

## *Summary Report*

# A model for successful Māori learners in workplace settings

Cain Kerehoma, Jenny Connor, Loretta Garrow  
and Carmin Young



**AOTEAROA**  
NATIONAL CENTRE FOR  
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# Whakatauki

*Hutia te rito o te harakeke. Kei hea te komako e ko?  
Ki mai nei ki ahau. He aha te mea nui ki tenei ao?  
Maku e ki atu. He tangata, he tangata, he tangata.*

If you were to pluck out the centre of the flax bush, where would the bellbird sing?  
If you were to ask me “What is the most important thing in the world?”  
I would reply, “It is people, people, people.”

The whakatauki (proverb), ‘Hutia Te Rito’, emphasises the central importance and interconnectedness of human relationships. It serves as a cloak for this research and reminds us that it is people who are at the heart of our work.

## He Mihi

I te hāhātanga mai o Pipiri, he tau hou  
te tau, huri te tau, hua te tau, haramai te  
tau, Matariki e!

Nei anō tātau i te kaupeka muri o Pipiri, e  
whātoro ana ngā ringa o Rūhiterangi ki te  
rangi, he hōtoke te kōrero, pūhuka ana.

He ahakoa rā ēnei tūāhuatanga e mau  
tonu ana te mahara ki ō tātau mate i  
hinga atu rā, e hinga tonu nei, ka kīia ake  
ai, haere rā e hika ki te raumati, i te paki  
ka takoto, ka mahana rā koutou.

Ka mihi ake ki ngā kaupapa o te wā ki  
ngā nekehanga o te wā. Kaore e kore

kua whakamua te titiro ki ngā take nui  
hei whakarauora ake i te kaupapa e kī  
ana ko ngā ākonga Māori e whaiwhai  
haere i te ara tukutuku o poutama, kia  
noho ki ngā ikeikenga o ngā taumata e  
hiahia nei rātou. Ko te ringa ki ngā rākau  
a te Pākeha hei oranga mō te tinana,  
ko te ngākau tonu ki ngā taonga ā ngā  
tūpuna, hei tikitiki mō te māhunga.

Kei ngā ihoiho o ngā maunga, kei ngā  
māhuri tōtara, kei ngā karamatamata o  
te nehenehe, ka waiho ko tenei kōrero  
hei tāhūhū mō tēnei kaupapa: ko te pae  
tawhiti whaia kia tata, ko te pae tata,  
whakamaua kia tina! 🍀

# Introduction

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Māori make up over 16 *per cent* of the total learners engaged in industry training in New Zealand. This equates to over 32,000 Māori trainees. The credit achievement rate for Māori was 56 *per cent* in 2010, compared to 69 *per cent* for the total number of trainees. The programme completion rate for Māori was 46 *per cent* for the same year compared with 59 *per cent* for trainees overall (TEC, 2011). Increasing Māori engagement, participation and educational achievement is a key priority for the government and Aotearoa New Zealand.

Although there is a significant body of research on Māori learners in institutional settings (e.g. Tahau-Hodges, 2010; Greenwood & Te Aika, 2008), there is far less literature focused on the experience of Māori learners within workplace settings – especially in industry training. This project sought to address this knowledge gap.

This summary provides an overview of the key research findings and presents a model to support successful Māori workplace learners. The full research report (Kerehoma, 2013) is available at <http://ako.aotearoa.ac.nz/maori-learners-workplace-setting>. 🍷

# Research Overview

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The project explored the drivers for workforce participation, career aspirations and expectations, and the enablers and barriers to participation, progression, and engagement of Māori in the workplace. The project focused on understanding the experiences of Māori in industry training organisations, and used these experiences to understand how to best support Māori learners in the workplace.

Specifically, this project aimed to answer three research questions:

1. What is distinctive about how Māori apprentices learn or approach learning in workplace settings, specifically in trades industries?
2. Are there aspects of how Māori apprentices learn or approach learning that may provide pointers to how completions can be increased?

3. How can training and career pathways be strengthened for Māori apprentices?

A qualitative approach was adopted. Focus groups with 35 key stakeholder participants were conducted to explore the perspectives of employers, ITO field staff, careers advisers and iwi representatives. One hundred and eighty-four interviews with 34 learners were conducted over a seven-month period (learners were interviewed approximately once a month). A full description of the research approach is available in Kerehoma (2013). 🍷

# Key Findings

## *Distinctive Features of Māori Learning Preferences and Behaviours*

While Māori are a diverse and dynamic population this research suggests Māori do have some distinctive approaches to learning that were evident within the workplace learning environment. Some of these distinctive features are expressed through the principles below:

- *Ako*: the concept that recognises the knowledge that both teachers and learners bring to learning interactions and affirms the value of collective learning approaches
- *Whakapapa*: Connections through whakapapa (genealogy) are vitally important to Māori and firmly connect learners to their iwi, hapū and marae as well as their cultural heritage, which they bring with them into the learning environment
- *Whānaungatanga*: the concept of maintaining and fostering relationships that emphasise the importance of togetherness and the co-operative nature of learning. Strong relationships, based on respect, reciprocity and trust, are essential to effective learning for Māori
- *Whānau*: the interconnected nature of whānau and the responsibilities that flow between learners and their wider whānau. It is important to note when engaging with a Māori learner, that they are the entry point to a whānau unit; they are the front door to a house full of people
- *Tuakana-teina*: the concept of mentoring relationships is closely linked to traditional whānau practices and is particularly useful and relevant within workplace settings. It supports Māori learners to develop a sense of belonging within their learning environment and facilitates other support that learners may require, including vocational and personal support
- *Kanohi ki te kanohi*: face-to-face engagement is an important mechanism for developing trust and sharing information between individuals and groups and is seen as the most effective method for engaging learners and whānau. 🍷

*These distinctive features emphasise the importance of Māori cultural values, behaviours and practices to the teaching and learning process.*

*Understanding the cultural background of these learners is a key factor in ensuring the most appropriate approach to achieving successful learning outcomes.*

## *Te Ako Tiketike: a model for successful Māori workplace learners*

Based on the research findings, a model for successful Māori learners was developed (Figure 1). This model considers the key characteristics present when Māori learners are successful in workplace-based training. These elements include:

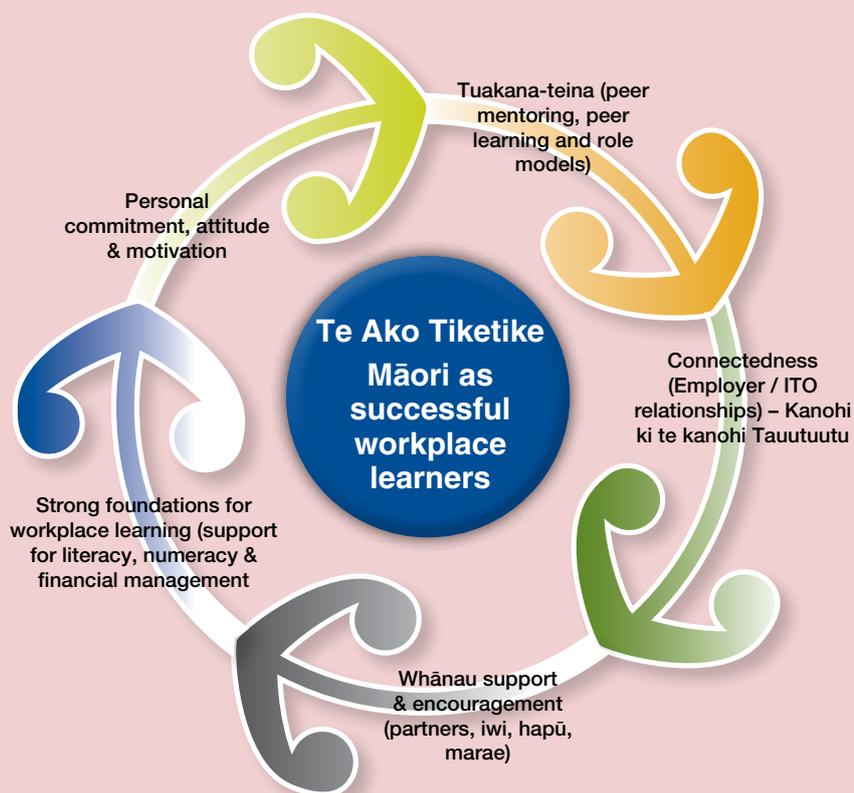
- personal commitment, attitude and motivation of the learner
- tuakana-teina (peer mentoring, peer learning and role models)
- connectedness (to the employer, colleagues and ITO)
- whānau support and encouragement
- strong foundations for workplace learning (literacy, numeracy, and financial management).

Each aspect of this model is described in turn below.

*While the model presents a set of discrete factors that contribute to successful Māori workplace learners, it is the interplay and interconnectedness of these factors which is most critical to successful outcomes.*

*Organisations are encouraged to consider how they might enhance their practices and support systems across each part of the model.*

Figure 1: Te Ako Tiketike: A model for successful Māori workplace learners



# 1. Personal commitment, attitude and motivation of the learner

*Commitment, attitude and motivation are demonstrably affected by such factors as whānau attitudes and support, the cultural ‘grounding’ and cultural confidence of the individual, and the behaviour and attitudes of the employer, training provider, ITO and colleagues.*

The specific distinctive factor most associated with these characteristics revolves around the individual’s expectations, experience, commitment and readiness for the requirements of formal learning, both on- and off-job.

## Attitude is key

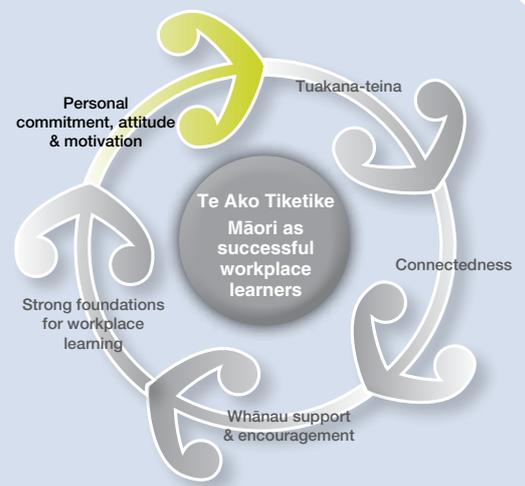
Learners who had stability in their lives, a clear set of goals, good peer support, and who showed initiative and commitment, were much more likely to succeed in their chosen industry. According to an ITO staff member, some of the greatest success stories were those Māori learners who were a little bit older and had gone through the “hard knocks”, as they were highly motivated to complete their training and secure a well-paid job for themselves and their whānau.

Employers in particular identified that attitude was key and one of the primary reasons that influenced their decision to take on an employee and commit to an apprenticeship.

*A good attitude and being prepared to put in the hard work is everything. We can teach them the skills but a poor attitude is hard to work with. (Employer, electrotechnology)*

Learners needed to have a high level of personal commitment and self-management in order to meet the various workplace, personal and training demands. Several stakeholders also reiterated that learners needed to be passionate about their chosen trade because it was that passion and commitment that made learners strive to do well in their work and training.

*I feel most young Māori are forced to go to various training centres because they are failing in the education system. It is not really their passion or choice but “something to do”. It would be preferable to find their passion or real skills and direct them towards suitable employment while still in the school system. Maybe trade training could be introduced in year 11 for those failing the system. (Employer, Motoring)*



## **Jacob's story: an example of personal commitment and self-discipline**

*Jacob hails from Tuhoe, in the Bay of Plenty region. He grew up in Whakatane and completed his apprenticeship last year. He's 23 and completed his trade in Automotive Refinishing and is currently working at a local refinishing company.*

*He thought school was alright but didn't leave with any qualifications behind him. He didn't have any idea of what he was going to do once he left school and he didn't know too much about apprenticeships, but he had an interest in cars.*

*He did some cold calling around town and managed to impress a local business owner. "My employer...put through quite a few apprentices over the last few years." Jacob knew that if he showed that he had the right attitude, he might get an apprenticeship. His employer "takes on quite a few young fullas", and Jacob was adamant about "getting the ticket" and how important it was. Jacob liked the idea of being able to "walk away with a trade behind me, no matter where I go, I can go anywhere now. I can pretty much just get into a spray painting job".*

*It wasn't always easy for Jacob, and halfway through his apprenticeship it got a bit difficult: "I did have some hard times, just wanted to hang out with my mates, or go fishing, or whatever." Without thinking, he made excuses about why he shouldn't be doing his work. He made a decision about it: "I thought about*

*it, and had to knuckle down and get it done; I can play later after my trade's done." Jacob's family helped him get out of that little rut and push him on that little bit more.*

*Positive feedback helped to heighten Jacob's spirits and made him more motivated to complete his apprenticeship. His whānau pushed him, their messages of encouragement – "oh...cha, you're almost there, go hard and get it done and we'll celebrate once it's done" – really helped him. He knew that if he was struggling, they were there to help him out. Jacob's goal was to be able to walk away and have a big smile and say, "yeah...I've done my trade, done my time." Jacob's motivation to complete his apprenticeship was tied up with higher pay rates; he felt that he could explore opportunities even when it wasn't that easy to find employment in the industry in Whakatane.*

*Jacob wanted his message to reach far and wide. "It's all up to you," he said. "If you like the job and that's what you want to do, go for it. Go all the way and make the best of what you've got, and get the best out of it as well." One of the things that Jacob did reflect on was the fact that it can be hard at first to ask questions because you don't want to look dumb or lost, but if you're not sure, then ask. "As long as you've got the support and are committed, it will work."*

## Recommendations for organisations

Organisations can improve both the recruitment and the achievement of motivated and ‘learning-ready’ Māori learners by:

- collaborating with secondary schools and youth training providers around industry expectations; e.g. invest in programmes aimed at early secondary school (start-up and gateway-type programmes) to show learners what the possibilities are as well as helping them to prepare adequately for that chosen field. (Waiting until learners leave school was considered too late as many had already disengaged from the system.)
- reviewing induction and orientation programmes to ensure learners know about the approaches to learning, how they will be assessed, time frames, and how to get support.

**Key enablers** with regard to the trainees’ ‘readiness for learning’ include:

- potential trainees being made aware of the high degree of self-directed learning and self-motivation required in order to successfully manage the competing demands of on-the-job training

## Examples of initiatives taken<sup>1</sup>

MITO has implemented an apprenticeship induction programme, *Skills JumpStart*. To help reinforce the personal commitment, attitude and motivation of the learner the programme aims to provide:

- advice on effective study skills
- increased training advisor contact to build the relationship with the apprentice
- embedded literacy and numeracy within study resources
- orientation for new apprentices to assist their navigation through their apprenticeship programme. 🍷

<sup>1</sup> Some of the examples described in this summary target all learners, but all are expected to have a direct impact on Māori learners.

## Culture matters

With regard to the wider cultural influences and other factors impacting on this key personal characteristic of Māori learners, the research notes that these learners come from a range of backgrounds in terms of their cultural knowledge and understanding. Some were very confident in their Māori identity, including being fluent speakers of Te Reo Māori, whereas others had very limited knowledge and understanding of their “Māori side”. Yet all learners stated that being Māori was something that they were proud of. Being Māori was a central part of their identity.

Incorporating culturally relevant content and pedagogy into workplace learning was seen to provide relevance that strengthened the motivation and engagement of Māori learners.

*Confident Māori – the ones who are comfortable in their own skin are the ones who do well – when they are culturally strong also tend to be the good workers as well. (ITO training advisor, BCITO)*

## 2. Tuakana-teina (peer mentoring, peer learning and role models)

The tuakana-teina model is particularly useful and relevant in supporting learners to develop a sense of belonging within their learning environment, and facilitates other support that learners may require, including academic and personal support (Tahau-Hodges, 2010).

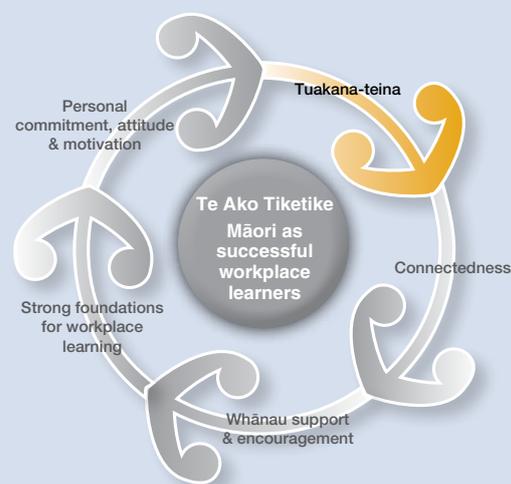
The tuakana-teina relationship concept is closely linked to traditional whānau practices. Traditionally, this concept imitated the usual relationship between siblings, older and younger. It functions as a mentoring-type relationship, where a person senior in age, position or experience works alongside a junior person in order for the junior to learn.

Learners spoke of the immeasurable support and assistance that older or more experienced colleagues provided and of being taken under their wings in the early stages of their apprenticeship. Quite often these were informal arrangements; however, in a few situations this was a formal mentoring relationship developed within the workplace. In particular, older Māori tradesman or colleagues were noted for playing a significant role in mentoring more inexperienced Māori learners as they carried a lot of mana in the eyes of Māori learners.

*I was mentored by an old Māori fulla who has passed away now. He took me under his wing to teach me the ropes and used to*

*stay after hours to help me out. He had a genuine desire to get me to a higher level, which was a huge motivator for me to do well and make him proud. Hope he's proud of me. (Learner, The Skills Organisation)*

*Being an older apprentice and having worked in this line of work for a while, it's just natural that some of the younger guys look to me to give them a bit of direction, a bit of awahi [support] from time to time. It's just a Māori thing I guess that the older ones help the younger ones. (Learner, MITO)*



*The findings of this project highlight that mentoring which includes having culturally competent mentoring practitioners, and incorporates Māori knowledge, cultural values, practices, language and customs, is of key importance to Māori learners.*

## **Hohepa's story: an example of mentoring**

*Hohepa (35) left school at a young age. He was "one of those fullas that went to school to eat my lunch. School just wasn't for me". He didn't realise until much later in his life how important an education was "even in the trades".*

*Growing up the eldest of three boys meant that he was responsible for his younger brothers; his mum passed away when he was young, so he was the tuakana of the house. It was hard to focus on school "when you had quite a bit of responsibility" to look after others. They didn't have a lot of support growing up and life was hard.*

*Getting married and having kids motivated him to get qualified. Hohepa in hindsight realises how important school is and encourages his kids to do well. "It all starts from the beginning; getting it right at school makes a huge difference."*

*Hohepa wouldn't consider himself a role model, but as a mature apprentice, and being a bit older, him and another Māori apprentice have "...by default become a bit of a mentor for a lot of the younger guys in the yard". His employer has set up a buddy system where they help each other out a bit like tuakana-teina learning.*

*Being surrounded by Māori (Māori boss, Māori workers and Māori community) is a positive influence on Hohepa. It makes a difference to how he learns and everyone looks out for each other, and there is a bit of competition too. "We're all trying to out-do each other, trying to get that Māori pride, I suppose. I live in this area and it's Mataatua waka, but I'm from Te Arawa, and they've got their pride and I've got mine, and it's all about competing against each other for who can do it better."*

*Hohepa is adamant that if you have a goal in mind to "go for it...even if you have just one, a little spark...go for it". His message to others is, "[there is] nothing to lose and everything to gain, a lot of people would like to do something like this, they're kind of afraid to do it, because of the consequences, they might let their employer down."*

*"Most of all you've got to enjoy what you're doing. You don't want to be doing something and putting in the long hours, and doing work you're not really interested [in]."*

## Recommendations for organisations

It is recommended that organisations:

- develop more systematic career guidance and planning programmes targeted at Māori learners and whānau
- develop culturally responsive workplace mentoring programmes that enable appropriate behaviours to be modelled to learners
- establish links with iwi, community employment and social service providers to encourage wraparound support for Māori learners
- investigate innovative and relevant case-management techniques that draw on best practice principles for engaging Māori learners
- establish formal Māori networks to

provide opportunities for employers, local business and business groups and the ITO involved to mentor young Māori trainees.

## Examples of initiatives taken

- MITO is up-skilling regional staff to enhance pastoral care skills.
- The Skills Organisation has improved mentoring programmes for all apprentices and in particular, Māori and Pasifika electrical apprentices.
- BCITO has appointed a Kaitautoko/ Māori coordinator in a mentoring role for apprentices in addition to training advisor support. 🍷

*A number of key attributes of an effective mentor were discussed by learners which included:*

- *knowledge and experience of trades industries and apprenticeship model*
- *ability to empathise and relate to learners and their background*
- *ability to build an effective rapport and build trust and confidence*
- *modelling effective practice in clear and meaningful ways*
- *providing learners with confidence to ask questions without fear of embarrassment*
- *giving of their knowledge and time willingly in an unselfish and humble way*
- *maintenance of confidentiality between learner and mentor (particularly for learners to open up about difficulties they are having)*
- *good listening skills and communicating at the appropriate level for the learner.*

### 3. Connectedness (with the employer, ITO and colleagues)

“Connectedness” refers to the strength of relationship and reciprocal engagement between the learner and his/her employer, workmates and training organisation. Factors which can influence the experience of “connectedness” for Māori learners include communications styles (e.g. whether there is a high degree of *kanohi ki te kanohi* [face-to-face] and one-on-one communication), the degree of mutual understanding, respect and trust perceived by the respective parties, and the degree of cultural sensitivity/sensibility displayed by the organisation. Together, these factors can determine the degree of a sense of “belonging” and “togetherness” experienced by the learner.



Many learners discussed the relationship that they had with their employer or manager as being very positive. Strong relationships were built on trust and confidence between the two parties, open communication as well as the availability of support and mentoring.

One learner described the contrasting styles and approaches of his former and current employer:

*My last boss was really good. He set clear targets for me to achieve every month and we sat down every fortnight to discuss how I was going. He stayed on me all the time and didn't let me drift off. Work dried up so I had to change jobs. My current boss is good but he doesn't give me the sort of time or attention that my last boss did so I tend to get a bit lazy and have fallen behind a bit with my bookwork. (Learner, The Skills Organisation)*

Relationships were seen as a hugely influential factor in learning outcomes for Māori learners. Learners spoke of the absolute importance of caring

relationships and having key people such as employers, tutors, ITO training advisors, co-workers and whānau who were genuinely committed to seeing them succeed. They spoke of effective employers/supervisors and mentors who consistently demonstrated a manner of care based upon mutual respect, compassion, affirmation of ability, and high expectations; and the creation of workplace learning environments where learners felt valued and secure.

It was very clear in the interviews that Māori learners wished to achieve in their apprenticeships, and where good relationships existed between themselves and their employers/supervisors, these learners were able to thrive.

*Having an employer who is a relationship person works well for Māori learners i.e. establishes and prioritises strong relationships between employer and trainee, as well as their family e.g. employer getting to know their parents or their partner. (ITO training advisor, BCITO)*

Learners reiterated that kanohi ki te kanohi (face-to-face) approaches were preferable and more effective than alternatives such as email, telephone and texting. Stakeholders also emphasised the need to utilise face-to-face approaches as much as possible, particularly when dealing with Māori learners, as personal contact and engagement was more effective in comparison with other approaches.

Learners who spoke highly of the initial induction and orientation into their role and workplace told how it was clear from day one that they were joining a team where people had a genuine interest in each other's success and development. In a sense, learners felt that manaakitanga (care and inclusion) was evident in the workplace where they felt a clear impression that they would be cared for and supported.

Employers and team members took the time at the beginning to make the learners feel welcome and comfortable, to introduce them to all of the staff across the organisation (or work group in larger organisations), which allowed them to establish personal connections including whakapapa and/or iwi links. This was an important process for many Māori learners and opened the door for them to establish who to go to when seeking assistance or guidance.

### *Employers who made a difference for Māori learners were those who:*

- *set high, realistic and consistent expectations of learners which they also role modelled*
- *provided clear direction and exposed the learner to the full range of tasks and competencies required for the trade*
- *provided leadership in ensuring that the workplace was a culturally safe, effective learning environment*
- *ensured regular monitoring processes were in place for the learners' progress and took an active role in putting steps in place when learners fell behind*
- *offered positive reinforcement and encouragement that motivated learners to push on with their learning and development.*

## **Joseph's story: an example of connectedness**

*At 31 years Joseph is a mature learner. He lives in Auckland, has a small family to support and works for a small construction company. His pathway into the building trade began in London where he started working in the building trade and had begun an apprenticeship before returning home.*

*"I started learning through a polytech programme – going to class suited my style of learning...working with others. The tutor there had a lot of experience, always was sharing opinions – was good at identifying what worked well for learners...seemed to know what made people tick, even for Māori he had a good way about him, got to know the apprentices."*

*Although the ITO is more relaxed than polytech, the approach is more difficult. The style is more self-directed and to begin with he didn't get much communication about what help was available. However, he has now found that the field staff are good at giving advice and guidance on different jobs when they come to assess the work and review photos of jobs he has done. "*

*In the workplace, Joseph believes that group work is good. "You don't want to let the others down when you work in groups so you make sure you work... you don't want to be the weakest link. You can share ideas for assignments and everyone has to take part. This works really well, especially for Māori guys who prefer to learn with others."*



Examples of initiatives taken

- **MITO** has implemented an induction programme designed to provide increased training advisor contact to build the relationship with the apprentice and support their apprentices to achieve their qualification.
- **The Skills Organisation** has initiated a strategic review to answer the following questions:
  - How can Skills bring Māori and Pasifika into trades programmes?
  - How can Skills improve Māori and Pasifika programme completion rates?
  - How does The Skills Organisation have to change to make this happen?
- **Skills** has formed a new Māori and Pasifika team focused on building community and school links and raising awareness of specialist trades as a rewarding career, starting with South Auckland:
  - partnering with polytechnics (MIT and possibly Unitec) to place Māori and Pasifika trainees with larger employers
  - the *Trades in Schools* programme has been given additional capacity.
- **BCITO** has appointed a Kaitakawaenga/Māori project coordinator (go-between person/diplomat/representative) who works with external agencies, but also mentors internal staff. ❤️

This is now in the detailed planning phase.



## 4. Whānau support and encouragement

*“Whānau” can be multi-layered, flexible and dynamic and its structure can vary from immediate family to much broader collectives.*

*Many learners noted the interconnectedness between them and their whānau. This reinforced that the learning outcomes were not just about them individually but for other people around them, including their whānau, hapū and iwi, as well as their wider community.*

*The findings of this research demonstrate the whānau-oriented nature of Māori and highlight the importance of a strong relationship between learners and their whānau to successful outcomes for Māori.*

A large number of learners got into their chosen trade because it was “in the whānau”, for example, their father was a builder or brother an electrician. The research indicates that having a family member involved in the trades serves to build greater awareness of what is involved in the industry as well as providing living examples of what could be achieved. Often learners said things like “I figured if he can do it, so can I.”

Many of the Māori learners commented that they were influenced in their decision to enter into a trade by the desire to “follow in the footsteps” of their family member(s). This is significant as it suggests that increasing the number of successful Māori employees within an industry will have a positive ripple effect through whānau collectives.

Whānau were seen as being a huge motivational force, monitoring progress and keeping learners on track. Many learners stressed the importance of having whānau who provided regular monitoring of progress, particularly for young Māori males.



*You need someone staying on top of you because it is easy to fall off. Heaps of my mates could have done an apprenticeship but they didn't really have anyone pushing them at home, so they just ended up leaving school. (Learner, MITO)*

Learners who had recently completed their apprenticeship or were nearing completion spoke of the significant role that whānau had played in them doing well. Many spoke of their whānau wanting the very best for them, which provided a constant reminder about why they were undertaking their apprenticeship:

*My family is a huge motivation for me doing well in my apprenticeship. My success is their success and vice-versa...I'm really here because of my family's desire to see me do well and reach my potential. (Learner, The Skills Organisation)*

Partners were identified as hugely influential in successfully navigating and progressing learners through the apprenticeship. A number of learners

commented on their partners being the ones who provided encouragement and support, as well as a stern reminder of their responsibilities when they slackened. Learners commented that they did not think they would have kept up with the apprenticeship had it not been for their partners. A number of employers and stakeholders also supported this and recognised the important role that partners played as a constant source of encouragement and motivation for learners, particularly for Māori learners.

*Some of these guys can be pretty hard to get through to. Sometimes their partners are the only ones they will listen to so it's really important that they're on board with keeping their guy on track and get stuck into them when they slacken off. (Employer, Motor Industry)*

Some learners spoke of having limited whānau support, which impacted on them in a range of ways. For some learners, while their whānau were happy that they were working and undertaking an apprenticeship, many did not take an active interest and provided little encouragement.

A number of training advisors, employers and tutors also found it difficult to get good engagement with some whānau of Māori learners. Employers said that getting the whānau involved early on into the apprenticeship was key to getting learner participation, retention and completion. If they started to lose focus, the employer would only need to let someone within the whānau know and they would help to sort it out – this was particularly the case for younger Māori males.

## **Strategic relationships and collaboration with iwi**

*Having iwi support and involvement in industry training and workplace learning programmes is seen as hugely beneficial in strengthening support for Māori learners. Stakeholders identified some specific initiatives where iwi were involved in supporting workplace learning, including wananga offering trades courses, the availability of iwi scholarships and marae-based trades training programmes.*

*Iwi were seen as potentially playing a greater role in apprenticeship programmes as a result of economic*

*benefits being derived from Treaty of Waitangi settlements – for example, through the provision of scholarships – as well as some iwi taking a greater leadership role in the delivery of tertiary education and social support services.*

*Further research is needed to investigate how engagement and achievement for Māori learners can be strengthened through iwi-industry collaboration, as well as identifying the factors that support and/or inhibit effective iwi-industry collaboration.*

## **Frank's story: an example of whānau support and encouragement**

*Frank (17) is a young Modern Apprentice who didn't like school, so he decided to take up a building job in Rotorua with his father, who is also his boss. He has always been on building sites and always had tools in his hands.*

*For Frank, whānau plays a big part in good outcomes. "My dad is the boss so I learn a lot from him. He's not afraid to give me a rev if get things wrong but he's pretty supportive...I just watch what he does, really."*

*The support network also extends to the BCITO field staff. "I can ring my training advisor whenever I get stuck on something, and have his personal contact*

*number. He's a good fulla." He does, however, rush the book work before his training advisor visits, as it's not really that difficult "just boring, but the practical side of things is sweet".*

*"Lots of work on – building a kohanga reo at the moment. I like the independence of building – I can do everything myself, and when I get qualified I can go out on my own."*

*He already has his sights set on the future. With his brother doing architecture, and his dad and himself as builders, taking over the whānau business one day is a real possibility.*

### **Recommendations for organisations**

- **Better collaboration and use of support networks**
  - There is a need for better wrap-around support for learners. More work could be done to identify and collaborate between the support agencies and networks available to assist Māori learners, particularly those targeted at Māori, for example, using the marae at local polytechnics for study sessions.
  - There are a lot of support groups in communities and these needed to be utilised more. Greater use of marae was a repeated theme from stakeholders.
- **Recruitment**
  - Implement an effective whānau-

centred marketing strategy targeted at Māori learners including:

- development of clear vocational pathways that encourages greater interest amongst Māori learners and their whānau towards a career in the trades
- development of case studies of various Māori learners engaged in the trades highlighting diverse backgrounds and experiences.
- development of recruitment strategies targeted at whānau of existing Māori tradespeople.

### **Example of initiatives taken**

BCITO uses a team approach to learning and mentoring shared by all the participants: employer, learner, training advisor and the wider community, including whānau support. 🍷

## 5. Strong foundations for workplace learning (literacy, numeracy, and financial management)

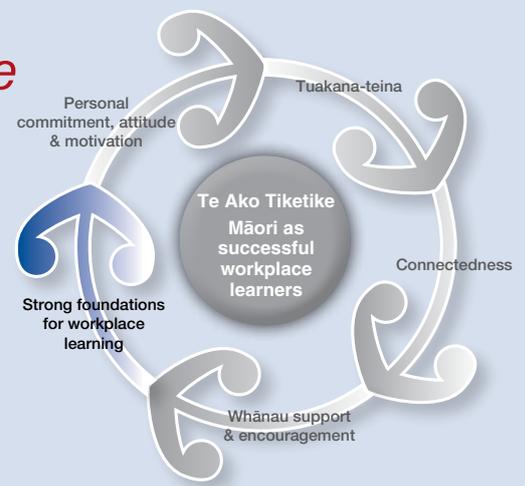
Successful completion of course work required literacy and numeracy competence. More targeted literacy and numeracy assistance was identified as a key priority for Māori learners. Stakeholders also raised the issue of poor financial management and financial literacy among Māori apprentices, particularly younger learners.

Often the written requirements of the course were seen as a real barrier for Māori learners. Stakeholders supported strengthening existing literacy and numeracy programmes that accommodate key Māori cultural pedagogies such as tuakana-teina.

*I really like the apprenticeship model and the mix between hands-on learning and theory work. After I go to the block courses I'm pretty excited to go back to work to try the new stuff that I have learned. I get*

*a real buzz out of putting theory into practice. (Learner, The Skills Organisation)*

*I'm not really a big fan of the bookwork but I get why you have to do it...It's pretty good how the training is flexible to suit me. Like I can go to the night classes or I can go to the block courses, depending on how things are going at work. (Learner, MITO)*



The cost of training for Māori learners is also often a key barrier. This can include the cost of short courses and tools as well as attending off-job block courses. Stakeholders suggested that more work needed to be done to make learners aware of what scholarship or sponsorship opportunities might be available, such as iwi scholarships.

Good personal financial management was seen as important for completion of training. Learners who were able to manage money effectively and were secure financially or had good family support had better chances of progressing through an apprenticeship. Some stakeholders suggested that financial management programmes should be put in place for learners early into an apprenticeship, which would assist with participation, retention and completion of Māori learners.

### Examples of initiatives taken

- MITO has implemented specialist literacy and numeracy tutorial support (one-to-one) through a national specialist provider.
- MITO's *Skills JumpStart* programme aims to provide embedded literacy and numeracy support within core training resources.
- MITO is offering regionalised training support for apprentices such as off-the-job training and evening classes.
- The Skills Organisation is offering electrical apprenticeship scholarships with ETCO (the primary group training scheme in the sector).
- THE BCITO has implemented a Māori Responsiveness Strategy, which involves:
  - Māori Strategy Working Group, which meet face-to-face or by phone conference each month
  - building awareness of cultural issues for field staff
  - working with employers to build understanding and awareness of these issues. ❤️

## *Key enablers for Māori learner engagement and success*

The research has identified the following factors as key enablers for engagement. These provide pointers to how completions can be increased:

- organisations recognising the importance of whānau and the interconnectedness of Māori cultural values in the teaching and learning process
- potential trainees being made aware of the high degree of self-directed learning and self-motivation required in order to successfully manage the competing demands of on-the-job training
- employers setting high, realistic and consistent expectations of learners, and providing clear direction and leadership in ensuring that the workplace is a culturally safe and effective learning environment
- employers ensuring that regular monitoring processes are in place and regular feedback is provided
- providing culturally relevant mentoring that draws on key attributes of mentoring and buddy systems with experienced staff who have the ability to empathise with and relate to Māori learners and their background
- encouraging peer support and group learning approaches
- introducing a team approach to training and learning with the ITO field staff, employer and learner through setting goals and working in partnership towards successful outcomes
- ITO field staff regularly engaging and offering support to learners, particularly during the early stages of the apprenticeship
- developing a network of Māori role models and/or mentors in the workplace or drawn from the community who can help to motivate and build the confidence of Māori learners
- celebrating success as a positive feature in building confidence of Māori learners.

## *Implications: How can organisations better support Māori apprentices to succeed?*

Organisations need to take specific actions to enhance success for learners. It is important that this action involves a whole-of-organisation approach to improving the outcomes for Māori learners.

Key actions to raise success outcomes for Māori:

- strengthen cross-cultural awareness, including understanding of Māori cultural values, beliefs and practices, throughout the industry sectors
- design and implement professional development programmes for ITO staff and industry leaders, focused on attaining better outcomes for Māori learners
- integrate and embed inclusiveness, equity and diversity principles into programme planning, monitoring and accountability processes
- set targets aimed at increasing participation, retention and completion rates of Māori learners, and report on these targets annually
- explore opportunities to include Māori input at strategic and senior management levels *e.g.* Māori representation on governing boards.

## Concluding remarks

The overarching benefit from this project is intended to be an industry training system that is more responsive to – and therefore better serves – the needs of Māori learners.

The findings suggest that the enablers and barriers to workplace-based learning for Māori trainees are multi-layered, involving a complex mix of the elements as shown in the model in Figure 1, *i.e.*:

- personal commitment, attitude and motivation
- tuakana-teina (peer mentoring, peer learning and role models)
- connectedness (to the employer, colleagues and ITO)
- whānau support and encouragement
- strong foundations for workplace learning

Through a greater understanding of how Māori experience training and the factors that affect completion (either negatively or positively), the ITOs involved are in a better position to take actions that address any existing barriers to completion, and to develop new systems and processes that can enhance completion.

Industry training has a significant role in contributing to 'Māori enjoying education and workplace success as Māori'. Given the growing importance of a skilled Māori workforce in taking the trades industries into the future, the need to lift the performance of the industry training sector to strengthen outcomes for Māori has never been greater.

We recognise the extent of the challenge but remain buoyed by the commitment shown by the participating industries to strengthening their support for, and responsiveness to, Māori learners.

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