



WHIRIA TE MUKA TANGATA

REPORT: LITERATURE SCAN &
RESEARCH RECOMMENDATIONS

AUGUST 2022



MUKA TANGATA
People, Food and Fibre
Workforce Development Council



MĀPUNA
CONSULTANTS

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He wāhinga kōrero

Foreword

At Muka Tangata we are in the privileged position of being able to work with iwi, hapū and whānau Māori, and Māori industry leaders to look at ways in which the vocational education system can best support Māori flourish in the food and fibre sector.

As we develop our work programme – the Workforce Development Plans for the industries we represent, the qualifications we develop, the programmes we endorse, and the advice we give government about what to fund in vocational education – we are aware that we need a strong evidence base to support what we do. We hear a lot about how kaupapa Māori approaches and using mātauranga Māori benefits Māori in the education system.

This report highlights research that shows how a strong focus on Māori pedagogical approaches is central to the Māori learner success. Cultural identity, language and practices underpinned by Māori values are spoken about in research projects that have tested learning strategies with a range of learners from both secondary, tertiary and vocational education sectors.

However, it also shows that by and large, there remains a paucity of literature generally related to kaupapa Māori approaches in vocational education. One of the ways we will be using this report is to guide us as to where we might usefully work with partners to support ongoing research in areas that will support the goals and visions of Māori workforce development in the food and fibre sector.

We thank Dr Acushla Sciascia and her team at Māpuna Research for the great insights highlighted here and the guidance that will usefully inform ongoing work.

Ngā mihi nui,

Jeremy Baker
Chief Executive, Muka Tangata

Moerangi Vercoe
Manukura, Muka Tangata

He kupu whakataki

Introduction

Muka Tangata are exploring ways in which kaupapa Māori learning can support whānau Māori to flourish at all levels in all industries of the food and fibre sector. To enable Muka Tangata to significantly provide better outcomes for Māori, which will also provide positive outcomes for our industries, there is a need to ensure that work programmes are evidence based.

One of the functions of the Muka Tangata Workforce Development Council (WDC) is to provide advice on how the education and training system can be mobilised to build the capability required of the future workforce.

This role sets the scene for this important work to be carried out so that the capability required for our future workforce is underpinned by the latest evidence and research. We recognise that kaupapa Māori approaches to skills development prioritises, and is guided by, values and principles. We know anecdotally that these components, as part of skills development, produce a capable, confident and committed workforce in both Te Ao Māori and the industry. We now need to begin building the evidence-based research to demonstrate this.

Muka Tangata are building an evidence-based view of the skill needs of our sector and how vocational education can support industry needs. This report will form part of this evidence base and support Muka Tangata's role in:

- Creating industry-focused workforce development plans
- Developing fit-for-purpose qualifications and working with the sector on what programmes and modes of delivery work best
- Providing government with formal investment advice on what needs to be funded within vocational education to meet the needs of the sector

The objectives of this report are to;

- produce an updated literature review on Māori learner success (and build on previous research including Ako Aotearoa Māori Learners report); and
- identify a research agenda for Muka Tangata that focuses on addressing gaps identified in the literature review and that supports a kaupapa Māori approach to ako, with a focus on vocational education, training and workplace outcomes.

The intended audience of this report are Muka Tangata staff and council members to inform guide research leadership and investment decisions in the next 3-5 years; Wider Food and Fibre sector leaders with an interest in research; government organisations with an interest in Māori success in workforce development; Partners in the Reform of Vocational Education. Other WDC may also be a key audience if of relevance.

There is a wealth of existing research around Māori learner success that will provide Muka Tangata with guidance and add value to what their kaupapa. This report is intended to provide a succinct and brief overview of what research exists and how findings can be incorporated into future work.



He whakarāpopoto matua

Executive summary

Muka Tangata aspire to championing kaupapa Māori approaches in the work they do for industry training and development. In this way, this report contributes specifically to updating our understanding on relevant literature pertaining to Māori learner success (and build on previous research including Ako Aotearoa Māori Learners report); and in the process, identifying a research agenda for Muka Tangata for future work.

Despite knowing anecdotally that culturally rich approaches to training and development for learners produces a capable, confident and committed workforce in both Te Ao Māori and the industry, we now need to build the evidence-based research to demonstrate this.

In this report, 77 articles/links were identified of which 69 were published and 8 unpublished (including links) and we reviewed 27 as part of our annotated bibliography. From this literature scan, we identified the following research gaps;

- A lack of research that highlights capabilities, skills and expertise of Te Ao Māori that leads the primary industries and creates Māori solutions to industry challenges;
- A lack of research around Māori cultural frameworks that are specifically designed to address vocational education, training and development within primary industries sector;
- A lack of demonstrable projects, programmes and organisations where mātauranga Māori leads vocational training and development within the primary industries sector;

- A lack of data and insights into Māori resilience within the sector and as a result of Covid-19; and
- A lack of research that evidences Māori approaches to building sustainable solutions within the primary industries.

From these research gaps, which we view as opportunities for further development - we identified a set of 5 research statements and 5 research recommendations to inform our future research foci for Muka Tangata.

Opportunities for further research and development;

1. Draw on capabilities, skills and expertise of Te Ao Māori to lead industry solutions
2. Develop Māori cultural frameworks for industry solutions
3. Weave mātauranga Māori into primary industries and vocational education
4. Increase data and insights into Māori resilience within the sector
5. Exploration of Māori solutions to sustainable approaches

And finally, the report recommendations which we envisage as next steps for Muka Tangata, in collaboration with others:

- Commission project to build on cultural pedagogies within VET specific to Food & Fibre sector
- Using this report, Muka Tangata advocate for kaupapa Māori approaches and pedagogies within VET
- Māori workforce success across sectors; encouraging collaboration and sharing of information and data
- Wānanga with practitioners to ascertain data and insights into sector and develop frameworks to continue building a strong workforce grounded in Te Ao Māori and led by Mātauranga Māori
- Establish an advisory group to support this as Muka Tangata cannot do it alone

Tikanga whakahaere

Approach

A wide net was cast to capture as much research on vocational education and kaupapa Māori pedagogy

77 articles/links identified
69 published
8 unpublished
27 prioritised & annotated

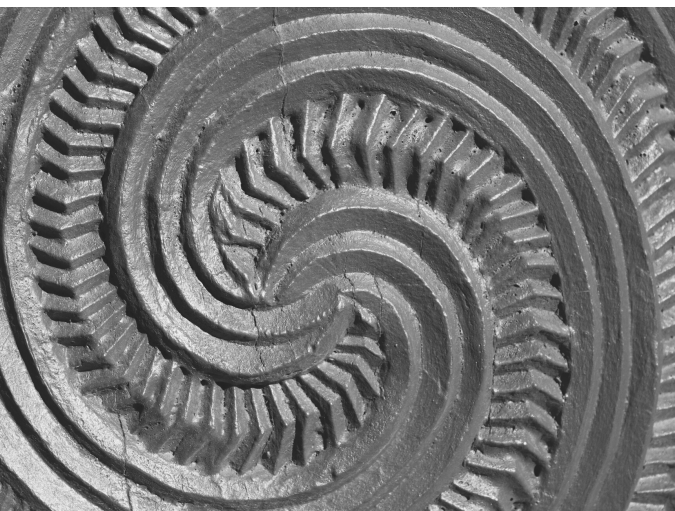
Our approach

Our methodological approach was to look broadly across published academic articles with a focus on vocational education, training and Māori pedagogical approaches to ako. Unpublished vocational education programmes and texts were also noted that we felt had relevancy. We see both types of research as critical to understanding where the gaps exist and therefore where the opportunities lie in terms of future research.

In this way, we identified a set of key words that guided our literature search (provided in Appendix 2) and categorised literature under one of four key themes of relevancy; Empowering; Enhancing; Engaging; Emerging. Our perspective on these four categories represent four levels of relevancy - while all literature have some relevance to the kaupapa, for the purposes of this report, we have only reviewed the most relevant sources. We also note that the literature featured in this report is not exhaustive and there will be further scans required that ensures we are across the most up-to-date research and evidence.

Empowering

- This list includes published texts that are highly relevant to vocational education and draw on Māori pedagogical approaches to ako
- They provide evidence that concepts of ako are imbued with te reo Māori me ōna tikanga to **empower** learners to becoming strong in their identity and area of profession





Enhancing

- These texts are publications that **enhance** kaupapa Māori based concepts and are conducive to successful learner outcomes for Māori
- Approaches that are not industry-specific but more widely implemented across tertiary, secondary and in some cases, kōhanga reo/puna reo.

Engaging

- These include published texts that **engage** with kaupapa Māori concepts in mainstream education and some sound research around the benefits for all learners.

Emerging

- Finally, **emerging** published research did not have direct relevance to the scope of this literature scan but are worth noting and being critical of as we build our understanding on the benefits of vocational learning underpinned with kaupapa Māori pedagogical approaches

For the purposes of this report and maintaining a firm focus on highly relevant literature to inform gaps, we have provided an annotated bibliography for key texts identified under "Empowering" including short description summaries of which there are 27 published texts.

Recommendations

Our process was to widely scan for relevant literature, provide a brief summary review (annotated bibliography) for relevant texts and then generate a list of the gaps identified in the literature and produce these as research opportunities in the form of research statements and recommendations for Muka Tangata.

He tāhuhu kōrero

Research statements

Through the literature scan and specifically highlighting the 27 prioritised texts, a strong focus on Māori pedagogical approaches as being central to the Māori learner success is well-evidenced in the scan. Cultural identity, language and practices underpinned by Māori values are spoken about in research projects that have tested learning strategies with a range of learners from both secondary, tertiary and vocational education sectors. By and large, there remains a paucity of literature generally related to kaupapa Māori approaches in vocational education

The following research statements have been developed as opportunities for future research foci for Muka Tangata to pursue, as they're based on the gaps in the research. They are presented here as statements that are aspirational and require further thinking and planning to development into research work programmes. These statements are accompanied by a set of four research recommendations and more explanation of these statements can be found in Appendix 2.

- 1 Draw on capabilities, skills and expertise of Te Ao Māori to lead industry solutions
- 2 Develop Māori cultural frameworks for industry solutions
- 3 Weave mātauranga Māori into primary industries and vocational education
- 4 Increase data and insights into Māori resilience within the sector
- 5 Explore Māori solutions to sustainable approaches within the sector

He marohi rangahau

Research recommendations

Following the literature scan of relevant published works, we provide the following four recommendations for Muka Tangata, and others with an interest in Māori success in vocational education, to consider guiding their future research aspiration.

Given the paucity of literature pertaining to kaupapa Māori approaches in training and development specifically related to this sector, it is important to increase evidence-based Māori research that highlights the anecdotal benefits and success of Māori pedagogical approaches and underpinnings in vocational education and training of our workforce.



Recommendation 1

Building on existing literature around Māori learner success, it is recommended to commission a project specifically for the Food and Fibre sector to utilise Māori pedagogical approaches to learning through a vocational education training lens and understand any benefits that contributes to strong, culturally resilient leaders in the Food and Fibre sector



Recommendation 2

Using this report as a basis, Muka Tangata can utilise the findings, data and insights to advocate to the Food and Fibre sector, and other industry sectors for the opportunities and benefits of deepening vocational education training with kaupapa Māori approaches and pedagogies and developing new standards of Māori success for VET



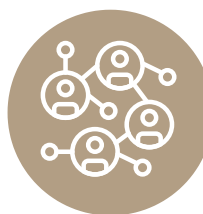
Recommendation 3

Given the primary industries more broadly would benefit in understanding Māori success within the workforce and the capabilities required to producing a culturally rich workforce, it is recommended that Muka Tangata seek to partner with Māori industry and government organisations and those with an interest in the food and fibre sector to co-design a framework for *Māori workforce success* in the primary industries.



Recommendation 4

Recognising the importance of co-design, it is recommended that, in collaboration with other relevant partners, a series of wānanga (with a focus on the research statements identified above) are held to bring together key Māori practitioners, educators, experts, hapū and iwi to unpack research statements and thematics to identify guidelines, frameworks and approaches relevant for this sector



Recommendation 5

As part of bringing together Māori experts and practitioners, it is recommended that an advisory/reference group (made up of no more than 5-6 members from the industry/community) be brought together to act as subject matter experts and specialists advising on key kaupapa such as research priorities, partnerships, networks and collaborations as well as funding, and strategy.

He whakarāpopotonga pānui

Annotated bibliography

The following literature scan provides an annotated bibliography of key published texts that recognise and align with vocational education and kaupapa Māori pedagogical approaches.

The scan builds on key texts identified in the *Māori learner success in tertiary education: Highlights from Ako Aotearoa supported research projects (2017)* report commissioned by Ako Aotearoa.



The Transformative Role of Iwi Knowledge and Genealogy in Māori Student Success

Melinda Webber; Angus Hikairo Macfarlane (2019)

This chapter details the Ka Awatea (A New Dawn) Project. An iwi/tribal case study which examined the qualities of success in accordance with an iwi-centric lens. Indicators of success are defined according to the concept of 'mana'. The localised approach to this study highlights the importance of whānau, relationships, identity, belonging and looking back into the unique histories of a place and a people in order to raise sustainable future success and transformation of a student and whānau. The localised approach to the project suggests that indicators for Māori success are not finite. There is no one size fits all model for success. Therefore, academic success can not be defined in isolation from other areas of success. Houkamau and Sibley (2015) have explained that there are many ways of being Māori, and that cultural identity for Māori is defined in different ways such as, whakapapa (genealogy), Māoritanga (Māori way of life), iwitanga (tribal links), hapūtanga (kinship links), and whanaungatanga (family relationships). These are considered to be broad indicators of success.

Keywords: Mana, Mana Whānau, Mana Motuhake, Mana Tū, Mana Ūkaipo, Mana Tangatarua, Mana Tangata; Iwi knowledge. Māori student success. Stereotype threat. Positive Māori identity. Connectedness. Belonging

Webber, & Macfarlane, A. H. (2019). *The Transformative Role of Iwi Knowledge and Genealogy in Māori Student Success*. In *Handbook of Indigenous Education* (pp. 1049-1073). Springer Singapore. https://doi.org/10.1007/978-981-10-3899-0_63

Te Pakiaka Tangata Strengthening Student Wellbeing for Success Ministry of Education, Te Tāhūhū o te Mātauranga (2017)

This document is specifically targeted to guide the actions of secondary schools and wharekura and highlights the importance and place of effective pastoral care in educational achievement. The guidelines are the result of an Education Review Office evaluation of the provision of guidance and counselling in secondary schools. It is argued that wellbeing, or lack of it, has a clear influence on student learning. When young people feel safe and supported in their school environment they are more engaged and ready to learn. To enable every student to achieve to their highest potential, it is essential that effective services to support student wellbeing are in place in schools and in the wider community. The principle of whanaungatanga is identified as a concept that facilitates pathways through which schools can best support the holistic health and wellbeing of a student. Creating a culturally responsive environment for students is an undeniably important element of support. Acknowledgement of the cultural beliefs, values and the identity of any student will better enable schools to provide the necessary care and support. Strong partnerships with external support providers enhances a school's ability to provide care. Incorporating culturally responsive health models and frameworks is identified as being an essential component of an effective pastoral system.

Keywords: wellbeing, whānau, whanaungatanga, collaboration, culturally-responsive, pastoral care

Ministry of Education (2017). *Te Pakiaka Tangata Strengthening Student Wellbeing for Success*. Wellington, New Zealand.

We are family: Māori success in foundation programmes Colleen Mc Murphy-Pilkington (2013)

This paper is drawn from a Ministry of Education funded project and its findings around the key question: What constitutes an optimal learning environment for Māori learners in foundation programmes? The project captured the views of Māori learners, tutors and providers with the focus of this paper being successful elements of foundation programmes for Māori. The benefits of culturally responsive pedagogy (CRP) are highlighted. Both academic participation and success for adult Māori learners is argued to be increased when the learning and teaching environment resembles the connectedness and belonging found in a whānau environment. A holistic interdependence between the academic, physical, emotional and cultural environments creates a learning environment reflective of their home life and thus provides stability. This is defined as a culturally responsive learning environment or culturally responsive pedagogy. Prior relationships with tutors for members of any minority group facilitates successful learning outcomes.

The facilitation of whanaungatanga principles and celebration of tauira beliefs and values grows levels of success. Confidence, acknowledgement of identity and strong relationships between tauira, tutors and whānau are elements that further support the success of Māori learners in foundation programmes. The paper states: "Students expressed the positive morale they felt in class that flowed from their tutors' actions and attitudes towards them" – pumanawatanga in Māori terms (Macfarlane, 2004). This ideal of care was required as part of the institutional culture.

Keywords: culturally responsive pedagogy, manaakitanga, tohatohatia, pupuri taonga, whakamana, whakatakoto tikanga, whakapūmau tikanga, whanaungatanga, culture, beliefs, Māori, rangatiratanga

McMurchy-Pilkington, C. (2013). *We are family: Māori success in foundation programmes*. Higher Education Research & Development 32(3): 436-449.

Transformative Prospects for Vocational Education and Training

Betsan Martin; Sandy Morrison; Timote Vaioleti (2016)

This paper was based on a study which identified a gap of provision for vocational education and training for sustainability. The study included Māori and Pacific students, teachers, community and organisational leaders. These groups gave insights into attributes of education and training to guide a systemic approach to education for sustainable societies in the vocational sector. A series of indicators, or responsible sustainable criteria for vocational education initiatives and policy are provided. The topics of transformative responsibility, locally engaged and relevant initiatives, co-construction of decision making with youth, the valuing of mātauranga Māori and Pacific knowledge, collaboration, community networking and integration of all sectors, responsible funding, flexibility of vocational provision, accreditation and responsible citizenship are elaborated on. In order to support a transitional process in vocational education, educational governance with attributes of responsibility integrated into school and post-school learning communities is defined as a primary policy goal.

Keywords: Māori, Vocational Education, Sustainable development, Transformative responsibility, Transformative Education

Martin, B., Morrison, S., & Vaioleti, T. (2016). *Transformative Prospects for Vocational Education and Training*. Website accessed: <http://www.response.org.nz/wpcontent/uploads/2013/02/Pathways-Transformations-Martin-Morrison-17April16.pdf>.

Mana Ūkaipō: Māori Student Connection, Belonging and Engagement at School

Camilla Highfield; Melinda Webber (2021)

This paper describes the background, methods and key findings from a research project conducted in one Kāhui Ako (Community of Learning). The major aim of the Kāhui Ako was to broaden and improve the pedagogical and leadership response to Māori students and their whānau, and improved achievement, retention, engagement and attendance of Māori students. The twelve schools involved had significant numbers of Māori whose iwi presided over the region. The ākonga (student), kaiako (teacher) and whānau voices that were collected highlighted that culturally sustaining schooling is key to Māori succeeding as Māori and therefore flourishing in both education and life. A holistic view of the ākonga and their needs which include: a sense of cultural and social belonging, health and well-being as well as strong relationships between ākonga, kaiako, kura, whānau, hapū, iwi and hapori are imperative to educational success. This study shows that whānau are key in supporting cultural connectedness. The nurturing of genuine and authentic relationships with whānau, iwi, hapū and hapori can grow confident, culturally competent and engaged ākonga Māori who find success as Māori.

Keywords: Māori success, culturally sustaining schooling, whānau, relationships, connectedness

Highfield, C. & Webber, M. (2021). Mana Ūkaipō: Māori Student Connection, Belonging and Engagement at School. In *New Zealand Journal of Educational Studies* 56(2): 145-164.

Tātaiako cultural competencies for teachers of Māori learners

Ministry of Education, Te Tāhuhu o te Mātauranga (2011)

The Tātaiako cultural competencies for teachers of Māori Learners is an education framework reflective of te ao Māori (the Māori world) which has been created from the overarching policy strategy for Māori education. Its primary function is to guide teachers in personalising learning for and with Māori learners as well as building culturally responsive and engaging relationships with Māori learners, whānau and iwi. The document highlights that effective learning is dependent upon the relationship between ākonga and kaiako. Learner - teacher relationships are presented as being a key component of Māori achieving educational success as Māori. The involvement of mātua (parents) and whānau and the building of productive relationships between them and educational establishments from the initial stages of formal education is presented as an essential element for success. Acknowledgement, understanding and nurturing of identity, language and culture are also presented as key components critical to the success of Māori as Māori. The Tātaiako framework defines the behaviours and skills that reflect a teacher's Māori cultural competence to ensure the success of Māori students, as Māori. The competencies are set within ako, manaakitanga, tangata whenuatanga, wānanga and whanaungatanga.

Keywords: Māori achieving educational success as Māori, kaupapa Māori, Education, whānau, iwi

Ministry of Education (2011). *Tātaiako cultural competencies for teachers of Māori learners*. Wellington, New Zealand.

Framework For Review And Evaluation In Kura Kaupapa Māori Te Aho Matua Education Review Office, Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa (2014)

As an external evaluator, ERO is guided by a review framework. This document presents the review framework to evaluate the education provided through Te Aho Matua o ngā kura kaupapa Māori. Te Aho Matua is the foundation document which is set within a Māori worldview and is viewed as being a vital element which further uplifts the levels of success for taura and whānau Māori. The primary language of instruction is te reo Māori. It is presented in six parts, each part having a special focus on what, from a Māori point of view, is crucial in the education of tamariki for the future. The review framework has been designed by Māori, with Māori and focuses on the successful outcomes for Māori with self review being a major component. The framework defines the conduct of each of the three types of review: Te Rākeitanga (Expansion), Te Pupuketanga (Development) and Te Manakotanga (Enrichment). The core components for success include; fostering identity; value and empowerment; enhanced communication; professional and collegial relationships; self determination and strategic planning and self review.

Keywords: Māori, te reo Māori, evaluation, whānau, kura kaupapa, Te Aho Matua

Education Review Office (2014). *Framework for Review And Evaluation In Kura Kaupapa Māori Te Aho Matua*. Wellington, New Zealand

A unified system for all vocational education Reform of Vocational Education Ministry of Education, Te Tāhuhu o te Mātauranga (2022)

This summary of the Reform of The Education (Vocational Education and Training Reform) Amendment Act 2020 defines the amendments to and consolidation of the Education Act 1989 and the Industry Training and Apprenticeships Act 1992. This unified system for all vocational education creates a strong, unified, sustainable system for all vocational education that delivers the skills that learners, employers and communities need to thrive. Specifically, seven key changes are defined. The projected outcomes include:

- More employers will be able to find consistently well-trained and work-ready workforce
- Pathways will be easier for learners and their parents and whānau to understand
- Disabled learners will have greater access and more effective support
- Iwi, Māori learners and businesses are key partners
- Pacific learner success will be supported
- A unified system for all vocational education A strong, unified, sustainable system for all vocational education that delivers the skills that learners, employers and communities need to thrive
- Reform of Vocational Education

The reform guides focussed vocational education to those groups that have been traditionally under-served including Māori. It calls for education to be responsive to the needs of employers, be sustainable for all regions of Aotearoa New Zealand as well as to uphold and strengthen Māori Crown partnerships.

Keywords; Māori, unified, vocational education, employers, sustainable

Ministry of Education (2022). *A unified system for all vocational education Reform of Vocational Education*. Website accessed: <https://conversation.education.govt.nz/assets/RoVE/AoC/A-unified-system-for-all-vocational-education.pdf>

Te Rito insights from learners - opportunities to enhance success for all Te Pūkenga learners and Māori learners

Te Pūkenga (2021)

This report investigates the enablers and barriers to learner success from the viewpoint of Te Pūkenga taura across Aotearoa New Zealand. It provides the first stage of findings from the project which has been undertaken to further understand what support taura require, in particular taura Māori, to ensure success. 45 focus group sessions and 30 wide sessions were held across Aotearoa. The voices of campus, online, work-based learners, staff who support them, prospective learners (high school and community) and whānau were gathered. 270 key insights and 59 opportunity statements were created from these voices. There were identifiers at different stages of the journey. Timely and meaningful relationships with a network of people including kaiako and employers; early access and unbiased guidance to relevant information, enthusiastic culturally responsive and affirming kaiako and a culturally holistic environment which celebrates and prioritises mātauranga, tikanga and reo Māori were all factors which were identified as enablers. Successful outcomes for Māori learners were wider than just individual gain. They included their whānau and community's prosperity as a success indicator. Māori wanted to see themselves in the support network around them. When learning experiences acknowledged that Māori learners brought valuable skills, competencies and experience to the table and reinforces their aspirations for success, learners would grow and flourish. The findings highlight how: timely support, growing meaningful relationships, a sense of belonging, confidence, holistic and culturally affirming environments are all enablers for Māori learner success.

Keywords: whānau, belonging, success māori, Aotearoa, insights from learners, cultural competency, holistic approaches

Te Pūkenga. (2021). *Te Rito Insights from learners - opportunities to enhance success for all Te Pūkenga learners and Māori learners*. Website accessed: <https://xn--tepkenga-szb.ac.nz/assets/Our-Pathway/Learner-Journey/Te-Rito-Insights-from-learners-Part-One-Final-Digital.pdf>

Conceptualising Māori and Pasifika aspirations and striving for success (COMPASS)

Mohamed Alansari; Melinda Webber; Sinead Overbye; Renee Tuifagalele & Kiri Edge (2022)

The main purpose of this report contributes to NZCER's desire to uphold Te Tiriti o Waitangi. The concepts of wayfinding, the voyaging spirit, navigation and waka are used to highlight the way Māori and Pasifika ākonga successfully navigate their way through the Aotearoa education system. Kaupapa Māori driven wānanga and tikanga guided this research. Strong, mutually beneficial and culturally affirming relationships are highlighted as punga or anchors which ensure that an ākonga is never alone on their educational journey. Behaviours and success are highly influenced by the punga presented. Examples of educational motivators are centred within the cultural beliefs and values, social relationships, emotional wellbeing and whānau and educational support systems of an ākonga. The suggested pathways to success for ākonga Māori from now and into the future are founded in whanaungatanga, connectedness and manaakitanga, reciprocal care and concerns. The Mana Model is investigated in this report. Equity within the system requires a kaupapa Māori foundation which promotes success and flourishing in a uniquely Māori if not iwi/ hapū/ whānau-based way.

Keywords: whānau, success, ākonga Māori, whanaungatanga, manaakitanga, mana, school environments, kaiako, navigating, whakatere tōmua

Alansari, M., et al. (2022). *Conceptualising Māori and Pasifika aspirations and striving for success*. Rangahau Mātauranga o Aotearoa, New Zealand Council for Educational Research. <https://doi.org/10.18296/rep.0019>

Academic staff within vocational education responding to learners needs

Tracey Carlyon & Margaret Naufahu (2022)

This research report focuses on how academic staff within vocational education respond to the variable needs of their learners. The report acknowledges the need and benefit of current and past research into student success and highlights how little research has occurred regarding what staff need in order to meet these needs. Key findings indicated that academic staff value and are committed to the creation of positive, mutually beneficial and culturally affirming relationships with their learners. Staff recognise the importance of providing explicit and regular feedback to their ākonga. They also strive to provide an authentic learning environment. However, many feel constrained in their efforts to be fully responsive to student needs. Ultimately, if the realities of academic staff are better understood, we can work to maintain best practice, recognise where tensions and constraints exist and where required, provide support through institutional changes or staff development to improve learner success.

Recommendations from this report are based on professional support and development for staff providing feedback. The consideration of staff workloads and whether they are conducive providing the necessary support for learner needs. Strategies for managing workload are included in capability development for vocational education academics.

Keywords: feedback, academic staff, vocational education, authentic learning opportunities, relationships, inadequate resources, vocational education and training, Te Pūkenga

Carlyon, T. & Naufahu, M. (2022). Academic staff within vocational education responding to learners' needs. In *International Journal of Training and Development* 26(2), 364–379. <https://doi.org/10.1111/ijtd.12262>

Ethnicity, vocational education and training and the competition for advancement through education in New Zealand

Rob Strathdee & Grant Cooper (2017)

This paper promotes the fact that disparity in vocational education is still prevalent even although reform has occurred. Background factors including ethnicity, socioeconomic status and gender are still not being accounted for and best practice is still evolving to meet the needs of these minority groups. Although, primarily theory based historical data pertaining to statistics and vocational education policy and practice reforms in an Aotearoa context are provided and applied in the findings of this paper. Disparity between Māori and Pasifika participation and success levels in comparison to majority groupings is still occurring. This impacts not only the educational trajectory of these groups but also their accessibility to employment, higher income and healthy lifestyles. The one size fits all model impacts the quality of the education provided, accessibility to employment and therefore participation and success rates. This paper contributes further to this issue by assessing the relationship between ethnicity, participation and achievement in vocational education and the labour market.

Keywords: Policy issues; vocational education; training; importance of ethnicity; Māori success

Strathdee, R. & Cooper, G. (2017). Ethnicity, vocational education and training and the competition for advancement through education in New Zealand. In *Journal of Vocational Education & Training* 69(3): 371-389

What's in a Name? Māori Student Success Through Culturally Responsive Practice

Christina Severinsen; Jason Mika; Rochelle Hutson (2020)

This article presents the culturally responsive practice and authentic learning journey of a school that changed its name from Tiritea to Turitea. The importance of a name in order to deepen belonging and identity is well researched. This display of a mainstream school taking steps to make a wrong right highlights the many benefits that came by approaching this issue using a kaupapa Māori framework.

The cultural competencies of *ako*, *wānanga* (discussion and debate), *manaakitanga*, *tangata whenuatanga* (being of the land) and *whanaungatanga* were used in the framing of the discussion. These competencies are provided in the *Tātaiako* (previously reviewed) which is the cultural competencies for teachers of Māori learners resource provided by the New Zealand Teaching Council. The building of relationships with *whānau* and *iwi* allowed for a more localised approach ensured that *manaakitanga* and *whakapapa* were followed, authenticated and acknowledged. The process undertaken is an example of how a mainstream school can uphold *Te Tiriti o Waitangi* in an authentic context. The galvanising of relationships between the school, *whānau*, *iwi* and community has enabled not only a name change but also a pathway through which the Māori students of the school can achieve success as Māori. It has demonstrated a school's willingness to affect positive educational change by embracing *te ao Māori* in order to enrich students' learning and success.

Keywords: Māori; Indigenous ; governance; cultural competency; Treaty of Waitangi

Severinsen, C., et al. (2020). What's in a Name? Māori Student Success Through Culturally Responsive Practice. In *New Zealand Journal of Educational Studies* 55(2): 431-447.

Huakina Ngā Tatau o Tōku Whare. Creating a Kaupapa Māori Tertiary Pathway Maria Ngawati (2021)

This research project report focuses on ways to increase Kura Kaupapa Māori student participation in local tertiary programmes. The development of two programmes which are evaluated in this report are *Tikanga Hauora* and *Oranga Tangata*. The project involved designing, delivering and evaluating the delivery of a *mātauranga Māori* programme to Māori students, with content delivered in *Te Reo Māori* across the subjects areas of Health, Education and Social Sciences, in a tertiary setting. The model outlined provided an innovative approach, evaluating how *Te Reo* speaking students could transition into higher levels of a tertiary educational system. The report highlights the lack of accessibility to Māori success data in the secondary-tertiary provision space as well as the limited literature on indigenous curricula in tertiary programmes. The current tertiary entry criteria excludes a high number of Māori students from mainstream environments due to achievement rates. Kura Kaupapa Māori students maintain higher 'pass' rates however there is a lack of response from the sector providing Secondary-Tertiary Pathways to the students' learning philosophy that is centered in *te reo Māori* and a Māori worldview. Thus creating further disparity for Māori and kura kaupapa Māori students. Ten insights and recommendations are provided at the end of this report. They consist of applicable actions which can support the transition of kaupapa Māori students into secondary-tertiary pathways.

Keywords: kura kaupapa Māori, Māori medium, Māori, *te reo Māori*, secondary-tertiary pathways, *tikanga hauora*, *oranga tangata*, Māori success, ITP responsiveness

Ngawati, M. (2021). *Huakina Nga Tatau o Tōku Whare. Creating a Kaupapa Māori Tertiary Pathway*. Website accessed: <https://ako.ac.nz/assets/Knowledge-centre/Knowledge-centre/Huakina-nga-tatau-o-taku-whare/Huakina-Nga-Tatau-Final-Report.pdf>

Coherent Pathways Guidance Document

Ministry of Education Te Tāhuhu o te Mātauranga (2019)

This document presents the what, why, who, how and when of transitions within an Aotearoa education context. “It is designed to help you identify the learning focuses and capabilities your community believes are too important to leave to chance. You can specify what these should look at critical transition points. This tool provides transition vision statements that you can consider, replace and/or extend. It also provides facilitation ideas to help you discuss, capture and share the ākonga capabilities that support your setting’s vision” (Ministry of Education, 2019). Relationships between educational providers, whānau, ākonga and hāpori (community) are highlighted as being important to ākonga success. Gathering the voices of each group is integral to the development of a robust and holistic transition plan that nurtures ākonga success. This document provides a comprehensive approach to transitions and indicates signposts along the journey of an ākonga where transition should be reviewed. It includes transitions from early education right through to further study or training outside of a school setting. It is the intention of this guide to be individualised within educational settings to support the creation of a locally and culturally responsive model for transition support. This document has ākonga success and wellbeing from now into the future is at its centre.

Keywords: transitions, ākonga; capabilities; learning; transition statements.

Ministry of Education (2019). *Coherent Pathways Guidance Document*. Website accessed: https://curriculumtool.education.govt.nz/Content/Guidance/Files/Coherent_Pathways_Tool_Guidance_MinEd.pdf

Contextualising assessment within Aotearoa New Zealand: drawing from mātauranga Māori

Brigit Giovanna Kerr & Robin Margaret Averill (2021)

The idea of culturally sustaining assessment is investigated in this article. It acknowledges the focus that has been placed on culturally responsive pedagogies and the importance of this. Educational success is highlighted as multilayered from a Māori world view. Also that the current and multiple assessment practices in Aotearoa do not reflect this and therefore have contributed to the disparity between Māori and non-Māori learner success. A culturally sustaining practice acknowledges and strengthens learners ability to revitalise a culture and people through redefining perceptions of what education was, is and can be within a culturally specific context. The majority of the teaching workforce in Aotearoa is non-Māori and therefore a culturally sustaining pedagogy must become the norm. The need to disrupt the status quo is integral to this approach. A solution to this mono-cultural perception of assessment is provided in the form of a hauora (health) approach framework for embedding equity within classroom-based assessment to the benefit of Māori learners and is constructed from Māori-centred competencies. It is intended to uphold the values and intended actions of Te Tiriti o Waitangi.

The concepts of manaakitanga (care, respect, hospitality), whanaungatanga, wānanga, ngā hononga (connectedness), whakamana i ngā kōrero (rich dialogue), ahurea tuakiri (cultural identity) and mana ōrite (power sharing) form the blueprint of this framework. A culturally sustaining assessment practice in Aotearoa is long overdue.

Keywords: assessment literacy; culturally responsive pedagogy; culturally sustaining pedagogy; equitable assessment; Indigenous education; mātauranga Māori.

Kerr, B. G. & Averill, R. M. (2021). Contextualising assessment within Aotearoa New Zealand: drawing from mātauranga Māori. In *AlterNative: An International Journal of Indigenous Peoples* 17(2): 236-245

Cultural Pedagogy and Transformative Learning: Reflections on Teaching in a Māori Environment in Aotearoa New Zealand.

Ksenija Napan; Helene Connor; Lynda Toki (2020)

This article focuses on three symbiotic pathways for transformative learning to take place. Cultural pedagogy within a marae setting, an academic co-creative inquiry process (ACCI) and the culturally responsive Māori pedagogy of ako. Te Noho Kotahitanga Marae and whare whakairo Ngākau Māhaki was the physical space within which the learning for this study took place. The collaborative and place-based nature of this multiple pronged approach affirmed cultural belief systems, strengthened identity and sense of community as well as situated an individual as part of a greater whole. Both student and teacher are nurtured within the space as holistic beings. Ako as a mode for learning is based on meaningful and mutually respectful relationships where culturally authentic and collaborative learning and teaching happen within the setting of the marae. The many reflections shared highlight how empowering learning in a marae space is, "The inspired approach of combining an ACCI with a culturally responsive pedagogy such as ako and delivering a course within the cultural space of the marae were all fundamental to creating transformative educational opportunities" (Napan, et al. 2020). Symbiotically these three concepts created a context for transformative learning and further educational success.

Keywords: cultural pedagogy; cultural spaces; Māori education; ako; multicultural education; Marae; educational transformation; transformative education; transformative learning; spirituality and social practice; tertiary teaching and learning; collaborative teaching; Academic Co-Creative Inquiry.

Napan, N., Connor, H. & Toki, L. (2020). Cultural Pedagogy and Transformative Learning: Reflections on Teaching in a Māori Environment in Aotearoa New Zealand. In *Journal of Transformative Education* 8(1), 59-77. <https://doi.org/10.1177/1541344619858978>

Māori University success: What helps and hinders qualification completion. Reremoana Theodore; Megan Gollop; Karen Tustin; Nicola Taylor; Cynthia Kiro; Mele Taumoepeau; Jesse Kokaua; Jackie Hunter; Richie Poulton (2017)

This article interrogates the barriers to and success factors of educational success for Māori students in a tertiary setting. Many benefits of Māori educational success which reaches far beyond the individual are defined. These include the social and economic wellbeing of Māori whānau (extended family) and wider communities. The three key barriers identified in the retention of Māori tertiary students are external barriers such as whānau responsibilities; institutional barriers such as monocultural environments and lack of Māori staff; and personal barriers which include transitional difficulties. Whānau and financial support, strong and mutually respectful relationships between students and kaiako or staff; culturally responsive, safe and whānau environments and Māori role models are crucial to Māori student success. Students need to feel confident and have access to learning the required skills for success in this setting. Māori students are more likely to have multiple responsibilities outside of the learning institutions and therefore flexible delivery of courses is identified as another factor that could support learner success. A key takeaway in this paper is that any programmes developed to support the success of Māori students should include ways in which their learning can benefit and contribute to their wider whānau and communities.

Keywords: Māori students, indigenous, university, tertiary education, graduates, higher education

Theodore, Gollop, M., Tustin, K., Taylor, N., Kiro, C., Taumoepeau, M., Kokaua, J., Hunter, J., & Poulton, R. (2017). Māori University success: What helps and hinders qualification completion. In *AlterNative: an International Journal of Indigenous Peoples* 13(2), 122-130. <https://doi.org/10.1177/1177180117700799>

A guide to Vision Mātauranga. Lessons from Māori voices in the New Zealand science sector

Rauika Māngai (2020)

This guide describes principles of good practice for Vision Mātauranga in the National Science Challenges and across the science sector. The recommendations are proposed to help the sector to leap to the next level of science excellence, impact and success and identifies, through a user-friendly guide in how this can be achieved. The guide highlights the importance of Treaty relationships, of capability building for all researchers, for mātauranga Māori to be under the authority of Māori and independent leadership overseeing mātauranga Māori in the sector. These components and more provide us with useful tips and strategies to not only supporting researchers, learners and communities in championing mātauranga Māori, but also advocates organisational commitment and shift to doing better in the mātauranga and science space.

Keywords: Mātauranga Māori; science; technology; research.

Rauika Māngai. (2020). *A Guide to Vision Mātauranga: Lessons from Māori Voices in the New Zealand Science Sector*. Website accessed: <http://www.rauikamangai.co.nz/resources-hub/#>

Everything Has Shaped You. Contributors to young Māori university students' ability to flourish

Darcie Major (2017)

There are many disparities when considering the health and wellbeing of Māori in Aotearoa today, and the education sector is no different, with Māori less likely to leave school with level 2 certificate or higher compared with non-Māori. This thesis explores factors contributing to young Māori tertiary students flourishing through a multi-method qualitative approach. Of particular importance to participants of the research was relational connectedness or whanaungatanga within and outside of the tertiary environment, landscapes which offered multiple forms of care, and notions of both collective and individual motivation, health and wellbeing.

Keywords: connectedness; whanaungatanga; identity.

Major, D. (2017). *Everything has shaped you. Contributions to young Māori university students' ability to flourish*. Master of Applied Psychology. The University of Waikato.

Māori learner success in tertiary education Highlights from Ako Aotearoa supported research projects

Acushla Scascia (2017)

This report presents highlights key findings from projects that have been funded by Ako Aotearoa between the years 2007 - 2017. While some of the projects are over a decade old, the research findings and outcomes are still relevant and widely drawn upon in education in 2022. Projects synthesised in this report largely focus on supporting and developing Māori learner success; practitioner development in tertiary education; and institutional support for learners to engage with Te Ao Māori in learning environments that are culturally inclusive and meaningful. The purpose of this report is to provide a reference guide of all Māori learner success projects funded by Ako Aotearoa; provide a resource for practitioners seeking strategies and approaches to learning that support and develop Māori learner success; and provide a resource for TEOs (tertiary education organisations) and policymakers seeking to best support learners and practitioners to engage with concepts in tertiary education.

One of the key recommendations of this synthesis report identifies the need for more research into the benefits of learning spaces that support and nurture cultural diversity, identity, protocols, practices and language.

Research into the effect of space/environment on the learner and their learning experience could provide some interesting insights into the importance of place and space within the learning context and potentially inform the shift from the traditional Western classroom to culturally rich spaces of learning and practice. In addition to spaces, community involvement and participation in learning is largely absent from tertiary education.

Keywords: Māori education; Māori pedagogy; Kaupapa Māori; Māori learner success.

Sciascia, A. (2017). *Māori learner success in tertiary education. Highlights from Ako Aotearoa supported research projects.* Ako Aotearoa.

Supporting Māori apprenticeship success through mentoring and building employer capability

Catherine Savage (2016)

This project began as a research programme to understand the learner within their workplace, their whānau and a wider trades network and the challenges for Māori and Pasifika apprentices. The focus of Ako Whakaruruhau was to look closely at the employer and the apprentice's colleagues in order to develop and improve the conditions for learning in the workplace. The project hypothesised that deficit thinking within the workplace may be contributing to the underachievement of Māori apprentices in the workforce and therefore, the need for ongoing apprenticeship support was evident. The project developed a focused strategy team, Ako Whakaruruhau, to increase the rate of Māori apprenticeship success. Identification of key characteristics were presented when Māori learners were successful including; Personal commitment, attitude and motivation of the learner; Tuākana – Tēina (peer mentoring, peer learning and role models); Connectedness (to the employer, colleagues and ITO); Whānau support and encouragement; and strong foundations for workplace learning (literacy, numeracy and financial management).

Keywords: Supporting learners; Māori learner success; Workplace learning; Strategic Leadership and Change Engineering and Related Technologies; Architecture and Building

Savage, C. (2016). *Supporting Māori apprenticeship success through mentoring and building employer capability.* Website accessed: <https://ako.ac.nz/assets/Knowledge-centre/NPF14-013-Implementing-and-Evaluating-Good-Practice-for-Maori-Trade-Training/RESEARCH-REPORT-Supporting-Maori-Apprenticeship-Success-through-Mentoring-and-Building-Employer-Capability.pdf>

Food & Fibre Skills Action Plan 2019 - 2022

Ministry of Primary Industries (2019)

This action plan addresses common workforce challenges across a broad and diverse range of food and fibre sectors, with the overall objective of shifting behaviour, practice and system settings to achieve positive outcomes and enhance the wellbeing of all New Zealanders. While it provides some sound recommendations for the food and fibre industries more broadly within Aotearoa New Zealand, it fails to adequately identify and elaborate on the challenges that the Māori workforce face in this industry and therefore robust and sound activities built into this plan for Māori success and development within the workforce. This is a gap in research and therefore an opportunity for future research.

Keywords: food and fibre; workforce; workforce challenges; government partnership.

Ministry of Primary Industries. (2019). *Food & Fibre Skills Action Plan 2019 - 2022*. Website accessed April 2022. <https://www.mpi.govt.nz/dmsdocument/37751-Food-fibre-skills-action-plan-20192022>

Listening and Learning from Rangatahi Māori: the Voices of Māori Youth

Mere Berryman; Elizabeth Eley & David Copeland (2017)

This article presents three stories-over-time of the secondary schooling experiences of New Zealand's rangatahi Māori (Māori youth). The stories span fifteen years of New Zealand schooling and are told from three perspectives: the experiences of the students as told in their own words; the voices of youth within the prevailing political contexts of government policy; and, the reframing and repositioning of researchers listening to the experiences of rangatahi Māori who believe they have succeeded as Māori. The article realises that the Ka Hikitia policy and the potential for transformational change intended was not realised and that rangatahi voices continue to be voiceless in and through their educational success. "The voices of these rangatahi Māori agreed, they shared their ongoing need to overcome negative stereotyping around their potential; to be strong in their own cultural identity and to be able to access support from the adults in the school who are culturally aware and responsive to their needs. They also identified the need for personal strength and resilience—the need to develop strong conceptions of themselves as successful, to have the emotional and spiritual strength to see them through adverse contexts, and to know and understand the extent of whanaungatanga (strong and supportive ties to other Māori in their schools and communities)". It is through these learnings that we must recognise the importance of strong cultural values and principles imbued in successful learner pathways.

Keywords: student self-determination; equity excellence and belonging; relationships; culturally responsive pedagogy; policy.

Berryman, M., Eley, E., & Copeland, D. (2017). Listening and Learning from Rangatahi Māori: the Voices of Māori Youth. In *Critical Questions in Education (Special Issue)* 8:4 Fall

Mai i te Ao Rangatahi ki te Ao Pakeke Ka Awatea: A Study of Māori Student Success Revisited

Fiona Duckworth; Marie Gibson; Sonja Macfarlane; Angus Macfarlane (2021)

This article responds to the lack of literature on Māori success and presents data from follow-up interviews with eight Māori young adults (pakeke), 6 years after they participated as secondary students (rangatahi) in an initial study titled Ka Awatea: An Iwi Case Study of Māori Students' Success in 2014. Emerging outcomes reveal the central role of Māori culture and identity in their transition to adulthood. Secondary schooling nurtured their inner confidence and capacity to achieve, but did not play a significant role in development of positive Māori identity and cultural efficacy. However, as school-leavers approaching adulthood, they drew on their cultural efficacy and cultural assets, predominantly acquired from whānau, to navigate dominant culture environments. In doing so, they demonstrate that traditional Māori developmental paths have contemporary relevance, and that their roles—as cultural bearers, passing on the gifts of their ancestors—are fundamental to their aspirations and achievements. In 2014, Macfarlane et al. noted that “If education is about successful learning and development then it must also be about enhancing cultural continuity and cultural growth” (p. 176). How fortuitous were these words. How powerfully do they contrast to the deficit positioning, that has been reflected for many decades in literature that has described Māori educational achievement. And, how pertinent, as this study highlights again the long-standing need for cultural identity and growth to be implicit in Aotearoa New Zealand's mainstream schooling. The pakeke in this study are succeeding because of their culture, their identity, their whakapapa—not despite it.

Keywords: Māori identity; cultural bearers; cultural efficacy; transition; education.

Duckworth, F., Gibson, M., Macfarlane, S., & Macfarlane, A. (2021). Mai i te Ao Rangatahi ki te Ao Pakeke Ka Awatea: A Study of Māori Student Success Revisited. In *AlterNative* 2021. Vol. 17(1) 3–14

Māori success as Māori. A summary report of findings from the Māori Success as Māori research project

Adult and Community Education (ACE) Aotearoa (2014)

“If you want to have Māori who are successful, as opposed to successful people who just happen to be Māori, they need to have made an investment in their Māoriness before they go branching out elsewhere, that's the model that we had. To get their reo locked in, tikanga locked in.”

This project presents a literature review on mātauranga Māori and its place in Māori success and Māori economic participation in Aotearoa New Zealand. The literature review highlighted that although there are many interpretations of mātauranga Māori including

culture, language, tikanga or traditions and many other facets unique to Māori people.

The research findings show that the Māori community thought that in order to achieve Māori success as Māori, a person must have a strong Māori identity as well as success in whatever field they pursue. Such a person would have made an investment in their Māori identity as this is what differentiates their success from a successful person who happens to be Māori. Characteristics of a strong Māori identity were (1) a knowledge of te reo and tikanga Māori, and mātauranga Māori, (2) knowledge of kaupapa Māori values that affirm Māori distinctiveness.

Keywords: Mātauranga Māori; strong Māori identity; te reo me ōna tikanga; kaupapa Māori values; Māori distinctiveness; Māori learner success.

Adult and Community Education Aotearoa. (2014). *Māori success as Māori. A summary report of findings from the Māori Success as Māori research project.* Website accessed: <https://www.aceaotearoa.org.nz/sites/default/files/Ma%CC%84ori%20Success%20as%20Ma%CC%84ori%20%284.2%20MB%29.pdf>

Manu Kōkiri. Māori success and tertiary education: Towards a comprehensive vision.

Te Ahukaramū Charles Royal for Taumata Aronui, 2022

This paper presents views concerning 'Māori Success and Tertiary Education' developed by Taumata Aronui, a group convened by the Minister of Education as a 'Māori Voice to help shape tertiary education'. The paper is not research-based instead, it is a culmination of views about Māori success and tertiary education held by Taumata Aronui - A group convened to provide Māori community and employer perspectives on tertiary education, including vocational education.

Key areas of the paper that are covered include Māori student/learner success, Māori staff success and labour market and employment success in the form of individual and collective mana, health and wellbeing. The Treaty of Waitangi, mātauranga Māori, the Māori economy and education as a right and a vehicle to serve the public good and addressing the means by which the success of Māori people in tertiary education and a tertiary education sector from a Māori point of view can be achieved.

Keywords: Māori learner success; tertiary education; mātauranga Māori.

Royal, T. A. C., 2022. Manu Kōkiri. Māori success and tertiary education: Towards a comprehensive vision. Website accessed: <https://www.tec.govt.nz/assets/Publications-and-others/69e11be264/Manu-Kokiri-by-Taumata-Aronui-April-2022.pdf>

He rangahau anō

The following additional sources have been collated and noted as relevant to the overall scope of the literature scan, vocational education and kaupapa Māori pedagogical approaches.

Te Ara o Takitimu - Māori and Pasifika trade training initiative designed to assist 16-40 year olds with aspirations in a wide range of trade training areas. [Link](#)

Eastern Institute of Technology - Free vocational education opportunities. [Link](#)

Te Pūkenga - Wintec vocational pathways. [Link](#)

North Tech Trades Academy - Primary industries trade training, free vocational education courses. [Link](#)

Māori Pasifika Trades - While these are trades training courses, the imbuing of tikanga Māori into training is an important component of delivery for Māori Pasifika Trades. [Link](#)

Te Ara Tika Academy - values-based approaches to supporting Māori men and rangatahi into positive life and career choices. [Link](#)

K3 Property - An iwi-based trades training initiative that is underpinned with values and principles guiding their approach. [Link](#)

Whenua Kura - Whenua Kura is a national charitable trust focused on growing futures for Māori as leaders in primary sector industries. [Link](#)



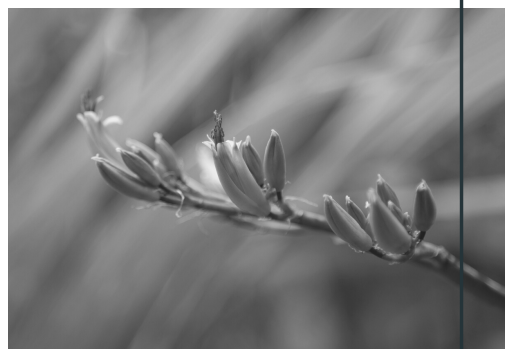
He kupu whakakapi

This report represents a culmination of key texts to inform potential research work programmes for Muka Tangata in the future as well as key recommendations. The literature scan, while not exhaustive, is the beginning of regular and targeted reviews of existing and current literature. By underpinning our practice with strong evidence, we are building the best workforce for our industries, whānau and hapori.



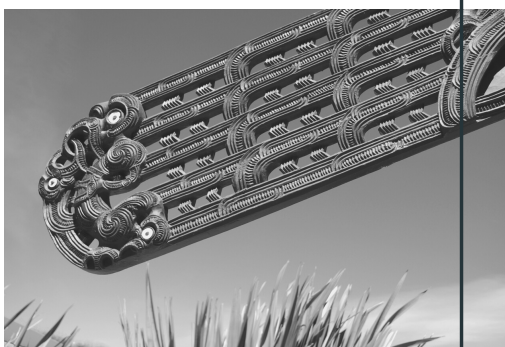
Literature scan

- 77 articles/links identified
- 69 published
- 8 unpublished
- 27 prioritised & annotated



Research statements

- Draw on capabilities, skills and expertise of Te Ao Māori to lead industry solutions
- Develop Māori cultural frameworks for industry solutions
- Weave mātauranga Māori into primary industries and vocational education
- Increase data and insights into Māori resilience within the sector
- Explore Māori solutions to sustainable approaches



Recommendations

- Commission project to build on cultural pedagogies within VET specific to Food & Fibre sector
- Advocacy for kaupapa Māori approaches and pedagogies within VET
- Framework for Māori workforce success
- Wānanga with Māori communities
- Research advisory group

Te hunga kei te iho o ā tātou kai,
ā tātou muka ki tua

People at the heart of our food and fibre future

He mihi

E mihi ana ki ngā kairaranga o ngā muka tāngata e whiri nei i ngā whenu hei whakakotahi, hei ora i te taiao, i te tangata, i te hāpori.

Thank you to Muka Tangata Workforce Development Council and specifically Moerangi Vercoe (Manukura) and Rose Ryan for supporting and guiding this work.

Māpuna are thrilled to partner in this work and to provide this report to inform the organisations future research aspirations. We look forward to hopefully continuing this important mahi into the next phase.

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Appendice 1 - Research methods

Key word searches used to guide literature scan

- Transitions in vocational training
- Māori in Vocational Training
- Māori pathways in Vocational Education
- Teachers of Vocational Training
- Māori in Primary Industries
- Pathways in Primary industries for Māori
- Primary, Food and Fibre Industries
- Micro credentials Māori
- Attributes-āhuatanga
- Kaupapa māori pedagogy in Education
- Transition from secondary school to Vocational Training
- Pastoral care and support in Vocational Education
- Māori Success in primary industries
- Māori succeeding as Māori
- Māori belonging and identity in education
- Hauora, Success, Māori, Apprenticeships
- Māori Transformation through Vocational Education

Other repositories of literature, research, projects and programmes that were perused in our search

- Te Wānanga o Aotearoa
- Te Wānanga o Awanuiārangi
- Te Wānanga o Raukawa
- Tertiary institutions/organisations
- Post-evaluation
- Kōhanga reo raukura
- Larger iwi research programmes who are doing working in the vocational space
- Crown agencies including TOKM, MPI, TPK
- CRI's (such as Ag-research, SCION, etc)
- National Science Challenges and the importance of Mātauranga Māori, Vision Mātauranga

Appendice 2 - Research statements

Research statements to inform a research agenda

1

To deepen our understanding of the types of **capabilities, skills and expertise within Te Ao Māori** that holds local and global relevance to the industry (i.e., **māramataka**) will enable **Māori to lead industry solutions**, creating environmental, social, cultural and economic transformation for communities.

2

For Māori to thrive locally and globally, our foundations must be strong - **development of community cultural frameworks that embed kawa, tikanga, te reo ad mātauranga into industry solutions** is critical and enables Māori cultural values and practices to lead the food and fibre sector.

3

Mātauranga Māori specific to hapū and iwi is an integral part of our knowledge base and guides us in Te Ao Māori in all that we do. **Exploration of the role of mātauranga in the primary industries sector** will enable Muka Tangata to challenge the status quo around vocational education and development, aspire to their Treaty partnership aspirations alongside hapū and iwi and create opportunities for mātauranga to lead decisions and investments.

4

COVID-19 has impacted us in many ways, how have our industries adapted and shifted as a result? More data and insights on challenges brought about by Covid impacting **Māori resilience within the food and fibre sector** is required to ensure that future impacts on thriving Māori communities are prepared and resourced to pivot.

5

Sustainability is a core value of Te Ao Māori and the notion of protecting the land and water for future generations is familiar to Māori communities. **Exploration of new sustainable approaches** to the industries Muka Tangata represents is a critical discussion and wānanga that must be had with Māori communities who are already leading the way in terms of sustainability.

Appendice 3 - References

Empowering category list

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