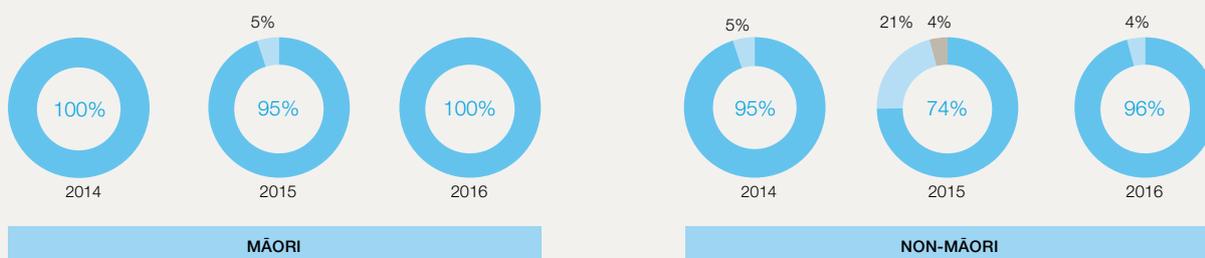


Please note: Values may not add up to 100% due to rounding.

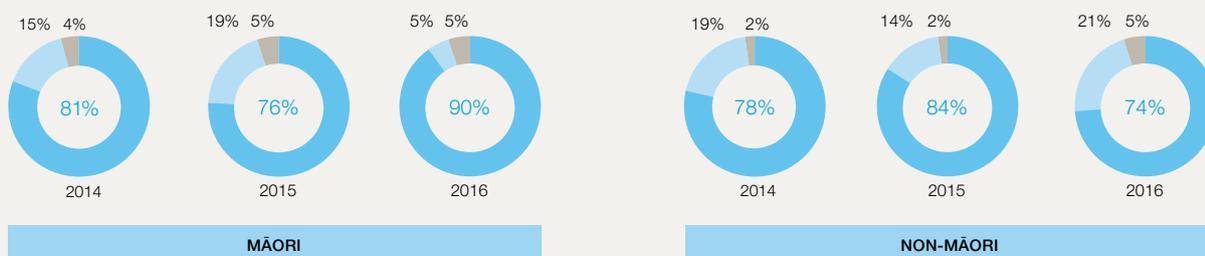
I am proud to tell others that I work for Otago Polytechnic



I really care about the success of Otago Polytechnic



I feel there is a future for me at Otago Polytechnic



Please note: Values may not add up to 100% due to rounding.

Next steps for 2017

- > Develop a Māori Workforce Strategy for Otago Polytechnic

- > Actively recruit more Māori academic staff, with a target of four additional Māori academic staff by the beginning of 2018
- > Provide more leadership opportunities and develop more leadership roles for Māori staff across all levels of the institution, with a target of at least one new Māori leadership role by the end of 2017.

STAFF PROFILE

Achieving excellence

**Dr Megan Gibbons – Ngāpuhi
Head of School, Institute of Sport
and Adventure**

Recognised as one of the country's top tertiary teachers in 2016, Dr Megan Gibbons is a passionate advocate of whakawhānaukataka and manaakitaka in education.

"My philosophy is that it's really important to get to know your students and build a relationship with them," she says, "to learn who they are and where they come from, and make them feel valued and welcome."

This ethos was central to winning her prestigious AKO Aotearoa Tertiary Teaching Excellence Award, which she was honoured with at Parliament. To be considered, Megan was required to submit an 8,000-word critical reflection outlining her teaching philosophy, career progression and evidence of sustained excellence, including six years' worth of student and staff feedback reports.

"It was a big undertaking and I was thrilled to receive the Award," she says. "Part of the prize was to become a member of the AKO Academy, which opens up a range of high-level professional development opportunities from the cream of New Zealand educators."

In addition, Megan's \$20,000 prize supported her travel as one of three Polytechnic staff on the Business Excellence New Zealand study tour to the United States, an experience she found to be an enriching one.

She visited the San Diego Charter School which caters to a high-risk student population; of their 4500 vulnerable students, 150 were homeless. Megan was impressed with the School's approach, which they branded "disruptive education".

"Their facilities were called 'resource centres' and would be in a range of locations including malls," she says. "The School would develop individual learning plans for each student. Students were taught one



subject at a time, and when they'd mastered that area they would move onto the next subject. This enabled students to feel a sense of achievement and reward, and helped ensure they didn't become overwhelmed by the tasks ahead."

The highlight of the trip for Megan was her visit to a public health initiative in Alaska, delivered for and by Native Alaskans.

"I saw that the indigenous people there faced many of the same challenges we see here in New Zealand – family and child abuse, poverty and obesity," she notes. "This health service was delivered with tribal funding and incorporated traditional medicines and therapies alongside western ones, delivering truly outstanding results."

GRADUATE PROFILE

Study pathway leads to dream job

Georgia-Rae Flack – Kāi Tahu, Kāti Māmoe & Waitaha
Certificate in Health (Level 4); Bachelor of Nursing

Before Georgia-Rae Flack started her Nursing degree, she completed a bridging programme – Certificate in Health (Level 4), which affirmed for her that Nursing was the right career for her.

“The Certificate year taught us how to write academically, and showed us what tertiary study is before we started the degree,” she says.

Georgia-Rae found the staff were really helpful and always keen to help. “They were amazing – they knew all of us by name, which was really lovely,” she recalls. “They treated us like nurses right from day one and prepared us really well for the workforce.”

She soon signed up for the Māori Nurses’ Forum, an online discussion group to share thoughts, support and ideas.

“The Polytechnic was really supportive,” she says. “It helped me get to an Indigenous Nurses’ Conference in Auckland which was amazing.”

Georgia-Rae enjoyed her degree and found it had the perfect balance of hands-on experience and academic learning. “The nine-week transition placement in our third year was brilliant. I was lucky enough to work in Neo-natal Intensive Care at Dunedin Hospital. I was even luckier to be offered a job there at the end of it.”

She says her new role is her dream job. “I love it. It’s such a great place to work, such a caring, nurturing environment,” she explains. “It can be a tough time for families, but also a time of great joy.”



KO TE MEA TUATORU:

Kā Ākoka Kāi Tahu/ Māori

PRIORITY THREE:

Kāi Tahu/ Māori Students

Tō Mātou Whāika ā-Rautaki

Kia whai wāhi, kia tutuki i kā taumata katoa kā ākoka Māori.

Our Strategic Objective

To have Māori participate and succeed at all levels of learning.

Ō Mātou Wawata

- a. Kia whakaratohia he āhuataka ako hei pai, hei hāpai, hei whakakāwaritia te akitu o kā ākoka Māori
- b. Kia whakaratohia he wheako whaiaro kōhure mō kā ākoka Māori
- c. Kia tutuki pai kā ākoka Kāi Tahu/Māori i kā akoraka, ā, kia whai i kā tohu teitei ake
- d. Kia āhua whakaruru, kia whakauru i kā ākoka Kāi Tahu/Māori kei te Kura Matatini ki Ōtāgo. Kia āko i raro i te āhua Māori.

Our Aspirations

- a. To provide a learning environment that is attractive to and supportive of Māori and facilitates their success
- b. To provide an outstanding learning experience for Māori learners
- c. For Kāi Tahu/Māori learners to succeed in their programmes, and pathway onto higher qualifications where appropriate
- d. For all Kāi Tahu/Māori students to feel safe and included at Otago Polytechnic, and able to learn as Māori.

Te Pae Haere

Ko te uraka Māori

E 6 paihēneti te whakapikika o kā Māori EFTS i te tau 2016, arā, e 563.1; ko tēnei te nama ruka rawa o kā Māori EFTS ki Te Kura Matatini ki Ōtāgo. I haere ōrite te whakauruka Māori ki kā kaute o te tau 2015, e 0.1 paihēneti te whakahekeka o kā kaute katoa. Ko te āhua nei, nā te whakapikika o kā EFTS tauwi tēnei.

13 te whakapikika o kā taura Māori i te tau 2016, 1.6 paihēneti te whakapikika i te tau 2015; e 820 kā taura Māori katoa, e 200 nō Kāi Tahu. 11 te whakapikika o kā uruka ki te Taumata 2 me te Taumata 3 i te tau 2016, e 34 te whakapikika ki kā Taumata 4, neke atu ranei.

E 3.4 paihēneti kā taura Kāi Tahu o kā EFTS katoa i te tau 2016, e 0.5 paihēneti te whakahekeka mai i te tau 2015. He ōrite te whakahekeka o kā taura Kāi Tahu, e 26 te whakahekeka. Heoi, tata ki te hauwhā te kaute whakauruka o kā taura Kāi Tahu o kā SAC EFTS Māori katoa, e 24.3 paihēneti i te tau 2016.

He tino nui ake te nama tātaitaka o kā taura Māori, taura Kāi Tahu hoki i kā tauwi i te tau 2016 mō kā āhuataka katoa, ki kā Taumata 4, neke atu hoki. Ko te rerekētaka noa iho ki kā Taumata 1-3, ka tūtohi tēnei, he kōwhirika rata te whai mahi ki kā taura Māori i uru atu ki ēnei Taumata.

I hipa atu anō te puritaka akoraka ki kā whāika, ā, i whakapiki hoki i te tau 2015. Ka whakauru tēnei i tētahi whakapikika o kā kaute puritaka akoraka, e whakaiti te rerekētaka i waekanui i kā Māori me kā tauwi, e 4 paihēneti noa iho ināianei.

Measuring our Progress

Māori participation

The number of Māori EFTS increased by six per cent in 2016 to sit at 563.1, Otago Polytechnic's highest ever number of recorded Māori EFTS. The overall Māori participation rate remained fairly consistent with 2015 figures, with just a very slight decrease of 0.1 per cent as a percentage of total domestic EFTS. This is attributable to a greater rise in non-Māori EFTS.

There were 13 more Māori students by headcount in 2016, an increase of 1.6 per cent on 2015, bringing the total number of Māori students to 820, 200 of whom identified as Kāi Tahu. There were 11 more enrolments at Levels 2 and 3 in 2016, and 34 more at Levels 4 and above.

The Kāi Tahu participation rate in 2016 of 3.4 per cent of all domestic EFTS was a 0.5 per cent decline on the previous year. There was a corresponding decrease of 26 Kāi Tahu students by headcount. However, the Kāi Tahu participation rate represented close to a quarter of all Māori SAC EFTS, sitting at 24.3 per cent in 2016.

The student progression figures for Māori and Kāi Tahu students exceed that of their non-Māori counterparts in 2016 overall and at Levels 4 and higher. The sole exception is at Levels 1-3, which indicates Māori students enrolled at these Levels continue to find employment an attractive option.

The student retention rates again exceeded our targets and all improved on 2015 levels. These included a further increase in course retention figures, narrowing the gap between Māori students and non-Māori students to four per cent.

EFTS and Headcounts

	2014			2015			2016		
	Māori	Kāi Tahu	Non-Māori	Māori	Kāi Tahu	Non-Māori	Māori	Kāi Tahu	Non-Māori
EFTS	544.9	167.4	3,211	529.5	162	3,199.7	563.1	148.7	3,442.8
Headcount	762	219	5,282	807	226	5,341	820	200	5,594

Includes all programme levels
– includes all funding sources.

Te whakatutuki tohu

E 3 paihēneti te whakahekeka o kā taura Māori i whakaoti ai i tētahi tohu, 1 paihēneti noa iho te whakahekeka o kā taura Kāi Tahu. I whakaheke hoki kā taura tauwi i whakaoti ai i tētahi tohu ki kā Taumata katoa.

Kāore kā ia o kā tau e toru i tūtohi i tētahi paku whakapikika o kā taura Māori, o kā taura tauwi hoki, i whakaoti ai i tētahi tohu, nō reira, ka noho tonu te rerekētaka i waekanui i kā taura Māori me kā taura tauwi ki te ineka whānui o 8-10 paihēneti. Heoi, 100 paihēneti kā taura Kāi Tahu i whakaoti ai i te akoraka ki kā Taumata 1-3.

He pai te kitea, e 2.9 paihēneti te whakapikika o te whakaotika akoraka EFTS mō kā taura Māori i te tau 2016. Kei kā Taumata 4, neke atu rānei, e 3.5 paihēneti te whakapikika. Nā te whakaotika o kā tohu e kā taura Māori mā Capable NZ i te tau 2016.

Course and qualification completions

The 2016 Māori course completion rates dropped by three per cent overall, while the Kāi Tahu rate experienced a smaller decrease of just one per cent. There were also decreases in non-Māori course completion rates at all Levels.

Three-year trends do not indicate any incremental improvement in course completion rates for Māori or non-Māori overall, meaning the gap between Māori and non-Māori learners remains in the range of eight to ten per cent. We did note an outstanding 100 per cent course completion rate for Kāi Tahu students at Levels 1-3.

It is pleasing to report a 2.9 per cent increase in the EFTS-weighted qualification completion rate for Māori learners in 2016. At Levels 4 and above, the rate increased by 3.5 per cent. These results can be attributed largely to the significant number of Māori students who completed degrees through Capable NZ in 2016.

Qualification completion			
	MĀORI	KĀI TAHU	NON-MĀORI
Levels 1-9 %			
Target	40.0		66.0
2014	86.2	77.6	96.4
2015	77.9	81.6	81.8
2016	80.8	105.8	83.1
Levels 1-3 %			
Target	30.0		35.0
2014	62.0	65.0	70.4
2015	56.9	52.0	57.6
2016	53.1	66.0	68.0
Levels 4 and above %			
Target	55.0		73.0
2014	88.9	78.8	98.8
2015	80.2	83.8	83.8
2016	83.7	107.9	84.5

Includes all funding sources
– excludes results from level 0 programmes.

Qualification completion

	MĀORI	KĀI TAHU	NON-MĀORI
Certificates %			
Target	40.0		66.0
2014	64.0	65.6	75.7
2015	59.8	58.9	65.4
2016	59.7	55.9	70.4
Diplomas %			
Target	40.0		66.0
2014	140.4	88.0	130.4
2015	60.3	74.4	68.1
2016	72.3	62.0	91.1
Graduate Certificates and Diplomas %			
Target	40.0		66.0
2014	91.7	42.1	67.6
2015	32.1	36	69.7
2016	72.2	147.1	61.7
Bachelors %			
Target	40.0		66.0
2014	88.4	85.2	98.0
2015	94.2	93.0	97.7
2016	98.0	140.5	91.7
Postgraduate Certificates and Diplomas %			
Target	40.0		66.0
2014			44.9
2015	25.0	50.0	54.2
2016	90.3	100.0	88.8
Masters %			
Target	40.0		66.0
2014	75.4		81.2
2015	43.8	93.5	49.3
2016	96.5	138.5	51.6

Te whakatutuki tohu ā-huka

He āhua ōrite te whakatutuki tohu ā-huka ki kā tau o mua, he iti ake te rerekētaka i waekanui i kā Māori me kā tauwiwi mō kā Tiwhikete i kā whakatutuki tohu EFTS.

I whakaheke te whakatutukika tohu Tītohu mō kā Māori me kā tauwiwi i te tau 2016, i whakawhānui te rerekētaka i waekanui i kā mea e rua ki te 15 paihēneti. He whakapikika hokika mō kā whakaputaka i waekanui i kā taura Māori me kā taura tauwiwi mō te whakatutukika tohu Tāhū Paetahi; e 5 paihēneti te rerekētaka i te tau 2016 ki te 0.3 paihēneti i te tau 2015.

I uru atu kā EFTS Māori ki roto i kā akoraka e 92 i te tau 2016, ā, e 34 o ēnei i whakatutuki i te whāika, arā, e 85 paihēneti. Mō kā

Cohort completions

Cohort qualification completion rates in 2016 were similar to those of previous years with a smaller gap between Māori and non-Māori for certificates than in the EFTS-weighted qualification completion rates.

The diploma cohort completion rate for both Māori and non-Māori learners decreased in 2016 with the gap between the two widening to 15 per cent. There was also an increase in the distance between outcomes for Māori and non-Māori students in the cohort completion rate for bachelor's degrees; a five per cent difference in 2016 compared to just 0.3 per cent in 2015. These will be areas of focus for the Polytechnic in 2017.

akoraka e 29, he ōrite, he pai ake rānei te whakatutukika akoraka o kā tauira Māori ki kā tauira tauivi. E whā kā akoraka Tāhū Paetahi i tutuki i te EFTS Māori e 30: ko te Tohu Pākihi Whakahaere, ko te Tohu Whakawhānau, ko te Tohu Nēhi, ko te Tohu Haumanu ā-mahi hoki.

Nā te Arotakeka Akoraka ā-Tau, me āta whakamārama kā akoraka kua kere i kā whāika – ko kā mea e hā kai ana ki te whakatutukika o kā tauira Māori – i tētahi mahere kia whakapikika. Ka rere atu tēnei ki te Mahere Mahika ā-Tima me kā Mahere Mahika ā-takata.

Of the 92 programmes with Māori EFTS in 2016, there were 34 that exceeded or met our course completion target of 85 per cent. In 29 of these programmes, the course completion rate of Māori learners was equal to or greater than that of non-Māori. Four degrees had more than 30 Māori EFTS each in 2016 and course completion rates of over 80 per cent: the Bachelors of Applied Management, Midwifery, Nursing and Occupational Therapy.

As part of the Annual Programme Review process, all programmes not achieving educational targets – including those relating to Māori student success – are required to detail their action plans for improvement. These actions flow through to the Team Performance Plan and Individual Performance and Development Plans.

Cohort qualification completions by programme category (SAC funded all enrolments)

	2014			2015			2016		
	Enrolled	Completed	%	Enrolled	Completed	%	Enrolled	Completed	%
Certificates									
All Students	1637	914	55.8	1611	853	53	1909	972	50.9
Māori	264	139	52.7	252	129	51.2	283	134	47.4
Kāi Tahu	73	41	56.2	59	34	57.6	54	30	55.6
Non-Māori	1374	746	54.3	1359	724	53.3	1626	838	51.5
Diplomas									
All Students	431	183	42.5	559	367	65.7	455	198	43.5
Māori	42	18	42.9	66	41	62.1	57	16	28.1
Kāi Tahu	15	9	60	13	7	53.9	18	7	38.9
Non-Māori	389	144	37	493	326	66.1	398	182	45.7
Graduate Certs and Diplomas									
All Students	72	16	22.2	147	15	10.2	80	19	23.8
Māori	9	3	33.3	22	1	4.5	10	2	20
Kāi Tahu	3	1	33.3	7	1	14.3	2	1	50
Non-Māori	63	13	20.6	125	14	11.2	70	17	24.3
Bachelors									
All Students	793	484	61	752	478	63.6	847	508	60
Māori	82	43	52.4	117	72	61.5	146	80	54.8
Kāi Tahu	19	12	63.2	41	24	58.5	43	22	51.2
Non-Māori	713	421	59.1	636	397	62.4	703	428	60.9
Postgraduate Certs and Diplomas									
All Students	72	14	61	74	13	17.6	76	30	39.5
Māori	5		52.4	6	1	16.7	7	4	57.1
Kāi Tahu			63.2	2	1	50	1	1	100
Non-Māori	67	14	59.1	68	12	17.7	69	26	37.7
Masters									
All Students	33	3	9.1						
All Students	5	1	20	37	7	18.9	73	3	4.1
Māori	1	1	100	5	1	20	5	2	40
Kāi Tahu	28	2	7.1	1	1	100	2	1	50
Non-Māori	20	1	5	32	6	18.8	68	1	1.5

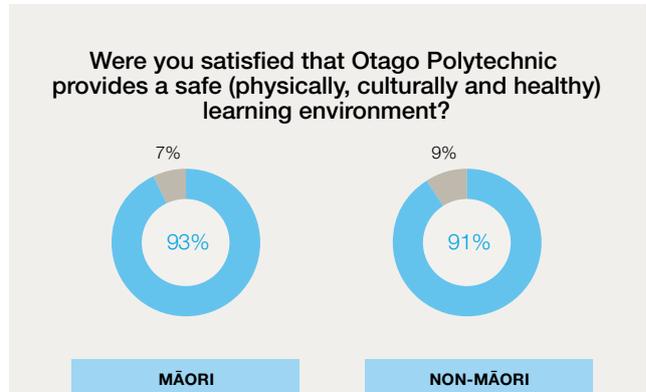
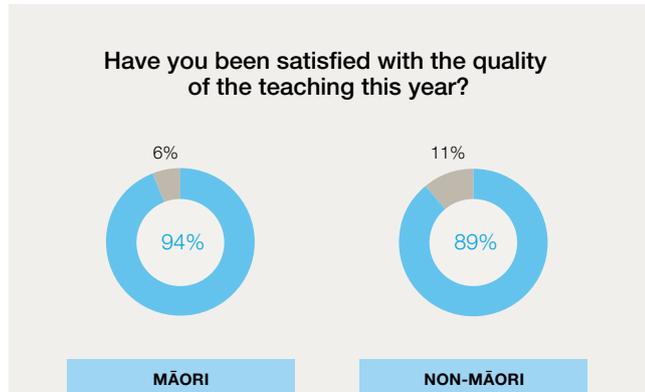
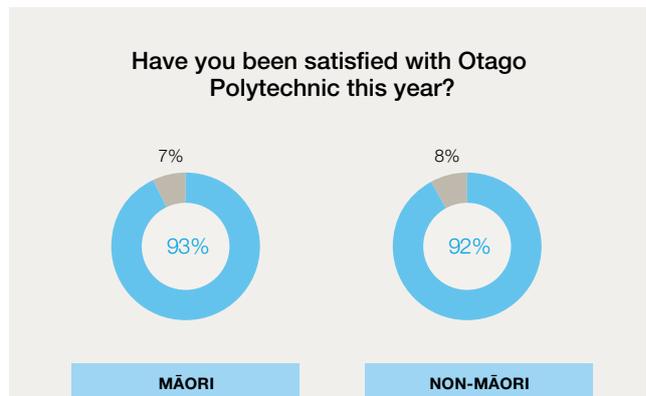
Te hari o kā ākoka Māori

Tino kata kā taura Māori ki ō rātau wheako whaiaro ki Te Kura Matatini ki Ōtāgo i te tau 2016, e 91-96 paihēneti te nuika o kā whakautu. He kata ōrite, he kata ake rānei kā taura Māori i kā taura tauwi ki kā āhuataka rerekē katoa.

Māori student satisfaction

Māori students were very satisfied with their experience at Otago Polytechnic in 2016, with ratings of 91-94 per cent in all categories. Positively, they were also equally or more satisfied than non-Māori students in all categories.

AGREE DISAGREE



Ko kā hua paetahi

Ko tētahi o kā tino whāika ki Te Kura Matatini ki Ōtāgo, ka whakaritea kā taura ki kā pūkenga me te mātauraka hei uru ki tētahi wāhi mahi, ka ako tonu rānei.

I tūtohi te Uiuika Whakaputaka ā-Kaiwhiwhi Tohu 2016, he tokoiti ake kā kaiwhakapōtae e mahi ana, heoi, tokomaha ake o rātou e whakauru ana ki ētahi mahi akoraka. He tino nui ake te whiwhi pūtea o kā kaiwhiwhi tohu Māori i kā kaiwhiwhi tohu tauwiwi, e \$48,300 te utu toharite mō kā Māori, e \$40,000 mō kā tauwiwi.

E 92 paihēneti o kā kaiwhiwhi tohu Māori e mahi ana, e ako tonu ana rānei.

Māori graduate outcomes

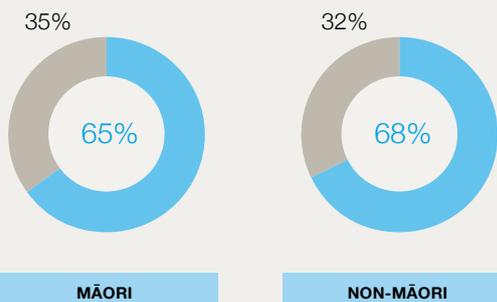
One of our primary goals at Otago Polytechnic is to equip our students with the skills and knowledge to prepare them for work or further study.

The 2016 Graduate Outcomes Survey indicates that fewer Māori graduates are working, but more of them are undertaking or enrolled in further study. The Māori graduates who are working are earning significantly more than their non-Māori counterparts, with median salaries of \$48,300 and \$40,000 respectively.

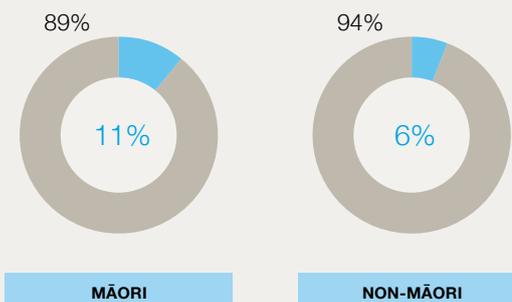
Overall, 92 per cent of Māori graduates surveyed were in work or further study.

Work situation as at 1 July 2016

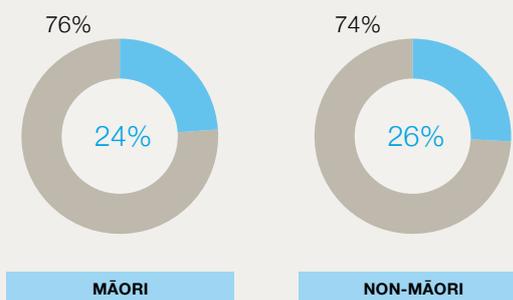
Earning wages or a salary



Self employed



Not working or self employed



Median gross annual salary

\$48,300

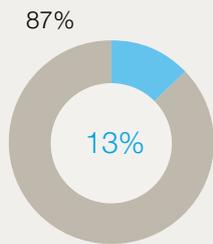
MĀORI

\$40,000

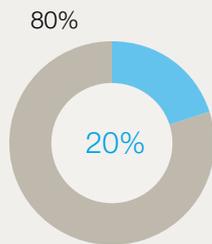
NON-MĀORI

Study situation as at 1 July 2016

Do not intend to do more study

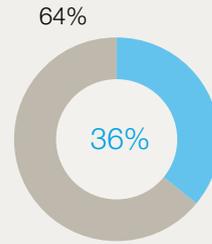


MĀORI

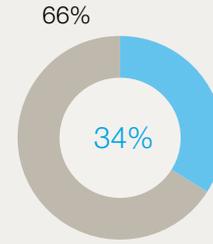


NON-MĀORI

Currently studying full-time or part-time

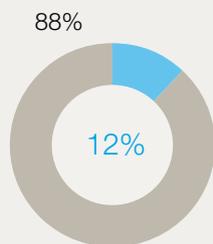


MĀORI

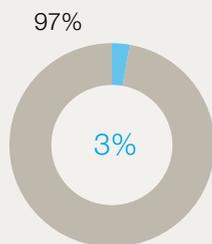


NON-MĀORI

Currently enrolled to commence study

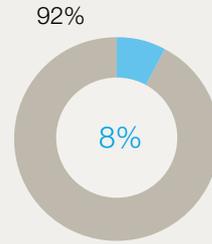


MĀORI

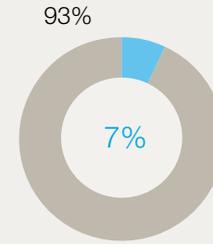


NON-MĀORI

Intend to enrol for 2016 or 2017

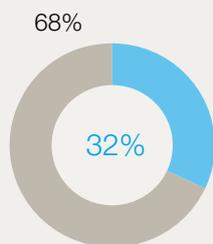


MĀORI

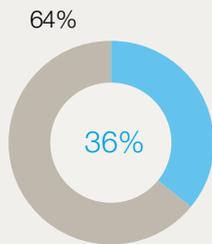


NON-MĀORI

Undecided at this stage



MĀORI



NON-MĀORI

Kā karahipi Māori

E harikoa ana a Te Kura Matatini ki Ōtāgo ki te tautoko i kā karahipi mō kā taura Māori, ā, e whakahihī ana i te whakatutukitaka. Ka whakamihia hokia ki a Kia Ora Hauora, nā rātou i whakamōhiotia ā-whānuitia ēnei karahipi.

E toru kā wāhaka matua o kā karahipi mō tēnei huka o kā taura matua: ko te Mana Pounamu, ko te Rūnaka, ko te Mātāwaka. Āpiti atu hoki, tokomaha kā taura Māori i whiwhi i kā Ōtāgo Polytechnic Principals' Scholarship, i kā Private Training Establishment Scholarship rānei. He karahipi hoki mō kā taura e whai ana i te Tohu Whakawhānau hei whakahōnore i a Tākuta Irihapeti Ramsden.

Scholarships for Māori

Otago Polytechnic is pleased to support scholarships for Māori learners and is proud of their success. We also acknowledge Kia Ora Hauora for raising awareness about these scholarships.

There are three main categories of scholarships for this cohort of priority learners: Mana Pounamu, Rūnaka and Mataawaka. In addition, a number of Māori students are awarded Otago Polytechnic Principals' Scholarships or Private Training Establishment scholarships. There are also specific scholarships for Māori Midwifery students in honour of the late Dr Irihapeti Ramsden.

Māori Scholarships 2016

Type	Number	Course completion %	Qualification completion	Amount (excl)
Mana Pounamu (full fees)	11	96% (79/82)	3	\$62,831.19
Rūnaka (full fees)	2	75% (12/16)		\$15,402.60
Mataawaka	4	91% (31/34)	2	\$26,548.91
Principals' (\$1500pa)	3	95% (19/20)		\$3,913.05
Irihapeti Ramsden for Midwifery				
Year 1 – 50%				
Year 2 – 75%				
Year 3 – 100%	3	100% (18/18)	1	\$15,826.95
Private Training Establishment	1	100% (5/5)	1	\$5,573.70
Otago Cricket Association	1	67% (2/3)		\$3,449.57
Foundation Studies	5	93% (27/29)	3	\$4,565.21
Total	30	93% (193/207)	10	\$138,111.18

Next steps for 2017

- > Advance plans for purpose-built Te Punaka Ōwheo as part of Campus Development Plan
- > Work with Student Success team to review Māori learner support with a view to further improvement in course retention, success and completion rates.

GRADUATE PROFILE

Design for life

Cruze Kapa – Ngāti Porou, Rongowhakaata & Ngāpuhi
Bachelor of Design (Fashion)

“Studying at Otago Polytechnic wasn’t just about academic achievement. It was about learning how to manage myself and learning what guides me in a positive direction. It was about life learning.”

That’s the verdict from Cruze Kapa, whose fascination with Fashion started when he was a boy, watching his Tāua mend clothes.

“That was one of my first moments of fashion – I would watch my grandmother do repairs with a heavy sewing machine on the dining table.”



That eventually led him to study a National Certificate of Fashion Design at Christchurch’s Hagley Community College.

“That programme built me into a confident, passionate and determined fashion designer,” he says. “I wanted to challenge myself, so my teacher recommended I go to Otago Polytechnic to study a Bachelor of Design in Fashion.”

So, the challenge began – three years of studying, learning and creating.

“My strength lies in my ability to visualise garments and then create them,” he notes. “It was great that there was so much hands-on learning. That was balanced with academic work too, so we could learn the theory behind what we were doing.”

Cruze is profoundly deaf but that’s not a problem for this passionate fashion designer.

“I’ve always known that and I’m very happy with my hearing because I don’t have to hear every single time. However, I had wonderful support from my classmates, teachers and Support Services at Otago Polytechnic,” he says.

He believes tikaka Māori is a key consideration at Otago Polytechnic. “They have been very respectful of all my cultures – deaf culture, Māori culture and hearing culture!”

Cruze is quick to recommend Otago Polytechnic’s Fashion degree programme. “Last year, it was named in The Business of Fashion’s top 50 fashion degrees in the world,” he says. “There are so many opportunities for students – I went to Shanghai to present my fashion show, and that’s the highlight of my life so far!” he says.

Cruze is now working in retail and developing his own fashion label, ‘Cruze’.

KO TE MEA TUAWHA:

Kā Whāi Ara, kā Āhuataka Ako Kāi Tahu/ Māori

PRIORITY FOUR:

Kāi Tahu/ Māori Programmes

Tō Mātou Whāika ā-Rautaki

Kia whakawhanaketia kā akoraka, kā tohu hiraka ake ki Te Ao Māori, ki Te Reo Māori, i raro i te kaupapa Māori hoki. Kia komokomotia te mātauraka Māori ki kā tohu katoa.

Our Strategic Objective

To develop quality courses and programmes in Te Ao Māori, Te Reo Māori and other robust kaupapa Māori options and to incorporate Māori knowledge into all qualification areas.

Ō Mātou Wawata

- Kia whakaratotia kā tohu tauwhaiti hei tutuki kā hiahiataka o Kāi Tahu/Māori
- Kia whakatūturutia te mātauraka Māori kei roto i kā tohu katoa hei mōhio kā ākoka Kāi Tahu/Māori i ō rātou māmataka
- Kia whakatūturutia te mātauraka Māori kei roto i kā tohu katoa hei whakamārama i kā ākoka katoa i kā māmataka Māori
- Kia whakaurutia a Kāi Tahu/Māori hei whakatūturutia kā whirika kaupapa Māori, kā whirika kāwari.

Our Aspirations

- To provide specific programmes and courses to meet Māori needs
- To ensure all programmes are inclusive of Māori knowledge so that Kāi Tahu/Māori students recognise their context in programmes
- To ensure all programmes are inclusive of Māori knowledge so that all learners in general understand the cultural context of programmes
- To invite participation by Kāi Tahu/Māori to ensure flexible delivery of kaupapa Māori options for learners.

Te Pae Haere

Kā ara mā Capable NZ

E 20 kā taura Kāi Tahu i tīmata i te Bachelor of Applied Management mā Capable NZ, ka whai tēnei i te akitu o kā huka i te tau 2014, i te tau 2015 hoki, o kā manukura iwi, hapū hoki i whakamahia tēnei tohu. I te mutuka o te tau, 19 o ēnei taura i whiwhi tohu, tata ki te hauora o ēnei i whakatutuki ki te Māori Organisation Leadership.

I whakamana a Capable NZ i kā tākata kua mahi kē kia whakatutuki tohu mā ētahi ara akoraka motuhake, ā, ka aromatawai mā te wheako whaiaro o kā taura, ka whakauru tēnei ki te tohu kua whiriwhiria. Ka kaha whakaitia te roa me te utu o kā tohu e te akoraka ā-oraka. E 6-10 kā marama te roa kia whakaoti i tēnei tohu mā Capable NZ, ka taea hokia te whakarahi i kā marama e toru mehemea ka matea.

E ai ki kā taura me kā kaiwhiwhi tohu, he tino pai rawa atu tēnei ara. Ka whakapiki kā taura i te māiataka kia whakauru i ētahi āhuataka hou nā te whiwhi tohu mā ā rātou mātauraka me ō rātou pūkeka, ka whakaaro rātou, ka takoto rātou i tētahi whakareretaka mō kā tamariki me kā mokopuna mō te whaihua o te mātauraka.

Akoraka Mahi Tini

He akoraka tumu a Akoraka Mahi Tini e whakamau ai i te reo me kā tikaka Māori. Kua hakaia hei whakamau i kā taura i kā pūkeka mō te whakatutukika i kā tohu teitei ake, mō te mahi rānei, mā rātou katoa e whakaaro ai ka āwhinatia rātou e tētahi wāhi mātauraka kaupapa Māori.

Kāore he pai te mātauraka auraki mō te tokomaha o rātou ki roto i tēnei akoraka, nō reira, he ako ki roto i ō rātou mātauraka.

I tere haka te mahi a te taura i tētahi whakapirika ki Te Kura Matatini ki Ōtāgo, e hui ana ki tētahi wāhi mātauraka ia ata hei karakia, hei kai parakuihi hoki. He wā pai tēnei hei whakarōpūhia, hei whakarite mō te rā, hei whakawhanake hoataka ki ētahi atu taura.

E 28 kā taura i uru atu i te akoraka i te tau 2016, 17 wiki te roa; ko kā Māori e 17, ko kā tauwiwi e 11. E 53 paihēneti o kā Māori i whakatutuki, e 65 paihēnei i te tau 2015. E 36 paihēneti kā tauwiwi i whakatutuki, he taka nui mai i te tau 2015, arā, e 60 paihēneti o rātou i whakatutuki. Heoi, mō kā taura Māori, e 59 paihēneti i whakapiki ai ki tētahi atu momo akoraka, ki te mahi rānei - he ōrite tēnei ōrau ki te tau 2015.

Nā te whakaputaka o ētahi raruraru kā taura i kore ai e whakatutuki i te akoraka; arā, nā te hauora ētahi i kore ai i tae atu, ko kā take ā-takata, ā-whānau hoki. I whakapā atu anō kā kaimahi i kā taura, ā, i whakaritea ētahi whakaratoa ā-kura, ā-waho i te kura hoki mā rātou. Ka mātua aro tonu a Akoraka Mahi Tini ki te whakapūmāutaka, ki te tautoko hoki i te whakawhitika kōrero ā-taura i kā wā kei muri.

Measuring our Progress

Pathways through Capable NZ

Following on from the success of the 2014 and 2015 cohorts of Kāi Tahu iwi and hapū leaders who undertook the Bachelor of Applied Management through Capable NZ, a new intake of 20 Kāi Tahu students started in 2016. At the end of the year, 19 of these students graduated, about half with a major in Māori Organisational Leadership.

Capable NZ enables people with significant career experience to undertake qualifications through independent learning pathways incorporating the assessment of prior learning from experience, which then counts towards the chosen qualification. A lifetime of relevant learning can significantly shorten the timeframe and cost for qualifications. It takes between six and ten months to complete this degree through Capable NZ, with the opportunity of a three-month extension available for those who require it.

The feedback we have from students and graduates is that this pathway is a life-changing experience. The learners gain confidence to explore new opportunities and challenges due to the formal recognition of their knowledge and abilities, and feel they are leaving a legacy for tamariki and mokopuna about the value of education.

Akoraka Mahi Tini

Akoraka Mahi Tini is a foundation programme in which te reo me ōna tikaka Māori are embedded. Designed to equip students with the tools necessary for completing higher level study or attaining employment, it is open to anyone who feels they would benefit from a kaupapa Māori learning environment.

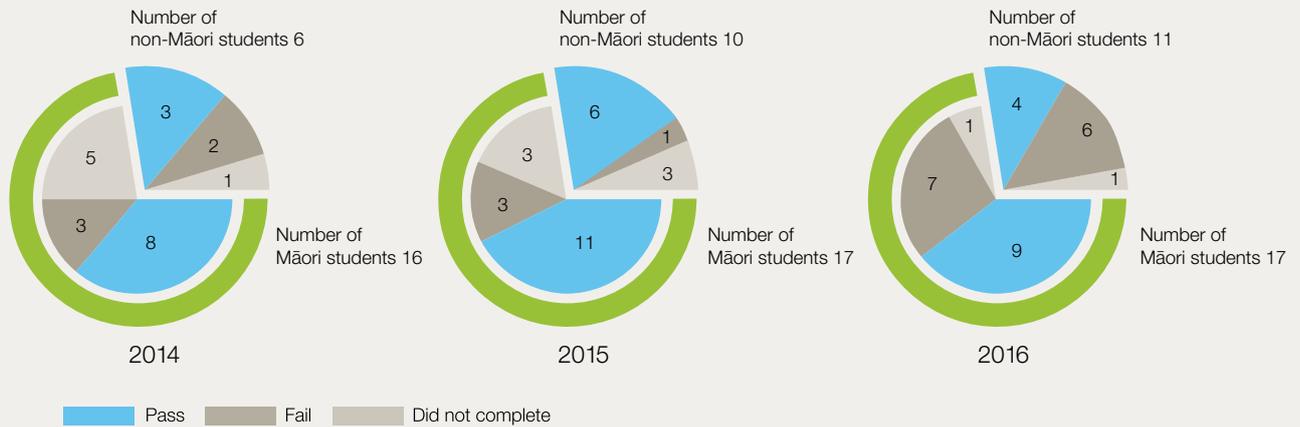
The majority of students undertaking this programme have had limited success in mainstream education, resulting in some gaps in their learning.

Many of the students were quick to establish a sense of belonging at Otago Polytechnic, meeting at a designated learning environment each morning for karakia and parakuihi. This was an ideal time to gather as a group, prepare for the day ahead and cultivate friendships with other foundation learners.

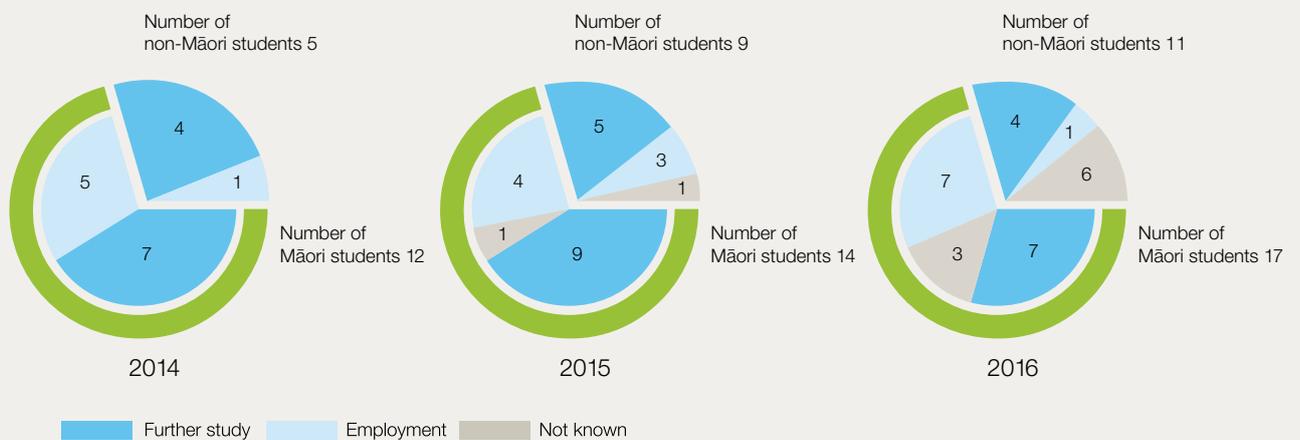
A total of 28 students enrolled in the 17-week programme in 2016: 17 Māori and 11 non-Māori. The pass rate was 53 per cent for Māori, down from 65 per cent the previous year. For non-Māori, the pass rate was just 36 per cent, a big drop from 60 per cent in 2015. However, of the Māori students, 59 per cent advanced to further study or employment in 2016, the same percentage as the year before.

There were a number of reasons why so many students were unable to successfully complete the programme, notably non-attendance due to health challenges, personal issues and family commitments. Staff made numerous attempts to re-engage these students and to put internal and external supports in place for them. Maintaining and supporting student engagement in Akoraka Mahi Tini will continue to be a priority focus for us moving forward.

Results of Akoraka Mahi Tini



Outcomes after completing Akoraka Mahi Tini



Ko te Tiwhikete i te Mata ā Ao Māori

Ko kā akoraka ki roto i tēnei Tiwhikete e whakarato tonu ana i tētahi wāhi mā kā kaimahi hei whakawhanake i ō rātou mātauraka o kā tikaka me kā kawa Māori kia whakahākai, kia whakapūmau ai i ā rātou akoraka ki roto i te whakaakoka, i te mahi rānei.

E 20 kā kaimahi i tutuki te Tiwhikete i te mutuka o te tau, he nui ake i te 18 i te tau 2015, 17 nō Te Kura Nēhi.

Ko Ron Bull te Pūkeka Matua me te kaiwhakahaere o kā akoraka, heoi, ka mahi tahi te mana whenua, kā kaiwhakahaere tauwi hoki mō kā wānaka o Te Tiriti o Waitangi. Nā tana mahi hei Kaitohutohu mai i te Hepetema 2016, he paku noa iho tā Ron wā whakaako, ā, kāore anō ētahi kaiwhakauru kia whakaoti i kā akoraka. Ka whakaoti kē i te tau 2017.

Kei raro i te maru o Capable NZ te Tiwhikete i te Mata ā Ao Māori i te tau 2016, heoi, ka noho ki raro i te School of Social Services i te tau 2017.

Trend for past 3 years:

Certificate in Mata ā Ao Māori Courses						
	2014		2015		2016	
Courses Delivered	Enrolments	Completed	Enrolments	Completed	Enrolments	Completed
Introduction to the Treaty of Waitangi x 4	66	66	54	54	61	61
Introduction to Te Reo & Tikaka Māori	11	7	26	20	11	6
After the Treaty, What Then?		Cancelled	36	36		Cancelled
Wānaka		Cancelled	36	36		Cancelled
Te Reo and Tikaka Māori for Ceremonial Use	12	10	35	33	5	0
Te Reo and Tikaka Māori for the Workplace	n/a	n/a	25	21	19	19
Natural World	23	19	15	14	5	5

Certificate in Mata ā Ao Māori

The courses within this Certificate continue to provide staff with the opportunity to advance their knowledge and awareness of tikaka and kawa Māori in order to apply or embed their learning in their teaching or professional practice.

A total of 20 staff completed the whole Certificate by the year's end, an increase on the 18 who completed in 2015, which included 17 staff from the School of Nursing.

Ron Bull is the Senior Lecturer and facilitator of the courses, although the Treaty of Waitangi workshops continue to be co-facilitated by both mana whenua and tauwi facilitators. As acting Kaitohutohu from September 2016, Ron was limited in his teaching time and as a result some participants have yet to complete their courses. This will occur in 2017.

The Certificate in Mata ā Ao Māori programme sat under Capable NZ during 2016, but will come under the mantle of the School of Social Services in 2017.

Next steps for 2017

- > Appoint a senior Māori role responsible for leading Māori curriculum development across the Otago Polytechnic

- > Monitor the Design for Learner Success project for appropriate inclusion of Māori knowledge and perspectives

- > Build on the success of the Certificate in Mata ā Ao Māori by developing a series of micro-credentials that comprise the Treaty of Waitangi, Te Reo Māori, Tikaka Māori, Te Ao Māori and other kaupapa-Māori-related topics.

SCHOOL PROFILE



Honouring the partnership

Otago Polytechnic's School of Nursing has made a commitment to ensure it is doing all it can to embody the spirit of the organisation's Māori Strategic Framework.

The School turned to Ron Bull, the facilitator of the Certificate in Mata ā Ao Māori, and subsequently 17 of its staff successfully completed the programme in 2016.

"They wanted to understand what they could do to better respond to the aspirations of Māori communities – both external and internal," Ron explains. "It was great to have such a large cohort from the one academic area as I was able to tailor my teaching to the specific needs of the nursing industry."

One of the participants, Senior Nursing Lecturer Raeleen Thompson from Moeraki, says she couldn't speak more highly of the experience.

"It was a supportive and safe environment to ask questions that perhaps people wouldn't feel comfortable asking in an open domain," she says. "Ron allowed all of these conversations to be explored. It was also valuable to have the course tailored to the needs of our group."

One of the highlights for Raeleen was the group's visit to Moeraki Marae, just down the road from her home. "It was so special to be welcomed on," she recalls. "The hospitality and openness of the reception there made the whole experience feel really comfortable."

As a result of this trip, the School set up a formal process to revalidate the Marae whānau members' first aid certificates. "It feels significant to give back and to foster an ongoing relationship."



COMMUNITY PROFILE

A framework for health

Dr Ihirangi Heke – Waikato Tainui

The Māori health framework championed by the health and physical activity consultant, Dr Ihirangi Heke, was a key focus of the Otago Institute of Sport and Adventure symposium in October, 2016.



Dr Heke is involved in a number of projects ranging from national health and physical activity initiatives funded by the Ministries of Education and Health to working in applied roles with elite athletes as a sport psychologist and strength conditioner. He has also held lecturing positions at the University of Otago, the University of Hawaii at Hilo, Prince Sultan University in Saudia Arabia and Te Wānanga o Raukawa.

Dr Heke delivered the keynote address at the ITP Sector Sport, Exercise and Health Research Symposium, which was attended by institutes of technology and polytechnics from around the country. He outlined his Atua Matua Māori Health Framework, which asserts that environment is key to health.

“Mainstream approaches to health – and, dare I say it, education – are client, patient or learner focused,” he said in his address. “In Māori society, it’s never been that way.”

He told the delegates Māori have always been environmentally-centred, citing the way in which land and water are acknowledged first in mihi. “Atua Matua is a whakapapa model,” he explained. “There is a hierarchy of things, with the individual at the end. You can’t separate place from person.”

The Framework is aimed at ensuring each iwi is able to integrate information that is specific to their particular knowledge base, environment or interpretation, he said. “In this capacity, the Atua Matua Māori Health Framework provides a unique opportunity for the practitioner to incorporate and interpret their tribal-centric information where they deem appropriate.”

KO TE MEA TUARIMA:

He Wāhi Tika

PRIORITY FIVE:

Inclusive Learning Environment

Tō Mātou Whāika ā-Rautaki

Ko kā tikaka Kāi Tahu, ko kā tikaka nō te Ao Māori e mārāma ana, e whakaae, e uarutia ki roto i Te Kura Matatini ki Ōtāgo, i kā akoraka hoki.

Our Strategic Objective

Kāi Tahu/Te Ao Māori values are understood, recognised and valued within Otago Polytechnic's environment and delivery of programmes.

Ō Mātou Wawata

- a. Kia whakawhanaketia Te Kura Matatini ki Ōtāgo hei wāhi tika mō ngā ākoka me ngā kaimahi Kāi Tahu/Māori
- b. Kia whakaurutia kā tikaka Kāi Tahu/Māori ki te āhuatanga ako
- c. Kia whakapāhia te ara mō kā ākoka i mahi i te Ao Māori.

Our Aspirations

- a. To develop Otago Polytechnic as a culturally safe place for Kāi Tahu/Māori learners and staff
- b. To integrate Kāi Tahu/Māori cultural values into the learning environment
- c. To prepare all students for working in Māori contexts in their future careers.

Te Pae Haere

Kua kōrerotia kētia, i te tau 2016 a Te Punaka Ōwheo i ahu mai ai. Kua whakauru a Te Punaka Ōwheo i tētahi ruma kātahi mō kā tauria Māori, ko Poho te ikoa, ā, he wāhi whakapuāwai mō kā tauria Māori me kā kaimahi Māori.

He wāhi hei noho tahi, he wāhi tika hoki hei ako, hei whakawhitiwhiti whakaaro, hei kohi mātauraka, hei whakapā atu ki kā whakarato tautoko. Waihoki, kua rāhiritia te Punaka e kā rōpū ā-hapori. I te tau 2016, i whakamahi te rōpū ārahi, a WhaiAIO, i te wāhi kia tautoko i kā tauria ā-rohe i te Tau 12 ki te whakatutuki i te Taumata 2 o NCEA. He mea akitu tēnei ki a mātou hei whakarato i tētahi wāhi mō te whakatutukika ā-mātauraka me te whakawhanaketaka ā-takata o kāi Māori ki tēnei rohe.

I te tau 2016, i whakawhānuitia a Te Punaka Ōwheo ki Te Kura Matatini kia whakamōhioia ai kā tauria Māori, kā kaimahi Māori ki roto i kā Kura me kā Kāreti e pā ana ki te Punaka me kā whakarato. Ka haere tonu tēnei i te tau 2017.

Ko te āwhina mō kā tauria Māori

Ka mātua whai a Te Kura Matatini ki Ōtāgo i te whakatutukika o kā tauria Māori, ā, ka whirinaki tēnei mō te whakariteka o kā tautoko pai, ko te whakauruka pai, ko te āheika kia 'ora hei Māori' ki ruka i te kura. Ka mātua whai hoki mātou i te whakatipuraka me te whakakahaka o te hapori tauria Māori.

I haere ōrite te whakapāka ki kā tauria Māori i te tau 2016, 1437 kā whakariteka i te taha o kā tauria e 567. He paku whakahekeka mai i te kaute i te tau 2015, arā, 1692 kā whakapāka, nā te whakaroaka ki te whakatū i kā tukaka pūroko tēnei. I whakapau kaha kā Kaiārahi, kā Kaitautoko me kā kaimahi a Te Punaka Ōwheo ki te whakamōhioia kā tauria e pā ana ki kā whakarato i te tau 2016, ka mahi anō i te tau 2017.

Ka whakamahi a Poho hei wāhi mō kā parakuihi me kā kai tina, neke atu i te 1100 kā taeka atu i te tau 2016. E 50 kā tauria i tae atu ki te kai tina i te taha o te Kaiwhakahaere Matua, ā, ka mahi anō tēnei i te tau 2017.

Measuring our Progress

As noted earlier in this Report, our dedicated Māori Centre, Te Punaka Ōwheo, came into being in 2016. Te Punaka Ōwheo now encompasses the Māori student common room, Poho, and has become a thriving hub for our Māori students and staff.

As well as providing a base to gather, it also provides an appropriate space for students to learn, network, gather information and access support services. Further, the Centre has been warmly received by community groups. In 2016, the mentoring group, WhaiAIO, used the space to support local Year 12 students to achieve their NCEA Level 2. We welcome these opportunities to provide for the educational achievement and personal development of Māori in our rohe.

Te Punaka Ōwheo was involved in reaching out across the Polytechnic to ensure Māori students and staff in Schools/ Colleges were aware of its presence and the range of support services provided. This focus will continue in 2017.

Māori Student Support

Māori student success is a principal priority at Otago Polytechnic, and often this success can depend on the provision of appropriate pastoral care and support, a sense of belonging and feeling able to 'live as Māori' on campus. We are also placing particular emphasis on building and strengthening the Māori student community.

Contact with Māori students remained fairly consistent in 2016, with a total of 1437 appointments made with 567 students. The slight decline from the 2015 figure of 1692 contacts reflects a delay in embedding reporting processes within Te Punaka Ōwheo after its inception. Our Tumuaki, Kaiārahi, and Kaitautoko put considerable effort into making themselves and their services known to new and existing students throughout 2016, and will continue to do so in 2017.

Poho was once again well-utilised for breakfasts and lunches, with more than 1100 visits in 2016. A lunch with the Chief Executive was well attended by 50 students, and will be replicated several times in 2017.

Next steps for 2017

- > Appoint a senior role responsible for developing the capability of staff to understand the value – and contribute to the provision – of a learning and working environment that is more engaging and culturally safe for Māori learners

- > Continue to cultivate a physical environment (i.e. using the 'ara honohono' concept) and organisational culture that is inclusive of Māori cultural values and in which Māori staff continue to feel satisfied (as measured through the annual Work Environment Survey)
- > Continue to develop Te Punaka Ōwheo as a place where Māori students and staff feel supported and encouraged to live, study and work as Māori on campus.

STAFF PROFILE

Reflecting the stories of our place

Simon Kaan – Kāi Tahu, Kāti Mamoe, Waitaha, Kāti Irakehu, Kāti Makō
Māori Academic Mentor



The Kāi Tahu artist, Simon Kaan, has a long association with Otago Polytechnic, first as a student of the Dunedin School of Art, and also as Māori Academic Mentor within the School, teaching Māori perspectives on contemporary art while mentoring and supporting Māori students.

In recent years his role has broadened, and he has worked with Kā Papatipu Rūnaka to ensure Kāi Tahu knowledge is embedded within new campus buildings and redevelopments, such as The Hub.

“I am working with Kāi Tahu whānau, Māori staff and the Komiti Kawanataka to help facilitate their aspirations into campus development,” Simon explains. “One of these aspirations is to incorporate the distinctive history of this place.”

Simon is now involved in Otago Polytechnic’s Campus Development Plan, the realisation of which is expected to take five years from 2018. It includes three major building projects: the creation of a purpose-built Māori centre, Te Punaka Ōwheo, in the heart of the campus; expansion of the existing Dunedin School of Art to establish a creative hub housing Art, Design and Architecture; and a new home for trades and engineering.

The concept of ‘ara honohono’ – multiple interconnecting pathways – is central to the design focus and originated from discussions with Tahu Potiki and Professor Emeritus Khyla Russell.

“The area around Otago Polytechnic’s campus was not a place of permanent dwelling, but rather a point of intersection. There were trekking pathways here, journeys both on foot and in waka, and bird migration pathways, too,” says Simon. “This fits intrinsically with the idea that education is a journey, and also reflects the way in which students pass through Otago Polytechnic.”

There is also an emphasis on the environment around buildings, including plantings and landscaping features relevant to the area. “Around Te Punaka Ōwheo, for example, we’re looking at ideas such as traditional Māori edible gardens and a wetland area,” says Simon.

He says there’s a “strong willingness” by the architects and developers of the project to incorporate these ideas and metaphors which bring with them many layers of meaning – features so evident in Māori storytelling.

“In fact, there’s real national momentum towards embedding Māori concepts within architecture and urban development,” he says. “It’s exciting that Otago Polytechnic is part of this movement, and it’s a great opportunity to produce something of real significance.”

KO TE MEA TUAONO:

Ko te Rakahau

Tō Mātou Whāika ā-Rautaki

Kia mātua whakawhitiwhiti, kātahi ka whakatatū, he aha kā aroka rakahau ki kā hapori Kāi Tahu/Māori

Kia whakatauria e Te Kura Matatini ki Ōtāgo kā rakahau tika ki kā hapori Kāi Tahu/Māori, ā, he hua ki Kāi Tahu/Māori

Kia whakatauria e Te Kura Matatini ki Ōtāgo kā rakahau e hono ana ki kā wawata whakawhanake o Kāi Tahu/Māori.

PRIORITY SIX:

Research & Māori-Centred Knowledge Creation

Our Strategic Objectives

To first engage with, and then ascertain, what research priorities are important to Kāi Tahu/Māori communities

To undertake research relevant to Kāi Tahu/Māori communities that benefits Kāi Tahu/Māori

To undertake research that links to Kāi Tahu/Māori development aspirations.

Ō Mātou Wawata

- a. Kia whakatauria kā kaimahi Kāi Tahu i ā rātou ake rakahau, kia whakatauria hokia i kā rakahau Māori
- b. Kia whakawhanaketia tahitia kā kaupapa rakahau, kā kaupapa matua, kā pūtea ki kā hapori Kāi Tahu/Māori
- c. Kia whakahaka te kaha, kia whakatipu, kia atawhai i te rakahau Māori
- d. Kia whakatauria kā rakahau kaupapa Māori ki kā iwi
- e. Kia whakaaetia, kia tautokona te kaitiakitaka Kāi Tahu/Māori o te mātauraka Māori
- f. Kia tautoko i te whakawhānuitaka o te mātauraka Māori me te tino rakatirataka o ō mātou atamai.

Our Aspirations

- a. To have Kāi Tahu staff engaged in their own areas of research as well as being part of other research requiring Māori input/analysis
- b. To develop research initiatives, priorities and funding with Kāi Tahu/Māori communities
- c. To build the capacity to develop and nurture kaupapa Māori research
- d. To undertake kaupapa Māori research with iwi
- e. To recognise and embrace Kāi Tahu/Māori guardianship of knowledge
- f. To support the development of Māori intellectual independence and Māori knowledge according to tikaka Māori.

Te Pae Haere

Ka mahi anō a Te Kura Matatini ki Ōtāgo i ētahi mahi rakahau ā-waho i te kura ki te wā kāika, ki te motu, ki tāwāhi hoki i te tau 2016.

I haka mātou i tētahi Mahere Rakahau Māori kia akiaki i kā mahi e hāka ana ki Te Ao Māori, e tautoko hoki ana i kā kaimahi Kāi Tahu/Māori ki te whakapiki i ā rātou ake mahi rakahau. Ka whāki atu te Mahere i te matea ki te whakawhitiwhiti whakaaro tahi mātou ko kā hapori Kāi Tahu/Māori kia whiriwhiria kā rakahau matua, nā tēnei, ka taea e mātou te whakaoti ētahi rakahau pai mō ēnei hapori. E mea ana mātou ki te whakapiki i tō mātou kaha kia whakatipua kā rakahau kaupapa Māori, ā, kia whakamihia, kia whakaemitia tā Kāi Tahu/Māori kaitiakitaka i te mātauraka.

Ka mahi rakahau Māori o kā kaimahi

Ko kā mahi a kā kairakahau e takoha tonu ana ki te whakawhanaketaka o kā mātauraka Māori ki Te Kura Matatini ki Ōtāgo.

He paku whakapikika o kā whakaputaka nā kā kaimahi rakahau Māori i te tau 2016, ahako te whakahekeka o ēnei kaimahi, e 25 paihēneti te whakahekeka mai i te tau 2015. Ko te tumanako ia, ka whakatikaia tēnei e te whakatinanataka o te Mahere Rakahau Māori i te tau 2017, arā, ka tokomaha ake kā kaimahi Māori e rakahau ana.

Ko ētahi whakatutukika pai, ko te whakauruka o te hōtaka rakahau hauora Māori ki roto i te wānaka 'Sport, Exercise and Health', nā te Institute of Sport and Adventure i whakahaere; ko te mahi i te wānaka 'Ōwheo Rising', nā Te Kura Matatini i whakahaere, he arotakeka pū ki te awa Ōwheo mā ētahi mahi auahataka; ko kā kauhau hoki i te wānaka 'International Food Design'.

Measuring our Progress

Otago Polytechnic continued to undertake external research activities locally, nationally and internationally in 2016.

We developed a Māori Research Plan to drive activity that reflects or contributes to Te Ao Māori, and supports Kāi Tahu/Māori staff to advance in their own areas of research. The Plan acknowledges a need to engage with our local Kāi Tahu/Māori communities to ascertain their research priorities, so that we can undertake research activities that benefit these communities. We intend to build our capacity to develop and nurture kaupapa Māori research and to recognise and embrace Kāi Tahu/Māori guardianship of knowledge.

Māori research (staff)

The work of individual researchers continues to contribute to the growth of Māori knowledge at Otago Polytechnic.

There was a modest growth in the number of outputs from research-active Māori staff in 2016, despite a disappointing 25 per cent decline in the number of these staff compared with 2015. We hope this can be addressed with the implementation of our Māori Research Plan in 2017, to see more of our Māori staff undertaking research activities.

Some significant achievements included the inclusion of a Māori health research stream in our Institute of Sport and Adventure's Sport, Exercise and Health Symposium; contributions to the Polytechnic's Ōwheo Rising Symposium, a site-specific investigation of the Ōwheo (Leith) Stream through creative practice; and keynote and other addresses at the Food Design Institute's International Food Design Conference and Studio.

	2014	2015	2016
Research-active Māori researchers	12	9	7
Research outputs by Māori researchers	21	16	17
Research outputs on Māori topics by non-Māori researchers	3	5	4

Next steps for 2017

- > Implement our new Māori Research Plan to foster and develop new Māori researchers
- > Investigate local research collaborations with Papatipu Rūnaka, Māori academics and the wider Māori community, as well as research opportunities with Ngā Paeo Te Māramatanga nationally and with other indigenous academics internationally.

STAFF RESEARCH



Purposeful engagement

James Sunderland – Ngāti Maniapoto
Senior Lecturer, School of Occupational Therapy

As a minority profession, Occupational Therapy is not always well understood – something Senior Lecturer James Sunderland is keen to see change.

“Occupational Therapy has many different applications, but at its core it’s there to engage people back into meaningful and purposeful occupation in their life,” he says.

“It’s important we can clearly express our expertise so that what we do and how we do it becomes more familiar to the health industry and the wider community,” he explains. “The use of standard, professional language to describe and define our practice will help.”

James delivered an address to this effect at the Southern District Health Board’s Occupational Therapy Area Meeting in 2016, followed by four follow-up sessions with practitioners across the region.

Also in 2016, James researched a Wellington special needs school’s use of an online, e-portfolio platform to communicate with the families of its students, in partnership with the school’s Head of Therapy, Dave Speden.

“Kimi Ora School’s high-needs students range in age from five to 20 years old,” he says. “They all arrive at school in specialist taxis, so there is no daily school-gate connection with the students’ families.”

To address this, Kimi Ora adopted Storypark, an online application originally designed for use in pre-schools. The School can post photos, videos and notes about each of the students on Storypark, and family members can log on to see and respond to these within the platform.

“Family members can also add their own content and comments from home and discuss the differences and similarities between things the students do at home and at school,” he says.

The two researchers undertook nine qualitative interviews to find out how Storypark was working – three with specialists, three with teachers and three with family members.

“The consensus was that it had become a highly-valued – even essential – tool for the School community,” says James.

Sunderland, J. and Speden, D. (2016) Examining the perceived value of using social media and e-portfolios to support the learning community at Kimi Ora School. Presentation at the SIT/OP Research Symposium, Invercargill, November

Sunderland, J., & Speden, D. (2016) Storypark the “right fit” for Kimi Ora School, OT Insight Vol.37 No.8 December 2016 ISSN 1174-6556

Sunderland, J. (2016) An occupation base to practice. Filling the kete: Occupational therapists strengthening, renewing and developing practice connections. Southern District Health Board, Occupational Therapy area meeting. 1st March 2016.

Key Educational Performance Measures 2014–2016

Education Participation										
	Target %	2014 (Total EFTS: 3,755.94)			2015 (Total EFTS: 3,729.22)			2016 (Total EFTS: 4,005.90)		
		Rate %	HC	EFTS	Rate %	HC	EFTS	Rate %	HC	EFTS
Māori										
All Levels	8	14.51	762	544.88	14.20	807	529.53	14.06	820	563.12
Level 0		0.14	85	5.23	0.22	115	8.36	0.12	78	4.91
Levels 1-3	2	2.18	154	82.06	2.10	141	78.29	2.04	152	81.72
Level 4 and above	6	12.18	552	457.60	11.88	572	442.87	11.89	606	476.11
Kāi Tahu										
All Levels	NA	4.46	219	167.35	4.34	226	161.98	3.71	200	148.74
Level 0		0.04	21	1.53	0.08	30	2.93	0.03	22	1.09
Levels 1-3		0.54	38	20.10	0.54	30	20.09	0.33	23	13.26
L4 and above		3.88	167	145.72	3.73	173	138.95	3.35	158	134.39
Non-Māori										
All Levels	NA	85.49	5282	3211.06	85.80	5341	3199.69	85.94	5594	3442.78
Level 0		1.40	1110	52.62	1.76	1098	65.63	1.74	1150	69.65
Levels 1-3	25	10.06	456	377.80	9.52	430	355.20	10.21	491	409.03
L4 and above	75	74.03	3564	2780.64	74.52	3705	2778.86	73.93	3794	2961.66
Māori Under 25										
All Levels	NA	9.03	423	339.05	8.60	406	320.82	8.32	437	333.31
Level 0		0.07	33	2.81	0.05	24	1.84	0.04	24	1.76
Levels 1-3	9	1.69	112	63.30	1.63	107	60.89	1.60	119	64.25
L4 and above	54	7.27	298	272.95	6.92	287	258.09	6.67	302	267.31
Kāi Tahu Under 25										
All Levels	NA	2.92	127	109.50	2.78	126	103.69	2.41	115	96.59
Level 0		0.02	5	0.87	0.03	8	1.11	0.01	6	0.47
Levels 1-3		0.41	27	15.31	0.51	28	19.05	0.32	21	12.63
L4 and above		2.48	99	93.32	2.24	93	83.54	2.08	90	83.49
Non-Māori Under 25										
All Levels	NA	56.29	2742	2114.26	56.10	2737	2092.15	55.43	2899	2220.60
Level 0		0.55	315	20.48	0.55	290	20.35	0.50	330	20.00
Levels 1-3	9	7.72	508	289.96	7.34	476	273.83	7.98	561	319.73
L4 and above	54	48.03	2008	1803.82	48.21	2057	1797.97	46.95	2092	1880.79

Participation figures: includes all programme levels and all funding sources

Successful Course Completion

The successful course completion indicator (measured by the EFTS-weighted successful course completion rate) takes into account the workload of the course when calculating the successful course completion rate. The Tertiary Education Commission (TEC) measures the workload factor using EFTS (equivalent full-time student) delivered. This is a unit that reflects the total student time necessary to complete the course.

The indicator is the sum of the EFTS delivered for successfully completed enrolments as a proportion of the EFTS delivered for the total course enrolments ending in a given year.

Successful Course Completion				
EFTS delivered for the total number of successfully completed course enrolments ending in year N				
EFTS delivered for the total number of course enrolments ending in year N				
	Target %	2014 %	2015 %	2016 %
Māori				
Levels 1-9	65	74.77	76.79	73.84
Levels 1-3	52	63.02	70.82	62.41
Level 4 and above	70	77.53	78.18	76.04
Kāi Tahu				
Levels 1-9	65	77.39	80.75	79.68
Levels 1-3	52	100.00	100.00	100.00
Level 4 and above	70	78.31	81.87	79.94
Non-Māori				
Levels 1-9	75	83.40	84.74	83.55
Levels 1-3	65	73.12	76.86	77.88
Levels 4 and above	78	85.01	86.01	84.76
Māori Under 25				
Levels 1-9	72	73.73	77.83	73.83
Levels 1-3	65	64.67	72.46	62.74
Levels 4 and above	78	76.44	79.34	76.61
Kāi Tahu Under 25				
Levels 1-9	72	78.76	79.53	76.72
Levels 1-3	65	100.00	100.00	100.00
Levels 4 and above	78	79.03	81.25	76.82
Non-Māori Under 25				
Levels 1-9	72	82.86	84.01	84.15
Levels 1-3	65	71.73	76.77	80.22
Levels 4 and above	78	84.61	85.28	85.30

Successful Course Completion Stats: includes all funding sources and excludes results from level 0 programmes

The following table illustrates the gap in course completion rates for the last three years between Māori and non-Māori and between Kāi Tahu and non-Māori.

Māori/Non-Māori Gap			
	2014 %	2015 %	2016 %
Māori Levels 1-9 compared to Non-Māori	8.63	7.95	9.71
Kāi Tahu Levels 1-9 compared to Non-Māori	6.01	+3.96	3.87
Māori Levels 4 and above compared to Non-Māori	5.87	7.83	8.72
Kāi Tahu Levels 4 and above compared to Non-Māori	6.7	4.14	4.82
Māori Levels 1-3 compared to Non-Māori	10.1	6.04	15.47
Kāi Tahu Levels 1-3 compared to Non-Māori	+26.88	+23.14	+37.59

Student Progression

Student progression is measured by the completion progression rate. This gives the percentage of students who complete a qualification at one tertiary education organisation (TEO) and move on within 12 months to pursue a qualification at a higher level at the same or another TEO within New Zealand.

Student Progression				
Number of students enrolled at a higher qualification level within 12 months following the completion				
Number of students completing a qualification at each level in year N				
	Target %	2014 %	2015 %	2016 %
Māori				
Levels 1-9		29.69	21.55	26.79
Levels 1-3	28	29.41	33.82	26.03
Level 4 and above		15.97	24.28	17.65
Kāi Tahu				
Levels 1-9		40.68	23.17	24.36
Levels 1-3	28	41.18	33.33	15.79
Level 4 and above		40.48	20.31	27.12
Non-Māori				
Levels 1-9		22.46	15.71	17.64
Levels 1-3	28	33.97	28.76	31.76
Level 4 and above		19.23	12.77	14.59

Student Progression: includes all funding sources and excludes results from level 0 programmes

Student Retention

The retention rate indicator measures student continuation or completion at a TEO (it is also known as the student continuation or completion rate). This is the proportion of distinct students (not EFTS) enrolled in one year that re-enrol in any course at the same TEO in the following year, or successfully complete their qualification.

Student Retention				
Students re-enrolled in year n+1 or completed in year n or year n+1				
Students with some portion of an enrolment in year N				
	Target %	2014 %	2015 %	2016 %
Māori				
Levels 1-9	48	72.55	69.96	73.86
Levels 1-3		57.26	52.22	63.81
Level 4 and above		72.61	76.24	74.73
Kāi Tahu				
Levels 1-9	48	73.03	72.86	74.24
Levels 1-3		57.89	53.13	72.00
Level 4 and above		77.14	76.65	74.57
Non-Māori				
Levels 1-9	48	76.08	74.22	80.25
Levels 1-3		61.00	61.28	62.95
Levels 4 and above		78.63	76.35	82.30

Student Retention: includes all funding sources and excludes results from level 0 programmes

Qualification Completion

The qualification completion rate is EFTS based – allowing for comparisons across TEOs and to take into account the relative size of different qualifications. It is the number of qualifications completed at each TEO (weighted by the “size” of the qualification) divided by the total number of EFTS delivered for the total course enrolments ending in a given year.

TEC Qualification Completion Rate 2014 – 2016

Qualification Completions – EFTS Weighted				
Sum of qualification completions in year N x the EFTS value of the qualification				
EFTS delivered for the total number of course enrolments ending in year N				
	Target %	2014 %	2015 %	2016 %
Māori				
Levels 1-9	40	86.16	77.90	80.81
Levels 1-3	30	62.03	56.89	53.12
Levels 4 and above	55	88.90	80.20	83.68
Non-Māori				
Levels 1-9	66	96.38	81.77	83.10
Levels 1-3	35	70.42	57.59	67.99
Levels 4 and above	73	98.77	83.84	84.48
Kāi Tahu				
Levels 1-9		77.58	81.58	105.78
Levels 1-3		65.04	52.05	65.95
Levels 4 and above		78.81	83.83	107.86

Qualification Completion: includes all funding sources and excludes results from level 0 programmes

Qualification Completions – Bachelors				
	Target %	2014 %	2015 %	2016 %
Māori	40	88.37	94.20	98.02
Non-Māori	66	97.98	97.70	91.71
Kāi Tahu		85.22	92.99	140.53

Qualification Completions – Graduate Certificates and Diplomas				
	Target %	2013 %	2014 %	2015 %
Māori	40	91.67	32.09	72.23
Non-Māori	66	67.59	69.69	61.73
Kāi Tahu		42.11	35.97	147.09

Qualification Completions – Certificates				
	Target %	2014 %	2015 %	2016 %
Māori	40	64.03	59.76	59.65
Non-Māori	66	75.67	65.41	70.42
Kāi Tahu		65.63	58.92	55.90

Qualification Completions – Postgraduate Certificates and Diplomas				
	Target %	2014 %	2015 %	2016 %
Māori	40	0.00	25.00	90.32
Non-Māori	66	44.88	54.24	88.84
Kāi Tahu			50.00	100.00

Qualification Completions – Diplomas				
	Target %	2014 %	2015 %	2016 %
Māori	40	140.42	60.28	72.34
Non-Māori	66	130.39	68.06	91.08
Kāi Tahu		88.05	74.40	61.95

Qualification Completions – Masters				
	Target %	2014 %	2015 %	2016 %
Māori	40	75.38	43.81	96.48
Non-Māori	66	81.18	49.33	51.62
Kāi Tahu		0.00	93.53	138.45

Successful Course Completions by Programme Category

	2014			2015			2016		
	HC	EFTS	Completion %	HC	EFTS	Completion %	HC	EFTS	Completion %
Certificates									
All	1945	1263.81	71.27	1934	1211.11	76.79	1807	1176.60	73.88
Māori	284	201.31	66.55	262	175.57	69.83	279	182.82	65.63
Kāi Tahu	78	56.48	73.19	65	47.99	68.79	47	33.47	69.40
Non-Māori	1662	1062.50	72.16	1672	1035.54	77.97	1528	993.78	75.40
All Under 25	1320	946.53	69.43	1286	885.02	75.49	1188	850.94	73.28
Māori Under 25	207	156.02	64.48	185	130.04	70.34	200	134.86	64.64
Kāi Tahu Under 25	56	42.23	70.00	55	40.98	67.01	40	28.71	68.39
Non-Māori Under 25	1114	790.52	70.41	1101	754.98	76.38	988	716.08	74.90
Diplomas									
All	360	276.88	79.31	343	259.41	78.91	359	298.43	76.16
Māori	35	30.11	76.39	38	31.03	57.19	44	35.68	64.77
Kāi Tahu	13	10.42	83.30	9	6.50	67.92	14	11.05	66.39
Non-Māori	325	246.77	79.66	305	228.38	81.86	315	262.75	77.70
All Under 25	224	203.16	78.71	227	201.38	77.39	225	205.12	74.59
Māori Under 25	23	20.36	80.99	31	26.73	58.78	33	27.37	62.45
Kāi Tahu Under 25	10	8.96	81.86	7	5.46	61.81	11	8.17	60.69
Non-Māori Under 25	201	182.80	78.45	196	174.65	80.24	192	177.76	76.46
Graduate Certificates and Diplomas									
All	372	203.51	80.77	579	316.17	78.57	597	370.24	83.09
Māori	12	7.35	75.62	21	7.13	51.64	19	10.75	48.26
Kāi Tahu	3	2.38	77.19	5	1.88	53.33	5	3.50	62.70
Non-Māori	360	196.16	80.96	558	309.04	79.19	578	359.49	84.14
All Under 25	159	88.92	85.58	242	144.75	84.08	297	175.87	89.70
Māori Under 25	3	2.25	100.00	2	1.13	100.00	5	3.25	88.46
Kāi Tahu Under 25	1	1.00	100.00				2	1.88	100.00
Non-Māori Under 25	156	86.67	85.20	240	143.63	83.96	292	172.62	89.72
Bachelors									
All	2157	1989.37	87.00	2198	2000.01	88.67	2300	2076.80	85.02
Māori	253	248.55	78.28	274	266.28	82.99	289	272.12	75.92
Kāi Tahu	81	81.30	77.39	90	89.99	87.42	85	82.02	80.92
Non-Māori	1904	1740.82	88.24	1924	1733.73	89.55	2011	1804.67	86.39
All Under 25	1411	1332.69	88.43	1404	1321.67	90.30	1430	1336.67	89.94
Māori Under 25	142	139.63	80.78	134	133.91	89.92	131	127.81	86.60
Kāi Tahu Under 25	48	48.58	83.10	49	48.87	91.73	41	40.66	89.24
Non-Māori Under 25	1269	1193.06	89.32	1270	1187.77	90.35	1299	1208.86	90.30
Postgraduate Certificates and Diplomas									
All	104	29.96	87.41	115	33.00	92.80	112	38.33	94.13
Māori	6	1.50	83.33	8	2.00	68.75	9	3.88	93.55
Kāi Tahu				2	1.00	87.50	1	0.50	100.00
Non-Māori	98	28.46	87.62	107	31.00	94.35	103	34.46	94.20
All Under 25	9	3.63	96.55	12	4.08	87.75	17	6.25	100.00
Māori Under 25	1	0.25	100.00				2	1.25	100.00
Kāi Tahu Under 25									
Non-Māori Under 25	8	3.38	96.30	12	4.08	87.75	15	5.00	100.00
Masters									
All	86	47.91	38.70	74	46.06	44.53	124	70.41	23.42
Māori	12	8.23	54.09	3	1.75	61.94	14	8.25	48.90
Kāi Tahu	2	2.50	100.00	1	1.00	100.00	3	2.50	45.01
Non-Māori	74	39.68	35.51	71	44.31	43.84	110	62.16	20.04
All Under 25	7	2.50	76.00	4	1.33	37.50	4	3.00	
Māori Under 25	1	1.00	40.00				1	1.00	
Kāi Tahu Under 25							1	1.00	
Non-Māori Under 25	6	1.50	100.00	4	1.33	37.50	3	2.00	

Cohort Qualification Completions by Programme Category (SAC Funded Fulltime Enrolments)

	2014			2015			2016		
	Enrolled	Completed	%	Enrolled	Completed	%	Enrolled	Completed	%
Certificates									
All Students	1637	914	55.83	1611	853	52.95	1909	972	50.92
Māori	264	139	52.65	252	129	51.19	283	134	47.35
Kāi Tahu	73	41	56.16	59	34	57.63	54	30	55.56
Non-Māori	1374	746	54.29	1359	724	53.27	1626	838	51.54
Diplomas									
All Students	431	183	42.46	559	367	65.65	455	198	43.52
Māori	42	18	42.86	66	41	62.12	57	16	28.07
Kāi Tahu	15	9	60.00	13	7	53.85	18	7	38.89
Non-Māori	389	144	37.02	493	326	66.13	398	182	45.73
Graduate Certificates and Diplomas									
All Students	72	16	22.22	147	15	10.20	80	19	23.75
Māori	9	3	33.33	22	1	4.55	10	2	20.00
Kāi Tahu	3	1	33.33	7	1	14.29	2	1	50.00
Non-Māori	63	13	20.63	125	14	11.20	70	17	24.29
Bachelors									
All Students	793	484	61.03	752	478	63.56	847	508	59.98
Māori	82	43	52.44	117	72	61.54	146	80	54.79
Kāi Tahu	19	12	63.16	41	24	58.54	43	22	51.16
Non-Māori	713	421	59.05	636	397	62.42	703	428	60.88
Postgraduate Certificates and Diplomas									
All Students	72	14	19.44	74	13	17.57	76	30	39.47
Māori	5		0.00	6	1	16.67	7	4	57.14
Kāi Tahu				2	1	50.00	1	1	100.00
Non-Māori	67	14	20.90	68	12	17.65	69	26	37.68
Masters									
All Students	33	3	9.09	37	7	18.92	73	3	4.11
Māori	5	1	20.00	5	1	20.00	5	2	40.00
Kāi Tahu	1	1	100.00	1	1	100.00	2	1	50.00
Non-Māori	28	2	7.14	32	6	18.75	68	1	1.47

Cohort Qualification Completions by Programme Category (SAC Funded All Enrolments)

	2013			2014			2015		
	Enrolled	Completed	%	Enrolled	Completed	%	Enrolled	Completed	%
Certificates									
All Students	1614	907	56.20	1646	870	52.86	1622	898	55.36
Māori	242	120	49.59	264	135	51.14	252	126	50.00
Kāi Tahu	78	39	50.00	73	43	58.90	59	33	55.93
Non-Māori	1374	787	57.28	1383	735	53.15	1370	772	56.35
Diplomas									
All Students	309	170	55.02	432	188	43.52	559	377	67.44
Māori	31	19	61.29	43	20	46.51	66	42	63.64
Kāi Tahu	8	6	75.00	15	9	60.00	13	8	61.54
Non-Māori	278	151	54.32	389	168	43.19	493	335	67.95
Graduate Certificates & Diplomas									
All Students	100	26	26.00	73	16	21.92	148	27	18.24
Māori	13	2	15.38	9	3	33.33	22	2	9.09
Kāi Tahu	3	2	66.67	3	1	33.33	7	1	14.29
Non-Māori	87	24	27.59	64	13	20.31	126	25	19.84
Bachelors									
All Students	417	447	107.19	570	476	83.51	751	445	59.25
Māori	42	49	116.67	55	47	85.45	117	69	58.97
Kāi Tahu	11	11	100.00	15	12	80.00	41	24	58.54
Non-Māori	375	397	105.87	516	429	83.14	635	376	59.21
Postgraduate Certificates and Diplomas									
All Students	74	16	21.62	72	15	20.83	74	21	28.38
Māori	4		0.00	5		0.00	6	1	16.67
Kāi Tahu	1		0.00				2	1	50.00
Non-Māori	70	16	22.86	67	15	22.39	68	20	29.41
Masters									
All Students	22	1	4.55	33	3	9.09	37	6	16.22
Māori	2		0.00	5	1	20.00	5	1	20.00
Kāi Tahu				1	1	100.00	1	1	100.00
Non-Māori	20	1	5.00	28	2	7.14	32	5	15.63

ARTIST PROFILE



Artist profile

Hannah Cockfield – Ngāti Tūwharetoa

Hannah is a Dunedin based artist completing her Bachelor of Visual Arts (Honours) at Otago Polytechnic's School of Art. Born in Christchurch and raised on the West Coast, her whakapapa ties her to the Whanganui region and is a major source of passion and inspiration for her painting practice.

A mihi is an introduction which begins outside ourselves. We share our familial roots, our ancestral heritage, and ties to the land before our own name, because in te Ao Māori to know one's whakapapa is to not only know, but understand one's identity. I am a painter of my people. My work is a visual mihi, as much like a self-portrait, painting my whānau in their everyday lives is a self-contextualising experience to me.

I draw from collected family photographs, which become their own performance of whānau and whānaungatanga through the creating process. I am inspired by the process and materiality of toi whakairo, which as David Simmons said, operates under “the principle of the alternating rhythm of fission and fusion.” I investigate the techniques of morphing and fragmenting shapes to create a visual rhythm and oscillation through the structure of the brushstrokes, the painted layers, the clustering of the figures and the ambiguity of perspective. My paintings visualize the intangible relationships between the groups of figures, and realize whānaungatanga as a literal connection in this visual expression of ‘kotahitanga whānau’ – family unity.

COVER IMAGE: *Mum n dads (Aunty's and Uncle's)*. Oil on canvas, 600 x 800mm. 2017

This Māori Annual Report has been written in the Kāi Tahu regional language variation; a prominent feature of this variation is the use of a 'k' instead of 'ng'. It is printed on Advanced Laser paper from BJBall. This is manufactured from “farmed trees”, purpose-grown under the strict environmental management system ISO 14001, assisting sustainable income opportunities for rural communities.

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