



## Māori Achievement

Delivering good outcomes for all New Zealanders is a big focus this investment round. This includes a significant emphasis on improving tertiary outcomes for Māori learners. Through this investment round we will look for Plans that provide clear evidence of what TEOs will do to address disparity in Māori participation and achievement. This infosheet builds on the key messages outlined in the 2018 Plan Guidance.

### We've set ourselves a big, bold goal

TEC has set an organisational target that, by 2022:

- › we will fund provision in which Māori learners participate and achieve on a par with other learners, and
- › Māori participation in tertiary education will be at levels and in fields of study that should, over time, deliver parity of post-study outcomes for these learners.

### We will address fundamental challenges to further improve Māori success

While performance improved for Māori learners in recent years, we still have work to do to close the gap between Māori and non-Māori learners. Māori are over-represented at levels 1-3 and under-represented at levels 7 and above, and have lower completion, progression and retention rates than other learners.

We will work with TEOs to find ways to achieve the shifts we want through Investment Plans that have:

- › appropriate and informed, stretch performance commitments to attain parity for both participation and achievement by the end of 2022
- › clear actions to move toward parity of participation and achievement by the end of 2022
- › evidence-based initiatives that will make a much bigger contribution to reducing participation, retention and achievement disparities
- › delivery models better suited to the realities of Māori learners' lives (i.e., secondary-tertiary pathways, workplace-facing provision, recognition of prior learning short courses and micro-credentials)
- › clear evidence of partnerships with iwi, hapū, and whānau, and an understanding of their aspirations for their rangatahi and their ability to contribute to realising these aspirations
- › clear evidence of partnerships with secondary schools that create pathways for Māori learners into higher-level study, and reduce "under-enrolment" of Māori at levels where they already have an NCEA qualification
- › clear evidence of relationships with employers.

### We'll provide better information to allow learners to make the choices that are right for them

To ensure good life outcomes, Māori learners, and those who support and advise them, need to have the right information and study opportunities available to participate in education and training.



We will help learners make informed study and career choices by:

- › providing a range of online user-friendly careers information, resources and services (e.g., [Career Development Benchmarks](#), Key Information Set and MyQ)
- › providing data about post-study outcomes and information on regional, employer, industry, and labour market needs and trends. This includes Qlik data about learners' secondary-tertiary transitions that can be disaggregated by iwi.

## **We want to empower TEOs to build their capability to engage with, and better provide for, Māori learners, their whānau, hapū and iwi**

We will provide tools for TEOs to assess their own practice, including the Capability Framework. We will:

- › use the Investment Plan Assessment Criteria to ensure Investment Plans demonstrate clear evidence of actions to reduce participation and achievement disparities for Maori
- › use our findings from the Investment Plan Assessment Criteria to feed into our funding decisions
- › provide TEOs with integrated, user-friendly, and high-quality information to support informed decision-making regarding Māori
- › further invest in TEOs who successfully deliver on their commitments for improving Māori participation, retention, and achievement, and remove funding from provision with poor results for Māori.

We will also work to facilitate and encourage real partnerships between TEOs and the people they serve.

## **Some questions to consider**

These questions will help us understand what TEOs are doing to support achievement and relationships with Māori students.

1. How do you support and retain students within your TEO?
2. How do you assist Māori academic and general staff to support Māori learners? If (as is often the case) your Māori academic staff are expected or encouraged to provide cultural support to Māori learners, and cultural capability-building to their peers, on top of their academic workload, how do you support and recognise their additional contribution?
3. The TEC's investment for Māori outcomes needs to engage the right people in the right places who connect iwi, hapū and whānau. Does your TEO provide these people with the resource they need to do their jobs well?
4. What examples do you have of Treaty of Waitangi based relationships with iwi and/or Māori organisations? What evidence do you have that these relationships are advancing the educational interests of iwi and/or Māori organisations?

TEC strives for the best outcomes for all learners. What investment have you made to empower the collective student voice, such as Māori Students' Associations? Do you have evidence of class representative systems, and Māori student representation in the management or governance of your TEO?

## **Where to get further information**

### **Qlik Data**

- › Check out the Secondary Tertiary App and look at the iwi data to inform conversations with TEC. You will need to know what iwi are in each region (there are multiple iwi in most regions).

### **Map of Iwi boundaries**

- › <https://www.nzte.govt.nz/tools-and-templates/te-kete-tikanga-m%C4%81ori-m%C4%81ori-cultural-kit/iwi-tribes-of-new-zealand>



### **TEO workspaces**

- › My Performance Qlik app - for EPI performance
- › My Commitments Qlik app - for commitments and actuals

