



Te Puni Kōkiri
REALISING MĀORI POTENTIAL

Wairoa Waikaremoana Māori Trust Board: Whakatō Te Mātauranga



CONTEXT

Programme Title

Whakatō te Mātauranga.

Provider

Wairoa Waikaremoana Māori Trust Board. This is a Ngāti Kahungunu based provider, delivering education services in the Hawke's Bay.

Location

Hastings

Funding

The Tertiary Education Commission is contracted by Ministry of Education to purchase Youth Training.

Programme Description

The Youth Training programme adopts a multi-pronged approach to learning – integrating life skills with the academic imperatives of NCEA level one. The duration of the programme is normally one year full-time, although learners can feasibly stay for two to three years or, alternatively, move on to a Training Opportunities course.

Te Kāwanatanga o Aotearoa

This case study highlights a workforce literacy and numeracy initiative with a Ngāti Kahungunu-based provider in Hastings identified as achieving positive outcomes for Māori.

"The flow on effects in the long term are big...they can encourage their younger siblings to better themselves." *Tutor: Wairoa Waikaremoana Māori Trust Board.*

In total, Te Puni Kōkiri undertook four case studies of workforce literacy and numeracy initiatives. These case studies were undertaken between March and June 2008, and were current at that date.

The case study provides practical illustrations of good practice features that relate to:

- Programme design;
- Programme delivery; and
- Programme results.

PROGRAMME DESIGN

Consideration of Māori Needs and Aspirations

This programme was set up in response to a gap in youth provision in the Ngāti Kahungunu rohe. It started in Wairoa in 2000 – having evolved from a similar course at the meat works.

Students who enrol in this programme see this as a second chance at learning. They make the links between improved literacy and numeracy skills and the potential to get a job.

Consideration of Barriers to Access by Māori

The programme is available to anyone 16–18 years of age. Each student receives a Youth Training Allowance. There is no formal advertising. Referrals come mainly from Child Youth and Family Services and whānau members. There are a few self-referrals.

The fact that there is no cost to learners is an advantage, in that many of their families

CASE STUDIES METHODOLOGY

Case studies were chosen based on recommendations from State sector agencies, and the availability/accessibility of participants. Te Puni Kōkiri liaised with the respective providers to seek permission to conduct on-site focus groups, or one-to-one interviews, with:

- Māori learners;
- Their tutor/s; and
- The provider and /or employer.

In addition, Te Puni Kōkiri requested any relevant documentation that would be useful as background information to our on-site visits.

would be unable to afford further education beyond school.

Consideration of Barriers to Māori Retention and Achievement

There are very few barriers for those wishing to attend this programme. Students are picked up for class each morning and returned home in the afternoon – thus overcoming any travel barriers.

There are only a few rules, albeit non-negotiable – no gang patches; no swearing; and no hats. The students themselves devised these rules. There are immediate consequences for transgressors, such as time out.



PROGRAMME DELIVERY

Responsive to Māori Culture

The two tutors try to instil traditional Māori tikanga in the students. Both are Māori and can speak te reo. However, there is an acknowledgement from their employer that “just because you are a Māori tutor or provider does not mean you’re going to get the best outcomes. You just need to be aware of tikanga and integrate tikanga, to create a sense of belonging.”

The staff exemplify he ngākau Māori, that is, people with a heart for things Māori. They are able to integrate tikanga in a natural way. There is a holistic approach to the learners – keeping intact their taha hinengaro, taha tinana and taha wairua – that is mind, body and spirit. Tuakana-teina, or learning from their peers, works well for these students.

There is a whānau-like atmosphere created on the course – analogous with the flax plant, where the baby shoot (te rito) is protected by the outer leaves (which represent tuakana, or elder siblings; whānau; and community). As such, there are roles, responsibilities and consequences. Recognition is given to the students' prior learning. This is evidenced through the co-construction of lessons – in the spirit of ako, acknowledging the reciprocity of teaching and learning.

Aspects of Māoritanga are included, for example karakia to start and end the day. This provides a relevant, meaningful context for these learners – giving them an important sense of identity and belonging.

Providers and Tutors Are Skilled and Capable

The provider, the Waikaremoana Māori Trust Board, is Ngāti Kahungunu-based. It employs an on-site manager to hire the tutors, manage the budget and oversee the programme. They operate complementarily; one accommodates taha tinana (physical) and the other taha hinengaro (mind). The former, a male, is an important role model because the majority of the attendees are male. He has a training background in the freezing works. The female tutor has worked in social services.

The teaching philosophy is based on kaupapa Māori. During the first two to three months the emphasis is on social skills. Lessons are co-constructed with the learners, by acknowledging their prior learning experiences and asking them what they want or need to learn. The tutors adopt an experiential approach to their work. As such, learning is hands-on. To quote the on-site manager, “Our tutors are our best resources.” They have a genuine passion for the students, their learning and their future wellbeing. External field-trips are also used as teaching tools.

Staff members are non-judgemental. Learners are granted a fresh start when they come to the programme. They are not labelled as stupid or trouble-makers. There is strong emphasis placed on building and maintaining relationships – especially between learners and between tutors and learners. As in the words of the on-site manager, the learners are “safe, wanted and they belong.” Mutual respect is established.





The learning programme allows for flexibility – thus accommodating the learners' needs through individualised work, pair work and group work. Class numbers are smaller than in normal school classrooms. Academic qualifications (unit standards) are woven into the programme in a natural, integrated way.

Each staff member chooses their own professional development opportunity annually (literacy-based or industry-based). The female tutor is preparing to study for the National Certificate in Adult Literacy. A third person, the on-site manager, is already studying for that qualification.

Collaboration with Whānau and Between Authority Figures

A potential barrier to student achievement was the frustration created by the number of adults in their lives, for example parents, caregivers, social workers, and lawyers. There was no consistent, coordinated approach to this situation, which meant that tutors often needed to 'broker' such relationships.

Tutors have addressed this barrier and their support extends beyond the classroom. This has included attendance at court, meeting with social workers, providing 'time out' for former students who are now parents, brokering a relationship with the Community Law Office and other service providers. Tutors are also in weekly contact with each student's whānau (not only when there's trouble). This encourages effective two-way communication, thus modelling a good 'home-school' partnership. Home visits are conducted when necessary.





RESULTS

Success is Identified and Replicated

Each student has to complete a scrapbook, as evidence of their year's learning. The main focus of the work is on gaining unit standards. In addition to their scrapbook, the students are encouraged to write daily journal entries about their new learning and any issues or worries.

The tutors write weekly reports on each learner – for their cumulative files. They also, at times, collect video-recorded evidence, such as debates or simulated interviews.

The scrapbooks and journals provide a good evidential tool for recording progress.

Programme Contributes to Improved Māori Literacy and Numeracy

Literacy and numeracy is taught explicitly in a classroom, with students working towards NCEA credits, and implicitly in outdoors activities. By attaining NCEA level one credits in maths and English, trainees reported gaining a sense of achievement, often for the first time.

Māori Access the Programme

The average number of students varies at any one time (depending on what seasonal work is available to the trainees). Numbers can fluctuate from 15-30 students. The percentage of attendees who are Māori ranges from 65 – 95%.

Skills Learnt Assist Māori to Enter the Workforce or Improve Their Current Employment Position

The aim is for 60% of the learners to return to school, gain employment or go on to further learning. However, the on-site manager reported that she aims to achieve an 80% success rate. Students are better prepared for job interviews, having increased their chances of gainful employment.

Flow-on Effects

With their increased confidence, self-esteem and new-found skills, students find themselves more able to help whānau members with their paper work. They are also in a position to encourage their siblings to better themselves. Their social skills are improved too. They are progressively learning how to deal with anger in a non-violent way. Furthermore, the trainees are now more equipped with daily 'survival' skills, for example collecting/ providing kai to feed the whānau.

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