

# *Enhancement Theme Symposium*

## ***Evidence and Evaluation***

*Friday 1 November 2019*  
*Pukeahu Campus, Massey University, Wellington*

**#ETSymp2019**



Te Pōkai Tara  
**Universities**  
New Zealand

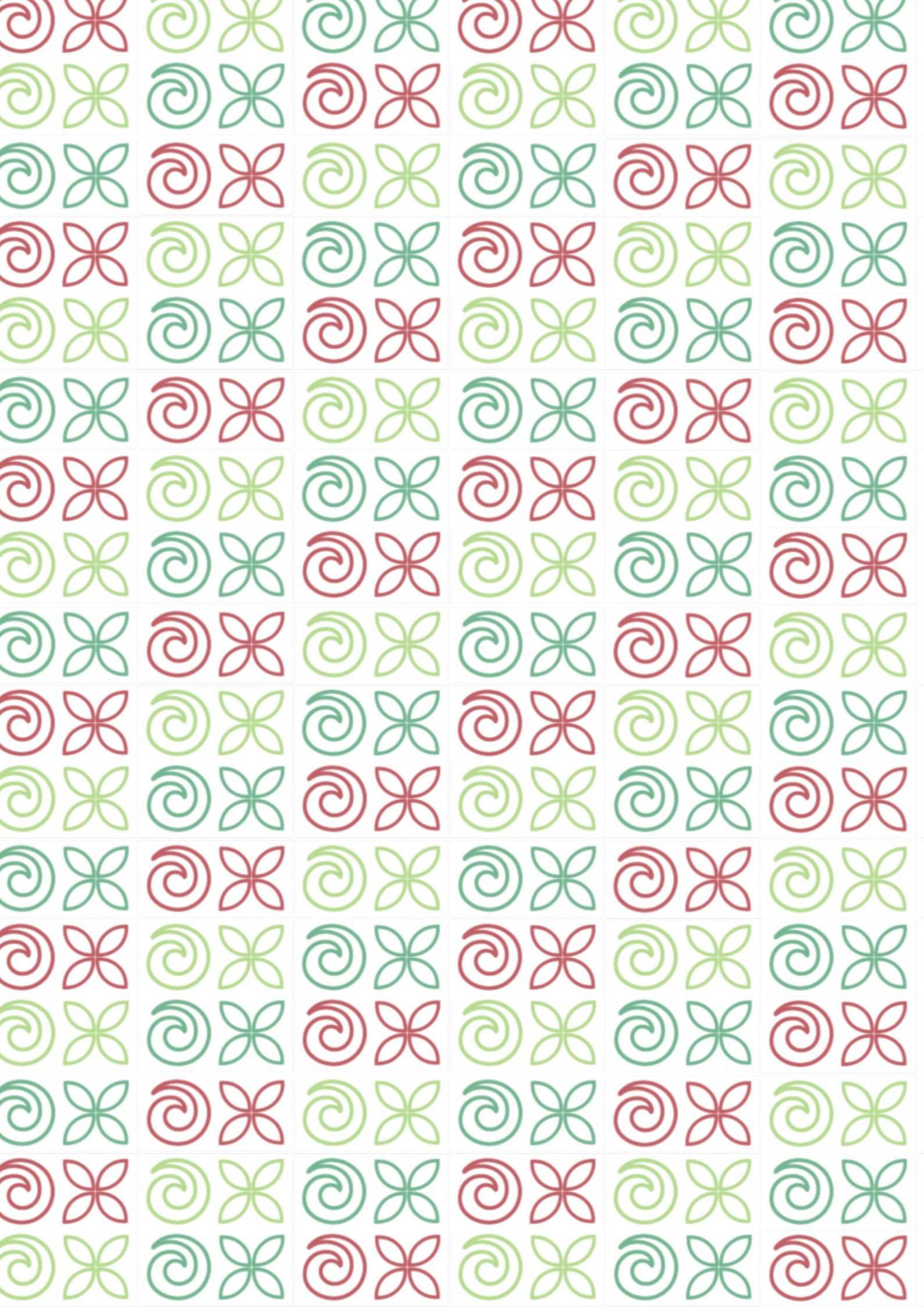


**AQA**

Academic  
**Quality**Agency  
For New Zealand Universities

*Te Pokapū Kōunga Mātauranga  
mō ngā Whare Wānanga o Aotearoa*







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*We would like to thank Massey University for hosting the Enhancement Theme Symposium 2019*



**MASSEY UNIVERSITY**  
**TE KUNENGA KI PŪREHUROA**  
**UNIVERSITY OF NEW ZEALAND**



# Programme

9:15 – 9:30	<b>WELCOME</b> Whakatau and Pacific Greetings
9:30—9:45	<b>SCENE SETTING AND ENHANCEMENT THEME UPDATE</b> Professor Robyn Longhurst, Convenor, Enhancement Theme Steering Group Dr Sarah-Jane Tiakiwai, Te Kāhui Amokura Associate Professor Hon. Luamanuvao Dame Winnie Laban, Komiti Pasifika Mamaeroa Merito, Te Mana Ākonga Ali Leota, Tauira Pasifika
09.45-10.45	<b>PLENARY A: EVALUATION – HOW DO WE KNOW IT’S GOOD?</b> <b>PRESENTATION 1: MĀORI EVALUATION - DR CHELSEA GROOTVELD</b> <b>PRESENTATION 2: PACIFIC EVALUATION - DR CHERIE CHU-FULUIFAGA</b>
10:45—11:00	<b>PARAMANAWA (MORNING TEA)</b>
11:00—11:40	<b>PLENARY PANEL B: STUDENTS AND EVALUATION</b>
11:40—12:30	<b>WORKSHOP 1</b> Please select one question to address from either a Māori perspective or Pasifika perspective: <ol style="list-style-type: none"> <li>1. What principles should guide evaluation of programmes or initiatives to support tauira Māori success and Pasifika learner success?</li> <li>2. How should evaluations of tauira Māori success and Pasifika learner success be used to effect change?</li> <li>3. What are the key elements of a plan for appropriate and effective evaluation of programmes or initiatives to support tauira Māori success and Pasifika learner success?</li> </ol>
12.30-1.00	<b>KAI O TE RĀNUI (LUNCH)</b>





# Programme (continued)

1.00-1.40	<b>PLENARY PANEL C: EVALUATING MĀORI INITIATIVES</b>
1.40—2.30	<b>WORKSHOP 2</b>  Please select a different question to address and a different group of people to work with.
2.30-3.10	<b>PLENARY PANEL D: EVALUATING PASIFIKA INITIATIVES</b>
3.10—3.25	<b>PARAMANAWA (AFTERNOON TEA)</b>
3.25-3.55	<b>WORKSHOP 3</b>  Please select your final question to address.
3.55-4.25	<b>WORKSHOP 4: REPORTING BACK</b>
4.25-4.40	<b>CLOSING COMMENTS</b>  Professor Robyn Longhurst, Dr Sarah-Jane Tiakiwai, Associate Professor Hon. Luamanuvao Dame Winnie Laban, Mamaeroa Merito, Ali Leota
4.40-4.55	<b>POROAKI/KARAKIA</b>





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# Welcome

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## Nau mai, piki mai, tahuti mai Welcome to the Enhancement Theme Symposium 2019

Welcome to the second Enhancement Theme Symposium. Last year's Symposium shared initiatives and practice underway in universities as part of their enhancement theme plans. It raised questions around how initiatives and programmes that support "Access, outcomes and opportunities for Māori students and for Pasifika students" should be evaluated, what evidence would be appropriate in these evaluations and what are the consequences of undertaking evaluations. These questions are explored further in this year's Symposium.

The Symposium is also an opportunity for members of universities, including students, to share and exchange good practice on initiatives and programmes and to engage in debate and dialogue that will inform future practice and approaches.

### Enhancement Theme Steering Group

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The enhancement theme is a component of the sixth cycle of academic audit for New Zealand universities. However, the enhancement theme is led and undertaken by universities and is overseen by a Steering Group. The members of the Steering Group are:

- Professor Robyn Longhurst, University of Waikato, Chair of the Enhancement Theme Steering Group
- Professor John Morrow, The University of Auckland
- Dr Sarah-Jane Tiakiwai, University of Waikato
- Walter Fraser, Auckland University of Technology
- Professor Giselle Byrnes, Massey University
- Associate Professor Meegan Hall, Victoria University of Wellington
- Professor Catherine Moran, University of Canterbury
- Dr Lorraine Petelo, Lincoln University
- Margaret Morgan, University of Otago
- Dr Darryn Russell, Chair, Te Kāhui Amokura
- Tuari Potiki, Te Kāhui Amokura
- Associate Professor Hon. Luamanuvao Dame Winnie Laban, Pasifika member
- Dr Tasilete Teevale, Pasifika member
- Mamaeroa Merito, Tumuaki, Te Mana Ākonga
- Ali Leota, Pasifika student member





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# Key Information

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## Administration desk

At the front of the room will be an administration desk. If you have any issues throughout the day, please come and see one of the team here.

## Talanoa space

Participants are encouraged to bring materials to share within our Talanoa space: strategic frameworks, research etc.

## Wi-fi

Attendees can access Massey's wi-fi using the following credentials

**Network:** MUEvents

**Password:** MU2019Spr1ng (case sensitive)

## Eduroam

This is available for participating universities. Please logon using your university credentials and password. Alternatively, you can access the internet using Massey's wi-Fi (see above).

## #ETSymp2019

We will be live tweeting throughout the day using this hashtag! If you are posting on a social media we encourage you to use this too!

## Plenary sessions

The plenary sessions will be recorded and made available after the Symposium.

## Enhancement Theme Steering Group

Members of the Steering Group are available if you have any questions around the Enhancement Theme. Their name tags will be in green.

## Emergency procedures

If the fire alarm rings continuously, evacuate the building by the nearest and safest exit to the assembly area, unless you are instructed otherwise. Do not use lifts. If safe to do so, take your personal belongings.

In the event of an earthquake, drop, cover and hold. Wait, for further instructions.

If you suffer an injury, please see the Administration Desk—one of the team will ensure that appropriate medical assistance can be provided or arranged.

## Feedback

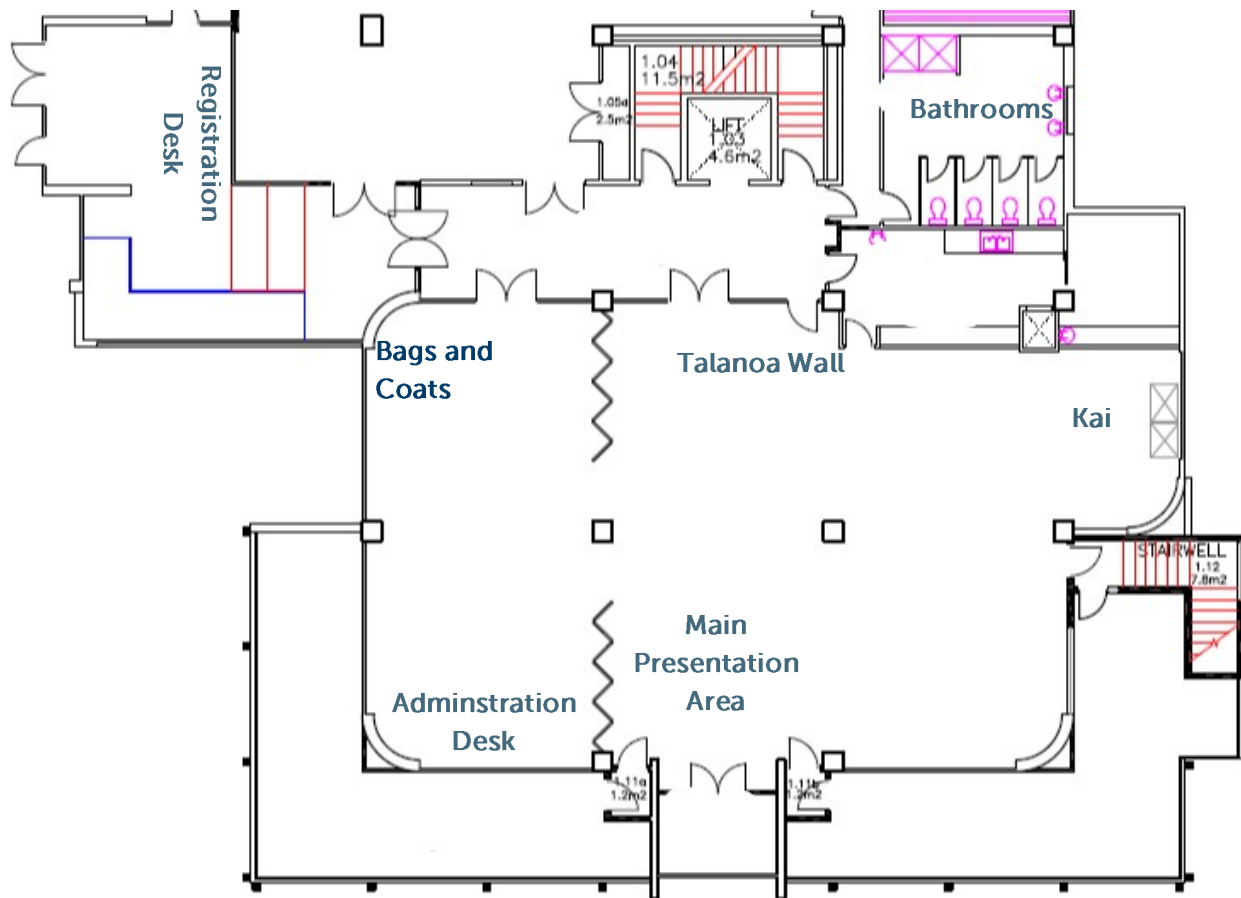
We would really value your feedback on this second symposium. There are two ways to do this:

1. You can complete the paper form provided and post it into the Feedback box, or
2. You can scan the QR code below or go online:  
<https://www.surveymonkey.com/r/SSRW3MN>



# Venue

## Flax and Fern Room - Massey University



### Directions:

We suggest arriving at Massey University, Pukeahu Campus through **GATE E** on **Tasman Street**. Go through the Tussock Cafe and continue up the stairs to the **Flax and Fern Room**.





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# Outline: How sessions will work

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This year's Symposium continues an emphasis on sharing good practice and learning from others. The focus for the Symposium is 'Evidence and Evaluation'. Ideas of evidence and evaluation will be developed through presentations by keynote speakers, panel discussions and workshop sessions.

Three questions will be addressed in the workshop sessions:

1. What principles should guide evaluation of programmes or initiatives to support tauira Māori success and Pasifika learner success?
2. How should evaluations of tauira Māori success and Pasifika learner success be used to effect change?
3. What are the key elements of a plan for appropriate and effective evaluation of programmes or initiatives to support tauira Māori success and Pasifika learner success?

**These questions are intended to be non-hierarchical and each question will be explored from a Māori perspective and a Pasifika perspective.**

All participants will explore all three questions. The second and third workshop sessions will build on the first and second. Participants should move between questions and change for the second and third questions. Please also move between groups so that different perspectives are brought together at each stage.

**The cumulative discussions on each workshop question will be reported back to the full group. They will also be included in a synopsis of the day that will be developed after the Symposium.**

The report from last year's Symposium can be found at [https://www.aqa.ac.nz/enhancement\\_theme](https://www.aqa.ac.nz/enhancement_theme)  
The discussions of evidence and evaluation will inform both the remainder of the enhancement theme and also the audit component of Cycle 6 Academic Audit.

Other opportunities for sharing approaches and progress occur during the break sessions. A talanoa space for sharing approaches will also be available and participants are encouraged to bring materials such as strategic frameworks or collateral from existing initiatives.



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# Plenary A: Māori Evaluation

9.45-10.45

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**Dr Chelsea Grootveld**

**Ngai Tai, Ngāti Porou,**

**Whānau-a-Apanui, Whakatōhea**



Dr Grootveld is an experienced kaupapa Māori researcher and evaluator with almost 20 years' public sector experience working as a public servant and consultant. In 2013, Chelsea graduated with a PhD in Education from Victoria University of Wellington, and established Aiko — an indigenous consultancy specialising in kaupapa Māori research and evaluation. Aiko delivers to a range of public sector, Iwi and NGO clients. Current clients include Waikato-Tainui and Oranga Tamariki, Te Puni Kōkiri, Social Investment Agency, Ministry for Social Development and Te Pūtea Whakatupu Trust.

Major evaluation projects completed include formative, developmental and summative evaluations for Whānau Ora; Mokopuna Ora; E Tū Whānau; Māori Housing; Rangatahi Māori and NCEA success; Kura Māori Literacy and Numeracy projects; Māori Tourism; and Māori experiences of Dementia. Chelsea is a Director on the High Performance Sport New Zealand Board and CORE Education Limited; Chair of Hato Pāora College Board of Trustees; and Trustee on JR McKenzie Trust. In July she was awarded the Governance New Zealand Emerging Leader Award. In her spare time, Chelsea enjoys triathlon and trail running and completed the Tarawera ultra marathon in Feb this year, Ironman Taupo in 2016 and competes in the Iron Māori half ironman every year. She coaches her daughter's netball team and sneaks food parcels and gift cards to her son (against the advice of her husband), a first-year student at Otago University currently living his best life despite impending exams!

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# Plenary A: Pasifika Evaluation

9.45-10.45

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**Dr Cheri Chu-Fuluifaga**



As a trainer-facilitator and senior lecturer, I have a particular research interest in mentoring and leadership in Pasifika contexts. I established the highly successful Victoria University of Wellington Humanities and Commerce mentoring programme in 2000. Since 2004, I have been involved in delivering leadership training for Victoria University of Wellington Pasifika students, including NZAID scholarship students. I have extensive networks with Pasifika students, staff (general and academic) in tertiary education and I convene a leadership network and leadership cluster group for Pasifika students. I have presented at national, regional and international forums on leader development for emerging Pasifika leaders. I have led leadership development programmes for university students and communities in the Pasifika region.

My professional experience in the tertiary sector is with academic staff and general staff across New Zealand. I have worked in tertiary education for 14 years with a deep understanding and appreciation of the landscape.

My research background is focused on the development of learners and their experiences in universities. I am also an experienced appreciative inquiry facilitator. My PhD was focused on exploring the leadership and mentoring experiences of Pasifika tertiary students at the Victoria University of Wellington.

I have lead a national research project on examining success for Pasifika students in Aotearoa/New Zealand.

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## Plenary B: Students and Evaluation

## 11.00-11.40

**Session Chair: Mamaeroa Merito**

Mamaeroa is the Tumuaki of Te Mana Ākonga. She is also a member of the Enhancement Theme Steering Group.

**Panel Members:**

- Juliet Luaki-Ngauamo, AUSA Pacific Island Students Office, The University of Auckland
- Dexter Rāpana, Co-President Nga Tauria Māori, The University of Auckland
- Ali Leota, National Pasifika Liaison for the New Zealand Union of Students' Associations (NZUSA)/Victoria University of Wellington
- Te Mapihi Tutua-Nathan, Ngāi Tauira, Victoria University of Wellington
- Mary Jane Kivalu, UOPISA President 2019, University of Otago
- Joshua Alefosio-Pei, UOPISA Vice President 2019, University of Otago

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# Workshop 1

11.40-12.30

**Please select Question 1, 2, or 3:**

1. What principles should guide evaluation of programmes or initiatives to support tauira Māori success and Pasifika learner success?
2. How should evaluations of tauira Māori success and Pasifika learner success be used to effect change?
3. What are the key elements of a plan for appropriate and effective evaluation of programmes or initiatives to support tauira Māori success and Pasifika learner success?

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## C: Evaluating Māori Initiatives

## 1.00-1.40

**Session Chair:** Zoë Bristowe



Zoë is of Ngāpuhi, Ngāti Pōrou and Ngāti Hine descent and is the Co-Director of the Māori Health Workforce Development Unit (MHWDU) in the Division of Health Sciences at the University of Otago. Zoë is an equity practitioner and researcher with a background in Māori pedagogies, Māori health workforce development, programme design/ delivery and evaluation. Zoë has a Masters in Indigenous Studies (MIndS) and is a doctoral candidate at the University of Otago.

### Panel Members:

- Dr Valance Smith (Ngāpuhi, Waikato, Ngāti Haina, Ngāti Pākehā), Assistant Pro-Vice Chancellor (Māori Advancement), AUT
- Dr Sarah-Jane Tiakiwai (Te Rarawa, Waikato), Deputy Vice-Chancellor Māori, University of Waikato
- Eloise Jillings (Ngāti Maru), Associate Veterinary Dean - Admission and Students, Massey University
- Ngawari Matthews-Carr (Ngāti Ranginui), Massey University
- Marie Cocker, Director Awhina, Victoria University of Wellington (Te Atiawa )
- Dr Dione Payne Assistant Vice-Chancellor, Māori and Pasifika, Lincoln University (Ngāti Tuwharetoa, Waikato.)

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# Initiatives from Panel Members

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**Dr Valance Smith (Ngāpuhi, Waikato, Ngāti Haina, Ngāti Pākehā), Assistant Pro-Vice Chancellor (Māori Advancement), AUT.**

The Māori and Pacific Early Career Academic Programme (M&P ECA) was initiated in 2014 in response to the challenges facing all universities on increasing the numbers of achieving and contributing Māori staff across the university sector. This initiative recognised that a prerequisite of growing the numbers of achieving Māori and Pasifika students is having a critical mass of confident and competent Māori and Pacific staff, essentially students seeing 'themselves' in the programmes they enrol into.

The focus of this programme is to mentor Māori and Pacific scholars who have recently completed or are nearing completion of their doctorates, and support the development of their teaching skills, research capacity and professional skills in supervision and graduate mentoring. Five years on, AUT continues to build Māori and Pasifika academic and professional capacity through the ECA programme.



**Dr Dione Payne (Ngāti Tuwharetoa, Waikato) Assistant Vice-Chancellor, Māori & Pasifika and Mātauraka Māori Research Theme Leader at Lincoln University.**

Lincoln University piloted two initiatives to better engage students and monitor their progress. The Māori (and separately Pasifika) Student Achievement and Success Programme is focused on collating internal assessment outcomes, monitoring practical work placement and internships as integral parts of their degree programme and, where necessary, providing useful interventions to support ongoing achievement. A laboriously manual process to set up the programme has provided valuable information on the pastoral, cultural and academic progress of Māori and Pasifika students.



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# Initiatives from Panel Members

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**Eloise Jillings (Ngāti Maru)** is a 2001 veterinary graduate from Massey University. While her post-graduate training was in clinical pathology, her work and research interests have evolved to focus on student selection and success. She is a current PhD candidate using a Kaupapa Māori approach to explore the impact of alterations to the student selection process on Māori student selection and overall academic outcomes. Her dream is to one day achieve (or exceed!) population parity for selection of Māori students. She is married to another Massey university academic, and together they are raising 3 boys.



**Ngawari Matthews-Carr (Ngāti Ranginui)** has a passion for helping people overcome psychological barriers to positive change. With a BSc (Psych) she has worked in research, with at-risk youth and offenders as a Programme Facilitator for Corrections. She has interests in hauora Māori, mental wellness, metacognition and perfectionism. Her greatest accomplishment so far is a flourishing whānau including her husband and 4 tamariki. Mauriora!

Only 2% of registered veterinarians in Aotearoa New Zealand currently identify as Māori. In an effort to address this under-representation, Tawharau Ora | School of Veterinary Science at Massey University, led by Eloise Jillings, Associate Dean Admissions and Recruitment, piloted initiatives in 2019 to better support Māori students during the highly competitive pre-veterinary phase. These were strongly influenced by the positive results seen in the Faculty of Health Science Māori and Pacific Admission Scheme (MAPAS) at the University of Auckland. These initiatives included providing a dedicated space for students to congregate, as well as employing a part-time Māori student support co-ordinator.

The co-ordinator was to focus on three main areas: transition to vet uni life, academic advice/support and pastoral care. Facilitating the transition and orientation of students to an unfamiliar and foreign environment was necessary as many students were the first in their whānau to attend university. Academic support included enrolment and course advice, co-ordinating tutorials and monitoring academic progress. Creating a university 'whānau' where students felt safe and supported through difficult issues such as loneliness, anxiety, losing motivation and failure was part of the pastoral care.

Prior to 2019, 0 to 2 students per year were admitted via the Tiriti pathway into the professional phase of the Bachelor of Veterinary Science (BVSc). Many non-selected students had a negative experience and did not return to university. After the initiative, 4 Māori students were admitted into BVSc, and 2 were admitted into the Bachelor of Veterinary Technology. Of students who had not been selected, and had engaged with the co-ordinator, 77% re-enrolled in semester 2.



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# Initiatives from Panel Members

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**Marie Cocker (Te Atiawa)** is the Manutaki of Te Herenga waka and has recently been appointed as the Director Āwhina, Māori at Victoria University of Wellington

Marie has had 20 years' experience in the Government sector before completing her degree at Victoria University as an adult student and later completing Master's of Indigenous studies in Otago. She then went on to lecture in Māori courses offered at Victoria University of Wellington. Marie is a certified teacher for the International Network for Teaching Entrepreneurship (NFTE). Marie delivered the NFTE inaugural pilot programme, which had been translated into Māori- and New Zealand-specific content, throughout New Zealand focusing on second chance learners and youth from lower socio-economic areas.

Marie is committed to providing a culturally appropriate environment to support Māori students to succeed in tertiary education. Her focus is on working with faculties to support the implementation of Mai I te Iho ki te Pae (Māori outcomes framework) to increase Māori student retention and achievement pan-university.





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# Initiatives from Panel Members

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**Dr Keaka Hemi, Assistant Vice-Chancellor Pacific,  
University of Waikato**

Dr Keaka Hemi is Kanaka Maoli and part of Na ‘Ohana o Kalama from Lā‘ie, Oahu, Hawai‘i through her mother, as well as Cherokee/Tsalagi from Bohannon Mountain in Northwest Arkansas through her father. Prior to taking up the role of Assistant Vice-Chancellor Pacific at the University of Waikato, Keaka served as Associate Dean Undergraduate and Faculty Pacific Island Adviser in Te Piringa – Faculty of Law. She is a Research Fellow of the Public Law and Policy Research Unit and a member of the Māori and Indigenous Governance Centre at Te Piringa. Keaka’s PhD focused on racial discrimination and traverses US constitutional law, political theory, international human rights, international and domestic indigenous rights, and New Zealand constitutional law. Her research interest areas continue to include Pacific peoples and the law, Pacific and indigenous education rights, and equality and non-discrimination in relation to indigenous peoples.



**Dr Sarah-Jane Tiakiwai, Deputy Vice-Chancellor Māori, University of  
Waikato. (Te Rarawa, Waikato)**

Prior to taking up the role of Deputy Vice-Chancellor Māori at the University of Waikato in 2017, Sarah-Jane spent 7 years as the inaugural academic director for the Waikato-Tainui College for Research and Development. She has a strong background in and passion for iwi education and development, and was the first recipient of the post-settlement Waikato Raupatu doctoral scholarship offered by Waikato-Tainui. Her PhD focused on Māori student success in higher education. Sarah-Jane has worked in the wānanga and university sectors, holding a range of research, teaching and senior administrative and management positions as well as running her own company. She has worked extensively in growing the capability and capacity of Māori and kaupapa Māori researchers, and creating opportunities for Māori students to engage in and contribute to iwi development and Māori business nationally and internationally.



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# Initiatives from Panel Members

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## Data-informed initiatives to enhance Māori and Pacific student achievement

### Overview of the project

This project from the University of Waikato aims to develop new teaching and learning initiatives for Māori and Pasifika students that are informed by a learner analytics system, combined with student voice data and cases studies of success. The project aims to:

- develop institutional capability to create cohesive systems, programmes and experiences that are inclusive, culturally responsive, rewarding and fulfilling for Māori and Pacific students
- establish teaching and learning initiatives and environments across the university that are informed by detailed data analytics, combined with a rich student voice.

The intended outcomes of the project are:

- institutional capability to facilitate the educational success and fulfilment of Māori and Pacific students.
- systems and processes for effective use of data and research that are scalable internally, and can be shared with other institutions
- contributions to knowledge about inclusive education at national and international levels.

### Progress to date

A comprehensive literature review has been completed, focusing on factors that enable and hinder the success of Māori and Pacific learners. This is being used to inform the data points and further information to be collected in the quantitative and qualitative aspects of the project. Detailed datasets of enrolled Māori and Pacific students have been compiled and are being analysed; they are being categorised by those that identify as Māori, as Pacific, or as both Māori and Pacific. A Best Practice review has been conducted, which has identified several programmes that are potential candidates as case studies of Māori and Pacific learner success.

### Next steps

We are currently planning for a number of fono and wānanga, which will be held with a cross-section of students to hear of their experiences of being a tertiary learner. At the completion of the quantitative and qualitative data collection, it will be analysed, and the findings will be used to identify key areas to focus on in the next phase of the project (2020) which will go into the classroom.



# Workshop 2

1.40-2.30

**This session will start with a summary of the discussion from the previous workshop.**

**Please select a different question and different group for the second workshop.**

1. What principles should guide evaluation of programmes or initiatives to support tauira Māori success and Pasifika learner success?
2. How should evaluations of tauira Māori success and Pasifika learner success be used to effect change?
3. What are the key elements of a plan for appropriate and effective evaluation of programmes or initiatives to support tauira Māori success and Pasifika learner success?

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## D: Evaluating Pasifika Initiatives

## 2.30-3.10

**Session Chair:** Associate Professor Damon Salesa, Pro Vice-Chancellor (Pacific), The University of Auckland

**Panel Members:**

- Dr Keakaokawai (Keaka) Varner Hemi, Assistant Vice-Chancellor Pacific, University of Waikato
- Sashi Meanger, Director (Pasifika), Victoria University of Wellington
- Pauline Luafutu-Simpson, Director of Pasifika Development, University of Canterbury
- Alapasita Teu, Pacific Projects Lead, Pacific Development Office, University of Otago

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# Initiatives from Panel Members

**Sashi Meanger, Director (Pasifika), Pasifika Student Success Team at Victoria University of Wellington**

For our Pasifika students to stay enrolled and succeed, we must ensure the right people are in the room together, coordinating efforts, and developing a Pasifika Student Success Team, thereby weaving across academic and support areas to promote a culturally safe student-centred perspective.

**The Pasifika Student Success Team at Victoria:**

- provides an on-campus ‘āiga, Pasifika family that supports transition into tertiary study
- fosters learning and teaching communities and encourages responsive pedagogies
- provides a safe and welcoming environment
- is focused on academic excellence, personal growth, and wellbeing
- respects Pasifika diversity and values.

**Pasifika operates on a central hub-and-spoke model; the central hub is located on the main campus, and there are five spokes covering all eight faculties.**

**Operations & Activities**

- Academic mentoring for 100-level to 300-level courses pan university
- Holistic support | Pastoral support
- Pasifika Outreach Programme; Community Outreach
- Course-specific study sessions; Exam-oriented preparation
- Learning and development workshops
- Pasifika postgraduate support.

**Key Pasifika Personnel**

- AVC (Pasifika)
- Director (Pasifika)
- Manager (Pasifika)
- Senior Pasifika Transition Adviser
- Pasifika Engagement Advisers
- Pasifika Outreach Adviser
- Pasifika Mentoring Coordinator

**Evaluation**

The First Year Evaluation of this new structure is for the staff of the Pasifika Student Success Team (PSST) and other key stakeholders to reflect on the changes prompted by the Māori and Pasifika Student Interventions Review (Interventions Review) one year after implementation. It is also an opportunity to analyse the PSST’s activity data, and gather critical feedback from staff, students, colleagues and others.

**Pasifika Student Success Team**



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# Initiatives from Panel Members

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**Alapasita Teu** is the Pacific Projects' Lead at the Pacific Development Office at the University of Otago and has led a research project that looks at Pacific students and their university experiences. Her research interests include the transition to university experience, Pacific student retention and achievement, Pacific education and education policy. She holds a Master of Public Health, Postgraduate Diploma in Public Health and Bachelor of Physical Education (Hons.) from the University of Otago.

## **Kickstart 101: University preparation programme**

The Kickstart 101 programme launched as a pilot programme in January 2019 aimed at aiding the transition of students to university learning. The six-week credit-bearing university preparation programme ran alongside the wider University of Otago summer school programme, adopting a blended mode of learning, with two weeks of distance learning followed by four weeks of on-campus learning. The academic component was delivered as an 18 point, 100-level summer school paper titled Pacific Realities and University Learning that introduced concepts of learning, aspects of self-reflection and included an evaluation of a range of academic competencies and personal attributes. The non-academic/social transition component of the programme consisted of the provision of summer school accommodation at a University of Otago residential college for four weeks and engagement activities targeted at generating cohesion amongst the cohort as they settled into a new learning environment and the accommodation. The pilot nature of the programme had fostered a degree of flexibility with the delivery of the programme, which allowed for amendments to be made throughout the duration of the programme, and further contribution to the evaluation process and refinement of the programme for any future delivery.

**Dr Keaka Hemi, Assistant Vice-Chancellor Pacific, University of Waikato**

## **Data-informed initiatives to enhance Māori and Pacific student achievement**

This project from the University of Waikato aims to develop new teaching and learning initiatives for Māori and Pasifika students that are informed by a learner analytics system, combined with student voice data and cases studies of success.

**Please see the full summary of this initiative on page 17.**



# Workshop 3

## 3.25-3.55

**This session will start with a summary of the discussion from the two previous workshops. For this session, please address the remaining question which you have not yet addressed.**

1. What principles should guide evaluation of programmes or initiatives to support tauira Māori success and Pasifika learner success?
2. How should evaluations of tauira Māori success and Pasifika learner success be used to effect change?
3. What are the key elements of a plan for appropriate and effective evaluation of programmes or initiatives to support tauira Māori success and Pasifika learner success?

**In addition to discussing the question, in this third workshop session, please also discuss:**

1. From your perspective, what are the strengths in this summary?
2. Where are the gaps?
3. What would your priorities be?
4. Is there any advice you would give?

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## Workshop 4: Reporting Back

### 3.55-4.25

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# Enhancement Theme Frameworks

Two frameworks developed to help articulate the objectives and activities of the enhancement theme are attached. They are intended to be a tool to support dialogue. The first framework (the phase framework) provides a longitudinal context, recognising that achieving a step-improvement across the university system in access, outcomes and opportunity for Māori students and for Pasifika students (while maintaining or increasing quality, and without reducing access) is unlikely to be achieved in the immediate period of the enhancement theme. The second focuses on the enhancement phase of Cycle 6 Academic Audit. It is based on the Scottish Student Transitions Enhancement Theme: Logic Model. The support of QAA Scotland in allowing its use and Professor Roni Bamber and Dr John Bamber for guidance on how such a model might work in New Zealand is gratefully acknowledged.

## (1) Phase Framework

	Current	Short-term (2-3 years) theme focus period	Medium term (4-8 years) Cycle 6 lifecycle	Long-term (9-20 years) Next generation learners
Synopsis	Māori learners and Pasifika learners access university and achieve qualifications at lower rates than other learners.	Universities undertake initiatives in line with their priorities and objectives with respect to the enhancement theme and share good practice and findings	Successful/effective initiatives are embedded and sustained within universities and this is demonstrated in academic audit.	
Aims	Theme Purpose: undertake initiatives and other activities that contribute to a demonstrable step-improvement across the university system in access, opportunity, engagement and achievement for Māori students and for Pasifika students.		Facilitate a step-change improvement (relative to 2016) across the university system in removal of barriers, access, engagement in learning, opportunity and achievement for Māori students and for Pasifika students. Achieve parity in achievement without compromising quality while increasing participation.	The university experience for all students reflects the bi-cultural basis of Aotearoa and its place in the Pacific.
Indicators/ Evidence	EPIs		Cycle 6 Audit report (which need to take account of the sequence in which universities will have been audited)	

The aims from the phase model are developed further in the framework for the theme.



## (2) Enhancement theme framework

(Objectives over the short-term (enhancement theme) to be demonstrated in the medium term (Cycle 6 audit))

OBJECTIVES We want to:	OUTCOMES By the end of the theme we will have:	STRATEGIES Our approach is to:	EXAMPLE ACTIVITIES We will do this by:	OUTPUTS Our outputs will include:	IMPACT INDICATORS Our success will be seen in:
1. Improve our understanding of how to close the gaps and improve access, outcomes and opportunities for Māori learners and for Pasifika learners.	Documented ideas, contributions and effective ways to achieve parity.	Build on promising existing work, and undertake new initiatives and research, to identify and develop good practice examples.	Drawing from and synthesizing existing international and more local research and good practice guides to consolidate our learning.	Theme (synthesis) and individual university project reports.	An evidence-informed initial collection of useful ideas and resources.
2. Engage New Zealand universities and other relevant parts of the education sector in using what we have learnt (this should also address implications for other groups of learners)	Identified the key barriers to uptake in and external to universities, and supported effective ways of addressing these barriers. Engaged universities and other stakeholders in sharing and implementing ideas and good practices.	Share and encourage uptake of ideas, good practices and tried and tested initiatives.	Promoting engagement with the theme through a systematic programme of events, disseminating learning, and supporting universities to share and critique each other's workplans and approaches.	A comprehensive inventory and user-friendly map of resources. Evidence-informed case studies and guides. User friendly, web-based materials.	Evidence of significant cross sector engagement, and knowledge transfer in the uptake of ideas, and development of approaches and practices.
3. Embed Māori, Pasifika and student perspectives into the engagement theme work.	Been informed by the inputs and perspectives of Māori, Pasifika colleagues and students.	Work in partnership with Māori colleagues, Pasifika colleagues and students.	Establishing a high-level steering group that includes Māori and Pasifika perspectives.	All resources, materials, practices and approaches informed by the voices and perspectives of Māori and Pasifika colleagues and students.	Evidence of where Māori and Pasifika perspectives have impacted on theme outputs and outcomes.
4. Be explicit and transparent about how NZ universities are working together to progress parity in access, outcomes and opportunities for Māori learners and for Pasifika learners.	Learnt from cross sector collaborative working initiatives, and embedded this learning in routine practices and approaches.	Promote and support a linked series of inter-university projects, initiatives and interest-groups. Communicate theme activities.	Publishing, presenting and communicating in relevant fora.	An enhancement theme website (or webpages)	Interest from outside of the theme. Cross checking with leading national and international commentators.
5. Show how our work effects change in progressing parity of access, outcomes and achievement for Māori learners and for Pasifika learners.	See progress among universities towards parity in opportunity and achievement for Māori students and for Pasifika students.	Reflect on and constructively challenge and critique our work. Inform theme development by periodic evaluation and review.	Set and track appropriate benchmark data.	Recommendations for guideline statements for the audit component of Cycle 6.	Academic audit reports.

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# Resource list

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## Further information and resources about evidence and evaluation

Evaluation standards from the Aotearoa New Zealand Evaluation Association (ANZEA)

<https://www.anzea.org.nz/evaluation-standards/>

Note: organisation membership is required to access some material on this site, but the evaluation standards are available to non-members.

Articles and guides for Kaupapa Māori evaluation are available from:

NZCER at <https://www.nzcer.org.nz/nzcerpress/evaluation-matters/articles/kaupapa-m-ori-evaluation-collaborative-journey>

Katoa Ltd at <http://www.katoa.net.nz/kaupapa-maori-evaluation>

Both of these have links to a number of other resources.

The Ministry of Social Development Te Manatū Whakahiato Ora also has Guidelines for Research and Evaluation with Māori at

<https://www.msd.govt.nz/about-msd-and-our-work/publications-resources/planning-strategy/guidelines-research-evaluation-maori/index.html>

Please let us know of other resources that you find useful and we will add them to the online resources for this Symposium.

## Further information about the Enhancement Theme

Information about the Enhancement Theme, including a summary of university plans and last year's Symposium, including videos, can be found at [https://www.aqa.ac.nz/enhancement\\_theme](https://www.aqa.ac.nz/enhancement_theme)

## Ngā Here Mātauranga

Ngā Here Mātauranga is an online platform home to the newly established Global Indigenous Network, an innovative online community for indigenous peoples around the world to connect, share and learn. Created by Te Kāhui Amokura, Ngā Here Mātauranga will be home to a range of content that is useful, relevant and practical advice to assist communities, academics, universities and policymakers over a variety of kaupapa including indigenous language revitalisation, development and education.

Further information can be found at

<https://www.ngaherematauranga.com/>



# Waiata

<p><b>Ma wai ra</b></p> <p>Ma wai ra E taurima Te marae I waho nei Ma te tika Ma te pono Me te aroha e</p>	<p><b>He Hōnore</b></p> <p>He hōnore, he korōria Maungārongo ki te whenua Whakaaro pai e ki ngā tangata katoa Ake ake, ake ake Āmene Te Atua, te piringa, Toku oranga</p>
<p><b>Tūtira mai ngā iwi</b></p> <p>Tūtira mai ngā iwi Tātou tātou e Tūtira mai ngā iwi Tātou tātou e Whai-a te marama-tanga me te aroha - e ngā iwi! Ki-a tapa-tahi Kia kotahi rā Tātou tātou e</p>	<p><b><u>Purea Nei</u></b></p> <p>Purea nei e te hau Horoia e te ua Whitiwhitia e te rā Mahea ake ngā pōraruraru Makere ana ngā here E rere wairua e rere Ki ngā ao o te rangi Whitiwhitia e te rā Mahea ake ngā pōraruraru Makere ana ngā Here-turi-kōkā</p>
<p><b>Te Aroha</b></p> <p>Te aroha Te whakapono Me te rangimarie Tātou, tātou e</p>	<p><b>Tō tātou waka</b></p> <p>Tō tātou waka, ko te rangimarie Ngā hoe o runga Ko te puna o te aroha Ko te puna o te aroha</p>
<p><b><u>E Minaka Ana</u></b></p> <p>Kia kaha tātou Ki te (HI!) kōrero Māori!</p> <p>E minaka ana taku waha Ki te kai a te rangatira, Taku reo rangatira Taku kuru pounamu tuku iho.</p> <p>Mīharo kē ana Ki tōna pakari kia ora Tē memeha, te wairua ki te kōrero Māori</p> <p>Kia kaha tātou Ki te kōrero Māori!</p>	<p><b><u>E hoki mai rā</u></b></p> <p>Ka pīoioi e Tohu aroha haukāinga E hoki mai rā Kia kite atu i tō iwi e. E rotarota2 ana E katakata ana mai rā</p> <p>Pūkana whētero mai I te ihi ā ō mātua</p> <p>Kia kite atu ano I tō ataahua ai kanapa Pupuhi ai e te hau Kapohia āku roimata. Ka pīoioi he tohu aroha haukāinga.</p>





