

# Māori Success Strategy

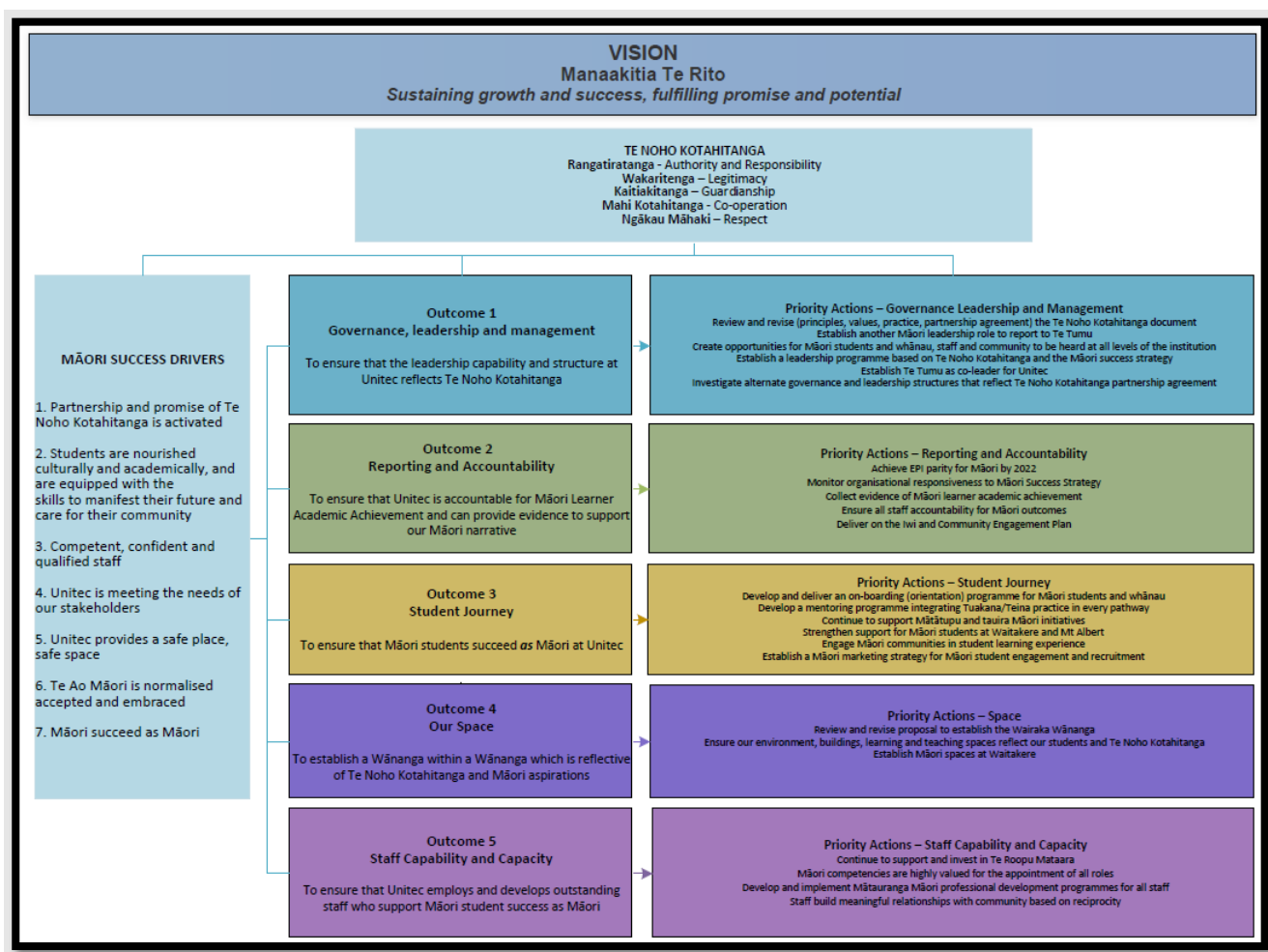
## Overview

### Overview

The development of the 2018 Māori Success Strategy was led by Te Tumu – Glenn McKay. This followed a call from Unitec’s Māori staff to be involved in its development, and in honouring the principles of Te Noho Kotahitanga, a two-day strategic planning wānanga was scheduled in June 2018. Bentham Ohia & Kate Cherrington were co-opted to facilitate the wānanga, with a working party of Māori staff from across Te Whare Wānanga o Wairaka formed to produce the final strategy.

It is important to acknowledge the emotions felt by Unitec’s Māori staff at this point; they like all staff at Unitec, had just emerged from the traumatic experience of transformation, blueprint, and significant leadership change at both executive leadership and governance levels. This is evident throughout the Māori Success Final Report, and it is fair to say that this drove the highly political nature of the final strategy.

It’s also important to acknowledge that priority 3 is where you will find Student Journey. This is intentional and supports the vision of Manaakitia te Rito, a powerful metaphor that likens the new generation of whakapapa, which for our context is taura, as the rito or centre of the harakeke. Manaakitia reminds us to nurture and support the educational aspirations of our taura.



Following the appointment of Toni Vaughan as the Interim Director Māori Success, an operational plan to support the desires of the Māori Success Strategy was developed in response to the 2018 EER recommendation. The operational plan gained endorsement at Rūnanga, ELT and Academic Board in 2019.

# Māori Success Strategy Overview

The addition of Kaihautū in 2019 to the team supported the operationalisation of the strategy, with further strengthening occurring in 2020 when Māori Learning Advisors shifted across to the Māori Success Team. The team have now re-adopted the name Māia.

Whilst parity by 2022 for Māori students is a key objective of the strategy and is ultimately what success will look like for this focus area, we acknowledge that this requires a collaborative effort from all kaimahi within Te Whare Wānanga o Wairaka (*Mahi Kotahitanga*). Therefore, this focus area has developed and implemented initiatives that we are confident will change the hearts and minds of our kaimahi to lead to the necessary practices to attain the goal of parity. These initiatives include: I See Me; the development of parity badges; contributions to the Āta Kōrero framework; Hāpai Ō; and more recently the Māori appendix to the Domestic Code of Practice. Each of these tools strengthens the values of Te Noho Kotahitanga and encourage kaimahi to continually reflect on their practices.

Our Māia whānau takitahi reinforces the outcomes we are seeking and at the same times connects our mahi back to the Unitec strategy.



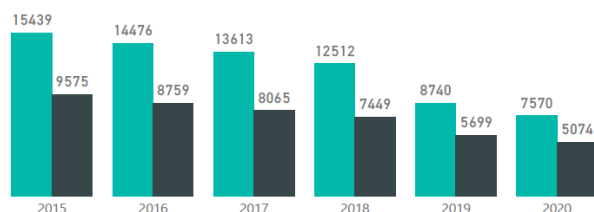


# Māori Success Strategy Overview

## Student Numbers

### Total Overall Enrolments

● Student Headcount ● EFTS delivered for known ethnicity

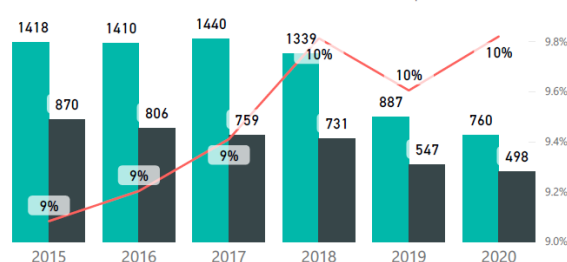


### 2019 Participation Rate - Māori



### Māori Enrolments

● Student Headcount - Māori ● EFTS delivered for Māori ● Participation Rate - Māori



Headcount and EFTS 2015-2020								
Reporting year	Headcount Overall	Headcount Māori	Headcount Non-Māori	Variance Headcount Māori and Non-Māori	EFTS - Overall	EFTS - Māori	EFTS - Non-Māori	Variance EFTS Māori and Non-Māori
2015	15439	1418	14021	-12603	9575.4	869.7	8706.7	-7837.0
2016	14476	1410	13066	-11656	8758.9	806.1	7952.8	-7149.6
2017	13613	1440	12173	-10733	8065.5	759.0	7306.5	-6547.4
2018	12512	1339	11173	-9834	7449.4	731.1	6718.3	-5987.2
2019	8740	887	7853	-6966	5698.9	547.4	5151.5	-4604.1
2020	7570	760	6810	-6050	5074.5	498.4	4576.1	-4077.7

Māori student numbers (headcount) have declined since 2015 by almost 50%. This pattern is also mirrored in the overall student headcount. What has remained fairly constant since 2015 is the total make-up of Māori students as a percentage of the overall student population. From 2015 – 2017 this was 9% and increased to 10% from 2018 – present. As a contrast, in 2018 Māori made up 12% of the overall Tāmaki Makaurau population, estimations predict that this rate will be sustained up to 2038. To reach the 2022 target of 14.4% Unitec has invested in marketing and recruitment campaigns that ensure Māori see themselves reflected in the spaces of Unitec. Additional to this we know from Auckland Council that our Māori population in Tāmaki is youthful, accounting for 49% of the Māori population in Tāmaki, with an average age of 24.9 (2018 Census). Therefore, the U25 Strategy mahi has intentionally focused on increasing engagement with Schools, through the West, North and Central Auckland suburbs. We are now beginning to see an increase in U25 Māori at Unitec, from 6.8% in 2015 to 13.2% in Semester 1, 2020. In addition, the goal of improving reputation amongst kura kaupapa, has seen Unitec go from only one student enrolling straight from kura kaupapa into Unitec between 2015 and 2018, to Secondary-Tertiary partnership activity which has seen as seen 23 taura Māori engage in Trades Academy and Vocational Pathway courses while still kura between 2019 and 2020 and 12 kura kaupapa to fulltime study transitions.

## Highlights related to the Success Strategy

1. Increased awareness of the Māori Success Strategy. You may not hear staff specifically referring to the strategy, but you will hear about the I See Me initiatives and the partnering work that Kaihautū are doing within schools and across the institute. This is leading to an increased awareness of what the strategy is aiming to achieve.
2. The development of parity badges, like Living Te Noho Kotahitanga and Te Tipare, to support the capability and capacity of all staff across Unitec. Rich stories are being told of how individuals are committing to the values of Unitec and then embedding it into their practices to support *Manaakitia Te Rito*. 83% of academic staff completed badging requirements in 2019. In 2020, our September results show a 30% completion rate of parity badges. The low rate is likely due to the requirement to complete 2019 requirements in early September. These badges are providing further opportunities

# Māori Success Strategy

## Overview

- for reflexive practice and identifying key areas for improvement – examples these can be found in the I See Me Moodle pages.
3. The identification of programmes and courses that had not met the 2019 targets for Māori & Pacific students. This has grown into the Hāpai Ō initiative, where wrap-around support is being intensified to support increased academic achievement for Māori and Pacific students. NZ Certificate in Animal Care (NZCAC) provides a great story of a programme that has taken onboard the Hāpai Ō initiatives and moved the QCR dial from 39.3% in 2019 to 76.5% in September 2020, with a gap 0.1% between Māori and non-Māori.
  4. The SCC target for Māori in 2019 was 72.3%. Unitec achieved 73.2%. Progression rates for Māori of 41.9% was higher than the overall Unitec rate of 31.2%. This may mean that Māori students come to Unitec with the intention to pursue higher level study. The Level 1-4 programmes provide an opportunity to strengthen base skills for higher level study. Unitec's SCC, FYR and Progression rates were above the ITP sector averages as seen below.

### 2019 ITP Sector Average

2019 ITP Sector Average	SCC	QC	First year Retention	Progression
Māori	72.0%	49.7%	59.7%	35.5%
Non-Māori	82.5%	55.6%	66.9%	35.2%
Variance	-10.5%	-5.9%	-7.2%	0.3%

5. Mātātupu, a Māori student rūpū - led by Māori students for Māori students, has been recently re-established. The next steps for this rūpū will be to develop an annual plan of activities. The NPS survey patterns for Māori since 2018, show a dip in Semester 2. An explanation offered relates to Māori students being prone to burnout when the reality of study sets in. Mātātupu will provide an avenue for Māori students to connect and provide further feedback for Unitec. Feedback happens in two ways as the Taharangi meets monthly with the Māori Student Rep, and the rep also attends Rūnanga.
6. The 2018 EER recommendation to develop a Māori Code of Practice has recently been realised. This work provides Unitec with an understanding of what's good for Māori and what indicators of success will look like.

Themes emerging from our Semester 1, 2020 NPS and course surveys are:

- Identification of significant barriers for studying from home during covid-19 lockdown. This relates to digital access (device, software and connectivity). Students asked that Unitec recognise this by increasing flexibility and compassion for assignments. This has been implemented via provision of assignment extension and via ARC with some programmes extending course lengths.
- Students found value in having lectures recorded. This practice has been continued post lock-down.
- The 2020 course surveys introduced the following question "I felt that Māori beliefs, language and practices were embedded throughout my course". The overall rating was 7.6, which is slightly below the 8.0 target. This is an encouraging result and indicates the need for further embedding work in some courses.
- NPS scores for graduate students is at 38, an increase of 17 points from the 2016 score of 21.
- The GESC% is consistently higher for Māori than it is for non-Māori at Unitec. 2020 shows a dip to 85%, Unitec's Investment target. This decrease could be due to the impact of covid-19.

# Māori Success Strategy Overview

- Unitec is planning to create infographics to close the loop. This provides taura with reassurance that we have heard their feedback and are working towards improving their learning experience at Unitec.

## Graduates Employed, Studying or Combined (GESC) %

### Graduate Survey Outcomes - Māori

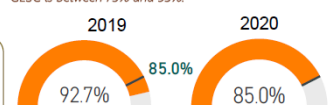
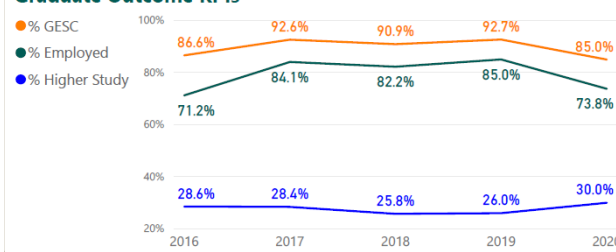
2019	322	127	39.4%	7%
Reporting Year	Sent	Received	Response rate	Margin of Error
2020	213	74	34.7%	9%
Reporting Year	Sent	Received	Response rate	Margin of Error

Margin of Error : this is a sampling error that results if the response rate is not 100%. The error value indicates a 95% likelihood of % variances in both upward and downward directions. For example, if % GESC is 85% and the margin of error is 10%, there is a 95% chance that the actual % GESC is between 75% and 95%.

#### % Employed

Wave	Total Employed	Number of Respondents	% Employed
2016	109	153	71.2%
2017	95	113	84.1%
2018	139	169	82.2%
2019	108	127	85.0%
2020	45	61	73.8%
<b>Total</b>	<b>496</b>	<b>623</b>	<b>79.6%</b>

#### Graduate Outcome KPIs



#### % GESC

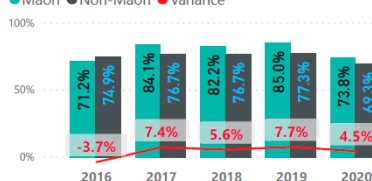
Wave	Total in Employment or Higher Study	Number of Responses	% GESC
2016	97	112	86.6%
2017	88	95	92.6%
2018	120	132	90.9%
2019	114	123	92.7%
2020	51	60	85.0%
<b>Total</b>	<b>470</b>	<b>522</b>	<b>90.0%</b>

#### % in Higher Study

Wave	Total in Higher Study	Number of Responses	% Higher Study
2016	32	112	28.6%
2017	27	95	28.4%
2018	34	132	25.8%
2019	32	123	26.0%
2020	18	60	30.0%
<b>Total</b>	<b>143</b>	<b>522</b>	<b>27.4%</b>

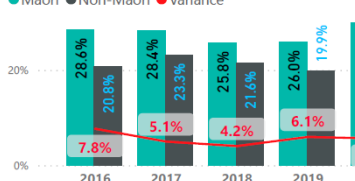
#### % Employed

● Māori ● Non-Māori ● Variance



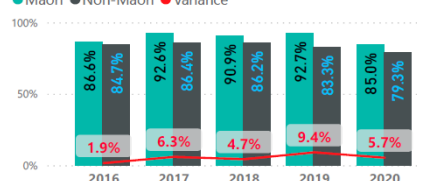
#### % Higher Study

● Māori ● Non-Māori ● Variance



#### % GESC

● Māori ● Non-Māori ● Variance



## Data Source

\* 2020 SCC is based off Live Dashboard semester 1 courses with results in only (excludes missing and deferred grades); The rest of data is based off Nga Kete data after the August SDR refresh; 2020 QCR is based off semester 1 completions only so can increase by the end of the year.

\* To align with the student performance indicators, EFTS and student headcount are based off formal qualifications only (Nga Kete sourced data)

\* Progression Rates are based on SAC funded students only to align with Nga Kete reporting, with the exception of International student progression which has the SAC funded filter removed

## Iwi engagement

In response to the 2018 EER recommendation of maintaining support for the Māori Success Strategy, Unitec is comfortable with the approach of having the voice of Rūnanga as our community. The membership of Rūnanga bring expertise from several disciplines including working to reintegrate prisoners into communities; Māori health services, Auckland Council, Digital expertise; and a seat for mana whenua - Ngāti Whātua ki Ōrākei. The members also have membership on several other governance boards. Te Tumu and Taharangi both provide high level updates to the Rūnanga. The Rūnanga is provided with an opportunity to interrogate the Māori data and demand that in our leadership positions we provide risk mitigation when risks are identified. The Rūnanga within the Unitec landscape is positioned as an advisory to the CEO.



# Māori Success Strategy

## Overview

In addition, we have encouraged a relationship with Ngāti Whātua ki Ōrākei and offer a scholarship to students who whakapapa to Ngāti Whātua. UPC created opportunities to connect with Whai Māia, the education arm of Ngāti Whātua ki Ōrākei, in 2019. With leadership changes within Whai Māia and Covid-19 in 2020 activity has decreased, however, the UPC team is undertaking to strengthen the connection in 2021.

### ***Key Changes/Initiatives Since 2018***

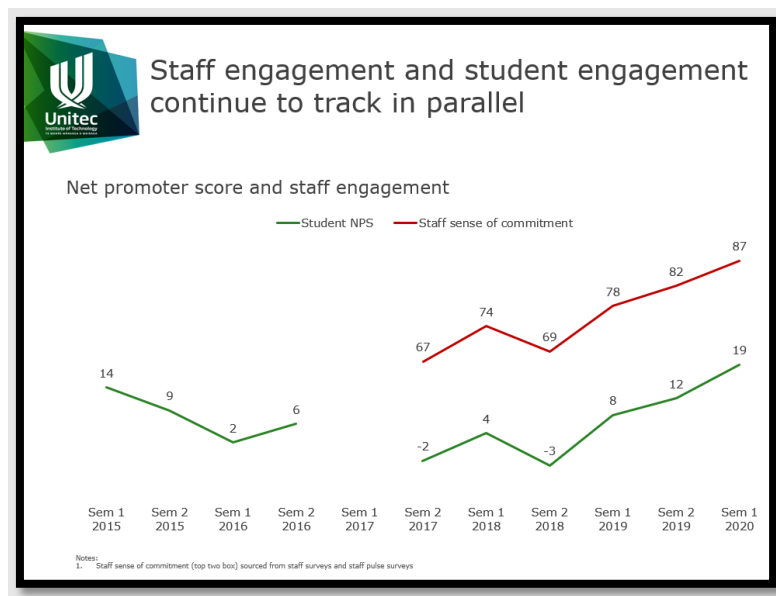
1. Design & Implementation of the Māori Success Strategy Operations Plan
2. Setting of Parity Targets
3. Confirming Rūnanga as our Māori stakeholders; and Ngāti Whātua ki Ōrākei as mana whenua
4. Appointment of Interim Director Māori Success
5. Resourcing for non-completion research project
6. Refined reporting of Māori Success Strategy Outcomes across all internal academic committees and Rūnanga.
7. Aligning several teams (Marae, Kaihautū, Kura Pō, Whai Ake & Māori Learning Advisors) to Māia. This whānau provides strengthened support for the Māori Success Strategy.
8. Appointment of 0.2FTE Māori Success Champions within each school to provide pastoral care support for Māori students. The position description has recently been reviewed with clearer guidelines around expectations of the position.

### ***Challenges / Gaps***

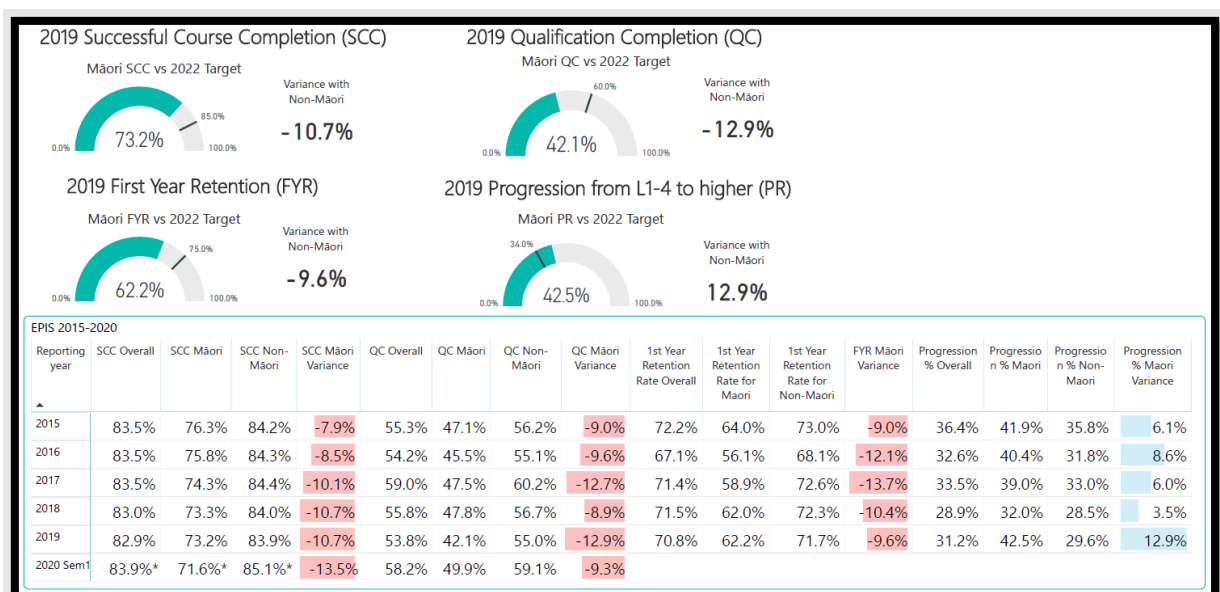
1. The 2019 EER recommendations noted our lack of information about reasons for non-completion of courses and qualifications. Since then a number of initiatives have been put in place. Amongst them, and to increase our understanding, a consultant has been contracted to undertake research on our behalf. The study will have a particular focus on Māori, U25 and International students. It is hoped that this study will also provide insights about first year retention, which was 62.2%, slightly below the 2019 target of 65%. Our Power BI data now provides a non-completions dashboard, highlighting the importance of this work.
2. Whai Ake i Te Ara Tika scholarship students have raised concerns on two separate occasions, one relates to Kahurangi – a celebration of Māori student success. Students received incorrect information via social media leading to misunderstandings. A survey is scheduled for the end of 2020 and will help us understand whether Unitec students would be interested in conferring their qualifications at Te Noho Kotahitanga Marae in 2021. If interest is high, then hui with Māori students will be scheduled; the second relates to not complying with scholarship regulations. This has been taken care of through an HR process and regulations are currently being reviewed. Selection processes will be centralised to be consistent with other scholarship processes.
3. Recent MHUD activity and the inclusion of Te Waiunuroa o Wairaka in a proposed land sale will impact Māori (and some non-Māori) staff and students who are deeply connected to the whenua.
4. Unitec has made good gains toward meeting the 2020 QCR target of 52%, however there will need to be a continued commitment to identifying programmes and courses that are struggling to meet the targets, to implement initiatives like Hāpai Ō and to mobilise the required resource to achieve Unitec targets.
5. The 2019 qualification completion rate of 42.1% is of serious concern to us, and whilst we have made good progress toward our 2020 target, we want to understand the reasons that led to this. One explanation relates to the extensive amount of change that occurred leading in to 2019 and through

# Māori Success Strategy Overview

part of 2019. From the May 2020 Staff Pulse Survey – Working @ Unitec Statements Trending show a positive shift from 2018 to 2020. However, 2018 and 2019 results provide insights about how staff felt during this period. Interestingly, this trend is similar to the overall student NPS trend for the same period. For Unitec this means that when staff feel valued, are aware of how their role fits in with strategy and have are happy with the performance of leadership that this will lead to positive outcomes for students. It must be noted that our August 2020, interim SDR results show a qualification completion rate (QCR) of 49.9% for Māori students. Indications from our internal data experts are that we are on track to meet our 2020 target of 52%.



## Data Summary



\*2020 SCC is based off semester 1 courses with results in only (excludes missing and deferred grades); 2020 QCR is based off semester 1 completions only so can increase by the end of the year.

# Māori Success Strategy Overview

6. The SCC and QCR gaps (see below) between Māori and non-Māori have become wider since 2015. Unitec recognises the need to address this through initiatives already mentioned – I See Me, Hāpai Ō and more recently the Māori appendix to the Domestic Code of Practice.

## Priority Group Performance – Māori and non-Māori

