

# A GUIDE FOR GOOD TEACHING PRACTICE: CONSIDERING MĀORI STUDENTS

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# WELCOME



## A word from the Director Te Mata o Te Tau

This guide about good teaching practice is relevant for all teaching staff at Massey University. It places the onus on us, as teachers, to reflect critically on our existing teaching practice and consider how we might (where necessary) modify both our thinking and what we do to cater for Māori students in our classes. The guide provides us first with a number of useful prompts to help focus our thinking and then outlines a number of strategies that acknowledge the importance of culture and the Aotearoa/New Zealand context. The final part of the guide provides information on a number of resources that teachers could utilise to help improve learning and further increase the success of Maori students. I recommend this guide to all who are working with students at Massey University.

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## INTRODUCTION

Increasing student retention and success at Massey University (MU) requires participation from a large number of staff, both academic (teachers) and professional, acting in concert, and supported by appropriate technologies. If we accept that the aim of teaching is to enhance student learning, and that one of our main roles (if not the main one) is to improve the quality of the student learning experience, then we need to consider the role that we as teachers have in this process. This resource draws on information and ideas from several existing sources including publications, conference presentations, Ako Aotearoa and Tertiary Education Commission project reports and other outputs, plus the work of a number of Massey University teachers (through Teaching Portfolios and personal conversations).

There are three parts:

- A checklist to help teachers engage in thinking about their teaching practice, with examples of some of the effective strategies staff at MU have used to enhance student learning
- An introduction to working with Māori students, including some strategies to address some of the checklist prompts
- Information on additional teaching and learning resources, including a number that are Māori focussed.

# PART ONE

A useful starting point for focussing our thoughts on our current and future practice, is to consider the checklist, "Challenging conceptions of teaching: Some prompts for good practice", developed by the Higher Education Research and Development Society of Australasia (HERDSA) <http://www.herdsa.org.au>

The checklist is intended to provide teachers (engaged primarily with undergraduate teaching) with a strategy to reflect on their own thinking and practice with the aim of encouraging an improvement in the quality of teaching. The prompts or questions in the document are designed to be useful and non-threatening. Some will be more relevant than others and all will have to be interpreted in both the MU environment (blended learning, STREAM etc.) and the specific context of the papers/discipline areas in which we teach. The list is also not intended to be exhaustive; there are many different perspectives on good teaching, and a lot more is known about what constitutes effective practice than can be conveyed through what is contained in the checklist. In adapting the HERDSA document for use at MU there are examples of ways in which teachers here have addressed some of the prompts.

## CHALLENGING CONCEPTIONS OF TEACHING

### SOME PROMPTS FOR GOOD PRACTICE

**A focus on possibilities for individual academics**  
Higher Education Research and Development Society of Australasia (1992) Challenging Conceptions of Teaching: Some prompts for good practice. Higher Research and Development Society of Australasia, HERDSA.

*(Adapted for use at Massey University)*

1. Designing for learning
2. Relating to students
3. Teaching for learning
4. Assessing and giving feedback
5. Evaluating teaching
6. Developing professionally
7. Influencing the context of your institution.

### 1. DESIGNING FOR LEARNING

A large part of learning is influenced by the expectations of the students and the ways they perceive the programme. Formal programme or paper requirements, content, teaching methods, assessment policies and practices and the provision of learning resources are all aspects of the teaching design that will have an impact on student learning. Students learn most effectively when these aspects fit together coherently for them, and when they perceive that content is related to their own interests and values and to their longer-term goals.

- 1.1 What do you do to inform students of programme/paper requirements and help them to understand the reasons for them?
- 1.2 When you can, do you find out about student's expectations of your paper and use this information to adapt your curriculum?
- 1.3 How do you build upon students' life experience in your papers and in your teaching?
- 1.4 How do you ensure that there is consistency between your paper learning outcomes, the ways you teach and the ways you assess?
- 1.5 What opportunities do you give students to choose aspects of course work or assessment which are relevant to their interests and experience?
- 1.6 How do you encourage students to make effective use of libraries and other learning resources?
- 1.7 How do you take note of the gender, ethnicity and other characteristics of students in your classes and respond to their learning needs?

Examples of practice at MU that address some of the above prompts are listed below:

- The provision of clear, accessible, understandable explanations and justifications of the requirements of the paper(s) and programme. Many students, particularly those new to MU and studying via distance can be easily overwhelmed and confused by the information they hear, see and read about what MU offers
- Reiterating the relationship between learning outcomes, activities and assessment throughout delivery. The terminology we use in universities is unfamiliar to many students. It is essential that the meaning of outcomes-based programmes/papers that we offer at MU is communicated well and often to students
- Using relevant case study material to give authenticity and a connection to the students/ own experience/ context, building in choice of assessment tasks where appropriate
- Using examples that the diverse student population will relate to, and, working with the MU library to embed library workshop(s) into Stream sites.

## 2. RELATING TO STUDENTS

Learning is not a purely intellectual activity. It also involves ethical and personal development. For such development to occur there needs to be a climate of mutual respect, trust and open communication in which ethical and personal beliefs can be examined without anxiety. Students need to be able to discuss concerns and misunderstandings with their teacher and with other students.

- 2.1 How do you indicate to students that you respect their values and beliefs without necessarily accepting those values and beliefs?
- 2.2 In what ways do you assist students to reflect on the values they hold and to develop ethically?
- 2.3 What do you do to encourage students to become aware of the potential for learning from one another and the benefits of working in groups?
- 2.4 In what ways do you provide personal assistance to students, and/or refer them to the range of resources and agencies that are available to assist them?

Examples of practice at MU that address some of the above prompts are listed below:

- Getting to know your students and creating a safe environment where students can/will indicate when they need assistance. (One useful strategy is to share introductions and stories, including your own, on your Stream site)
- Helping students understand the potential for learning from each other. This can be done by making explicit, the benefits of working together and providing opportunities for students to practise for example, in peer mentoring groups.

Relating to large numbers of students can be particularly challenging. The SKIM and Flipped SKIM models developed at University of the Sunshine Coast, Australia are worthwhile exploring if you are teaching in large first year papers (see Part Three, Other sources).

## 3. TEACHING FOR LEARNING

Students' learning and skill development may be enhanced in many ways. However, in order to learn and develop skills and understanding in a subject or profession students must actively engage themselves. Active engagement is assisted by such things as appropriate role models, precisely structured learning activities and by encouragement to think about learning processes.

- 3.1 How do you show students your enthusiasm in the subject?
- 3.2 Do you make a conscious effort to be an effective role model for thinking and practice in your profession or discipline?
- 3.3 What approaches do you use to induct students into research and other forms of active scholarly involvement?
- 3.4 What steps do you take to extend the range of learning activities that you draw upon in your teaching?
- 3.5 How do you allow for students preferring to learn and participate in different ways?
- 3.6 What approaches do you use to help students to reflect upon their own learning intentions, behaviour and practice, and to develop effective skills for lifelong learning?
- 3.7 What strategies do you adopt to help students look critically at accepted knowledge and practice in your discipline or profession?
- 3.8 What work do you include to make explicit the forms of thinking and writing in your discipline, and to help students develop competence in these?
- 3.9 How do you frame questions to help students learn effectively?
- 3.10 How do you encourage questions from students and respond in a way that facilitates their learning?
- 3.11 How do you check that your explanations are clear to students?
- 3.12 How do you respond when students indicate difficulties with content, pace, emphasis or style?
- 3.13 If necessary, how do you find out about the causes of disruptive behaviour and remedy them?

Examples of practice at MU that address some of the above prompts include:

- Using a range of teaching strategies such as props to explain ideas, demonstrations, labs, fieldwork, video tutorials, You Tube clips, etc., enable students to learn and participate in different ways
- The use of personal journals (electronic or hardcopy). This can be an effective way to help students learn how to reflect on their own learning, behaviour and practice.

## 4. ASSESSING AND GIVING FEEDBACK

Students' approaches to learning are directly affected by the type of assessment that is used. If assessment allows for inappropriate rote learning, then some students will respond accordingly. Effective assessment strategies encourage students to engage deeply with the content material of the course. Such strategies need to provide constructive feedback to students as quickly as possible as well as being valid and reliable measures of achievement.

- 4.1 How do you help students develop habits of routinely assessing their own work?
- 4.2 What strategies do you use to provide immediate feedback to students to help them improve their performance?
- 4.3 How do you identify for students the specific strengths and weaknesses of their performance and offer precise feedback about how to improve?
- 4.4 In what ways do you ensure that your assessment methods accurately assess the learning outcomes that you intended?

Examples of practice at MU that address some of the above prompts are listed below:

- Providing quizzes for immediate feedback. These provide opportunities for students to quickly address or revise any areas of study that may have not adequately understood
- Enlisting the support of a colleague(s) to check assessment schedules and rubrics. Staff from our own discipline area as well as from other areas can be very useful in helping us ensure the validity and reliability of our assessment resources
- Encouraging student self-assessment by providing opportunities for students to practise eg. including a self-assessment sheet on each assessment, and discussing results. Being able to self-assess/self-evaluate is essential for professional practice and we need to help students develop their capability in this area.

## 5. EVALUATING TEACHING

Evaluation of teaching and programmes/papers for purposes of development involves collecting information from a range of sources through a range of methods, and using that information to inform future developments and changes. The information collected should include more than outcome measures. Since the quality of student learning is related to the way students learn, information from the students on their learning processes can be an important component of evaluation.

- 5.1 What forms of information about your teaching and your subjects do you collect on a regular basis?
- 5.2 How do you change your approaches to teaching and/or your design of your subjects in the light of the information obtained?
- 5.3 How do you find out about the approaches students take to their learning and the ways your teaching and/or your subject design affects that approach?
- 5.4 How do you use the information obtained from student assignment and examination work in evaluating your teaching and/or your subjects?

Examples of practice at MU that address some of the above prompts are listed below:

- Researching the literature on teaching. Discipline specific articles and those related to teaching and learning in tertiary education institutions can both be useful in informing your practice
- Talking with colleagues, teaching consultants, and others (where appropriate) and incorporating feedback into current practice (where appropriate and feasible)
- Re-designing papers when/where necessary. This ensures currency, relevancy and provides an opportunity for us to address our treaty obligations (if we have not already done so)
- Gathering ongoing feedback from students (eg. keeping a running list of ideas and improvements). This can be useful for informing changes to both current practice and the next offering of the paper(s).

## 6. DEVELOPING PROFESSIONALLY

For the quality of teaching and learning to improve, staff should actively extend their knowledge and skills not only in their discipline or profession but also in their teaching. This may involve discussing teaching and learning issues with colleagues, reading about teaching strategies, participating in teaching development activities, reflecting upon teaching practice and engaging in research in relation to it. For senior staff members it may also involve providing developmental support and valuing the ideas of junior members teaching in the course.

- 6.1 How do you keep your expertise in your own field up to date?
- 6.2 How do you stay in touch with developments in teaching in your own discipline or profession?
- 6.3 What opportunities do you make to discuss aspects of learning and teaching with colleagues?
- 6.4 What opportunities do you make to receive feedback on your teaching from colleagues?
- 6.5 How do you go about developing your skills and expertise as a teacher?
- 6.6 What strategies do you employ to reflect upon your teaching practices and identify areas for development?
- 6.7 Do you participate in seminars, courses, or conferences that focus on learning and teaching?
- 6.8 What reading related to teaching and learning do you do?
- 6.9 In what ways do you ensure that your more junior colleagues receive your help and support?

Examples of practice at MU that address some of the above prompts are listed below:

- Critical conversations with other colleagues. These can be useful in helping make changes to our practice
- Attendance at professional development courses and seminars. Sharing and discussing
- Practice and networking with other colleagues can enrich what we do for and, with our students
- Enrolling in postgraduate courses in Tertiary Education can help improve teaching knowledge of teaching and learning and consequently our practice.

## 7. INFLUENCING THE CONTEXT OF YOUR INSTITUTION

Some aspects of teaching and learning are influenced by the institutional, political and social contexts in which they occur. Good teaching involves recognising these influences and responding at the departmental/institution/community level to enhance teaching and learning.

- 7.1 What opportunities do you create to discuss with students the wider conditions that affect their learning?
- 7.2 In what ways do you contribute to decision-making processes in your institution in order to enhance teaching and learning?
- 7.3 In what ways do you maintain and develop communication with your colleagues who teach related subjects in your department/division?
- 7.4 How do you ensure that your institution is using a comprehensive approach to teaching achievement for the purposes of staff recruitment, promotion and developmental review?
- 7.5 How do you make use of your professional association to raise issues of curriculum concern for the discipline?
- 7.6 In what ways do you maintain your familiarity with national or local policy directions, monitor effects on teaching and learning, and voice your concerns in appropriate forums?

Examples of practice at MU that address some of the above prompts are listed below:

- Invitations to provide feedback on various quality assurance processes, curriculum issues etc. These are important ways in which we can contribute to the enhancement of teaching and learning in both inside and outside of MU.
- Joining a working/interest group or committee. These can be useful avenues for us to raise issues such as curriculum concern for the discipline, student engagement and so on.

# PART TWO

Māori students are a diverse group and as such the following is likely to be more relevant for some than others. Having said that it is important to remember and acknowledge that part of our task as teachers is to foster an atmosphere of mutual respect and a safe learning environment. In addressing some of the HERDSA checklist prompts, the following strategies acknowledge the importance of culture and the Aotearoa/NZ context.

- Recognise and acknowledge the Māori concept of holistic wellbeing and how this translates into teaching and learning. For example, developing a learning environment that allows students to support each other and learn from each other. Recognising and addressing pressure points (which come from both inside and outside of the university) is also important. This may require consultation or referral to other staff/services within MU, or other resources. The SKIM framework outlined in the sources in Part Three (Other), also provides a useful starting point for discussion on ways these pressure points might be addressed.
- Use (attempt, and learn to use) the correct pronunciation of students names.
- Use (attempt, and learn to use) the correct pronunciation of Māori place names, in particular the major towns/cities/ areas such as Manawatū, Taranaki, Tauranga, Taupō, Whangārei etc.
- If working in a face-to-face situation, sharing food is a great strategy to use. Karakia (ritual chant - generally interpreted to mean prayer) or an affirmation should open all occasions of shared refreshments
- Incorporate (where possible), te reo and tikanga into lessons, Stream sites etc., as greetings or metaphors. This can be done in conjunction with your regular greeting to the class/on your Stream site
- In discussions (face to face and/or Stream) invite input from Māori so as to use comparisons with traditional knowledge or ways of knowing, demonstrating respect for the contributions
- Include in your teaching, examples, questions, case studies etc., that are relevant to/for Māori
- Engage Māori representatives as guest speakers, panel members etc.
- Recognise and value expertise from prior learning by inviting Māori students to assist in class when appropriate eg. tuākana-tēina, model (generally interpreted to mean mentoring)
- Seek advice, guidance from Māori colleagues, and others who work with Māori about some of the teaching strategies they have found useful.

Further detail can be found below in Part Three (Māori focused resources) and Ako Aotearoa (*Goalposts*, professional development resource).

# PART THREE

There are many sources of information available to help teachers reflect on, and work towards improving their teaching practice and subsequently the learning of their students.

One of the most important and often underutilised sources is our colleagues (both within and outside of this university). Many staff members at MU have produced excellent teaching portfolios, won teaching awards, and/or been recognised in other ways. Other staff who have not yet had the opportunity to be publicly recognised may also be making meaningful contributions to raising the level of student success through good teaching practice. Our colleagues teaching in large, first year papers, or working with Māori students etc., can also provide us with insights into how we might adapt our own teaching practice. Staff in the Centre for Teaching and Learning can provide a great deal of information, advice, and strategies to help improve the manner in which we teach.

The other information sources included in this document have been chosen as examples of useful places to go when reflecting on your practice – either through using the HERDSA prompts, having critical discussions with colleagues, or as a result of student feedback, and so on.

## AKO AOTEAROA – NATIONAL CENTRE FOR TERTIARY TEACHING EXCELLENCE

<https://ako.aotearoa.ac.nz>

This site contains a number of useful articles and resources related to various aspects of teaching and learning. For example:

### SIGNPOSTS

A professional development resource for new teaching staff in the tertiary sector,

[https://ako.aotearoa.ac.nz/search/apachesolr\\_search?keys=signposts](https://ako.aotearoa.ac.nz/search/apachesolr_search?keys=signposts)

This is the first of two guides designed for new teaching staff in the tertiary education sector. *Signposts* is an introduction to tertiary teaching and covers the various stages and aspects of teaching for the first time. Topics include:

- Planning to teach
- How to get going with your class
- Engaging your students in their learning
- Classroom management
- Delivering the goods
- The language of assessment
- Reflecting on teaching
- Knowing about and responding to difference
- Being professional
- Embedding literacy and numeracy.

There are also examples of a variety of teaching and learning strategies which new teachers in particular will find helpful.

### GOALPOSTS

A professional development resource for new tertiary teachers in their first year or two.

[https://ako.aotearoa.ac.nz/search/apachesolr\\_search?keys=goalposts](https://ako.aotearoa.ac.nz/search/apachesolr_search?keys=goalposts)

This second guide introduces teachers to some of the key principles and theories that underpin adult education, and inform various teaching and learning strategies. Topics (or Principles as they are called in the document) include:

- Prior knowledge and experience
- Importance of culture and the NZ context
- Respectful partnerships and relationships
- Autonomous and independent
- Goals and motivation
- Relevant and practical
- Learning styles and ways of thinking
- Critical reflection
- Environment for learning
- Change and transformative learning.

There is a focus question at the end of each of the topic areas designed to encourage practitioners to think more deeply about what they have read, and an appendix illustrating how the ideas covered in the topics above can be incorporated into teaching practice.

### HELP OR HINDRANCE: BLENDED APPROACHES AND STUDENT ENGAGEMENT

<https://ako.aotearoa.ac.nz/blended-approaches-learner-engagement>

Staff from Massey University, AUT University, University of Canterbury and Te Whare Wānanga o Āwanuiarangi were members of a team which identified a number of effective strategies that teachers could use within a blended learning environment, to enhance student success. These strategies covered engagement at the beginning of a course/paper, during a course/paper, and re-engaging learners. The team also developed a Student Engagement Toolbox to support tertiary organisations and teachers engage with blended learning delivery. To encourage teachers to contribute their own experiences, the toolbox was designed as a wiki <http://www.teachertoolbox.ac.nz>. An annotated bibliography has also been produced covering the literature related to what works as interventions, strategies and activities to enhance student learning and blended learning, what the obstacles are (or might be) to successful blended learning, and what tools are available to track participation, engagement and success in blended learning.

### OTHER

#### SKIM MODEL

[http://fyhe.com.au/past\\_papers/papers13/2B.pdf](http://fyhe.com.au/past_papers/papers13/2B.pdf)

Designed for a large first-year communication paper at the University of the Sunshine Coast (USC), the creators of SKIM developed a framework around a series of student pressure points over the duration of the paper. Within this model the teacher has the leading role and takes responsibility for implementing the strategies within the paper. While most of the strategies are specific to the USC paper, and created for on-campus students, the pressure points are very similar to those in first year papers at MU. This model can be used as a starting point for discussion on how to improve the first year experience for students, and subsequently their success at university.

NOTE: According to the researchers, “The word ‘SKIM’ from the SKIM model is not an acronym but rather an analogy. Instead of throwing a student into a semester and waiting until they start drowning before offering help, we would rather provide a suite of pre-emptive retention and support strategies throughout the semester to keep them SKIMming across the surface and travelling longer in their first year learning journey.”

*Dr Gregory Nash and Dr Florin Opreescu, Faculty of Arts and Business (Nash) and Faculty of Science, Health, Education and Engineering (Opreescu), University of The Sunshine Coast.*

#### FLIPPED SKIM MODEL

[http://fyhe.com.au/past\\_papers/papers14/05A.pdf](http://fyhe.com.au/past_papers/papers14/05A.pdf)

This framework focuses on the management and delivery of professional development activities for teaching staff (involved in the first year paper above). For USC, the model has promoted consistency and quality of teaching practice in large first year foundation courses and has been instrumental in producing a culture of reflection on learning and teaching. MU staff working in papers with large numbers of students may find this framework useful in developing their own ideas on the types of professional development that are best suited for their contexts.

*Dr Gregory Nash, Dr Florin Opreescu, Janet Turley, Gail Crimmins & Mary-Rose Adkins, Faculty of Arts and Business (Nash, Turley, Crimmins & Adkins) and Faculty of Science, Health, Education and Engineering (Opreescu), University of the Sunshine Coast.*

## MĀORI FOCUSED RESOURCES

The information below includes some of the work/ ideas of Professor Sir Mason Durie to provide insights and understanding on how our teaching practice might be adapted to enhance Māori student success, plus material/resources from Ako Aotearoa and the Tertiary Education Commission.

### TE WHARE TAPA WHĀ

<http://health.tki.org.nz/Teaching-in-HPE/Curriculum-statement/Underlying-concepts/Well-being-hauora>.

Developed by Durie in 1982, this model of health uses the analogy of the four walls of a house to show the four dimensions of wellbeing: taha tinana (physical wellbeing), taha hinengaro (mental wellbeing), taha whānau (social wellbeing) and taha wairua (spiritual wellbeing). The model can be used in education settings (as illustrated in the link above), to understand and assist Māori students in particular, in their studies.

Durie, M. (1994). *Whaiora, Māori Health Development*. Auckland: Oxford University Press.

### DETERMINANTS OF SUCCESS

<http://webcast.massey.ac.nz/Mediasite/Play/24cb6bbd40c4468bb5be24cb22e882fc1d>

The achievement of successful educational outcomes for Māori students is not solely dependent on the aptitude of the learner, the quality of the learning experience or the level of institutional support, rather it involves a multiplicity of factors acting in concert. Durie (2009) in his model of *Determinants of Success* recognised four broad factors that impacted on student success:

- Macrovariables eg. education policy, demographic
- Learner variables eg. university readiness, whānau endorsement
- University variables eg. blended learning, student centred
- Teacher variables eg. engagement, empathy.

### SUCCESS – MEASURING BEST OUTCOMES

<http://webcast.massey.ac.nz/Mediasite/Play/24cb6bbd40c4468bb5be24cb22e882fc1d>

Developed by Durie in 2009, this model of best outcomes for Māori students describes a set of attributes that might be acquired during the course of their studies. These outcomes include:

- Academic
- Collegial
- Personal
- Cultural
- Career.

Students would then be equipped with the requisite skills, academic insights, networks, experience and cultural competencies to begin or further develop their careers and prepare to take a lead in achieving positive futures for their whānau.

### KNOWING YOUR LEARNER, ENGAGING MĀORI LEARNERS: AN INTRODUCTORY RESOURCE FOR ADULT LITERACY AND NUMERACY. THE TERTIARY EDUCATION COMMISSION, 2010.

[www.literacyandnumeracyforadults.com](http://www.literacyandnumeracyforadults.com)

Initially produced as a dvd, this resource is now available as a series of clips via YouTube. This useful resource was developed for the tertiary setting.

- Introduction to Knowing your Learner (Māori) teaching resource: [https://ako.aotearoa.ac.nz/search/apachesolr\\_search?keys=knowing+your+learner](https://ako.aotearoa.ac.nz/search/apachesolr_search?keys=knowing+your+learner)
- This resource is also available through Te Whare Tapa Whā model on page 10.

In a tertiary education setting Te Whare Tapa Whā is translated as follows:

- Tinana (physical)  
– do I have the resources to do this paper/programme?
- Hinengaro (mental)  
– can I cope with the work (cognition) in this paper/programme?
- Whānau (social)  
– do I have the support to do this paper/programme?
- Wairua (spiritual)  
– do I believe I can do this paper/programme?

Along with an explanation of Te Whare Tapa Whā, the resource also covers: Being Māori, Pōwhiri, Tuākana-Tēina, and Poutama – all in the context of an educational environment. There are also a number of reflective questions for teachers to discuss and determine how they might alter their practice to improve success for Māori students.

This resource is also available through:  
<https://ako.aotearoa.ac.nz/community/recommended-resources-ako-aotearoa/resources/pages/knowing-your-learner-engaging-māori-lea>

### HEI TAUIRA TEACHING AND LEARNING FOR SUCCESS FOR MĀORI IN TERTIARY SETTINGS

<https://ako.aotearoa.ac.nz/heitauira>

This project investigated four programmes – exemplars of success for Māori in tertiary education (two in polytechnics, one in a wānanga and one in a university), with the aim of highlighting some of the key factors important for fostering success for Māori studying in tertiary education organisations. There is a useful summary document, outlining (among other things) what the researchers found to be different about a successful Māori approach to tertiary education. Five themes are identified:

- In Māori terms education is valued as a communal good not just a personal one
- Māori models of sustainability or kaitiakitanga involve not only conservation of resources but also guardianship of land, language, history and people
- The learner is a whole and connected person as well as a potential academic.
- The development of space where Māori values operate becomes a “virtual marae”
- There are tensions to be navigated between institution drivers and iwi goals.

In the full report these themes are addressed further and 21 factors that lead to success for Māori in tertiary settings are identified.

### AKO TUĀKANA-TĒINA: E-BELONGING; CONSTRUCTION AND EVALUATION OF A CYBER WHARE FOR MĀORI DISTANCE STUDENTS

[https://ako.aotearoa.ac.nz/search/apachesolr\\_search?keys=cyber+whare](https://ako.aotearoa.ac.nz/search/apachesolr_search?keys=cyber+whare)

The Tuākana-tēina e-Belonging report describes the creation, implementation and evaluation of an online peer mentoring programme for Māori students (first time, first year learners), studying via distance mode at the Open Polytechnic, New Zealand. Although only a small study (8 tuākana, 27 tēina), results indicate this initiative was successful in providing students with both a sense and place of belonging – both important aspects to address for Māori student success in the tertiary education sector.

### DOING BETTER FOR MĀORI IN TERTIARY SETTINGS

<http://Māori-lit-review-2013.publications.tec.govt.nz/uploads/TEC-Doing-Better-For-Māori.pdf>

For staff who wish to delve further into improving success for Māori in the tertiary education sector, this literature review is a helpful resource. It focuses on identifying common barriers for Māori learners, enablers, and opportunities for Māori learners transitioning into tertiary education, and additional ways to support Māori learners who are engaged in the tertiary education environment. The five key integrated components that strongly and consistently emerge as enablers for Māori in tertiary education settings are identified:

- Effective teaching
- Culturally relevant and specific learning spaces and peer mentoring
- Relevant programmes
- Strategic relationships with iwi and industry
- Tertiary Education Organisation leadership and management committed to Māori learner success.



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