

Te Rito

Insights from learners and staff
– opportunities to enhance
success for all Te Pūkenga
learners and Māori learners

Part One

Ākonga at the Centre research project

June 2021



Matakōrero | Foreword

Te Pūkenga is inspired by the base of the harakeke (the flax bush) – the strongest part, from where all threads meet and grow. The 'rito' is the inner shoot of the harakeke. In the same way, our learners and their whānau must be at the centre of what we do across Te Pūkenga and vocational learning.

Accordingly, at the beginning of Te Pūkenga journey, we started with the Ākonga at the Centre research project in 2020. This involved a small research team that travelled across Aotearoa to gain insights directly from our learners, and those who support them. We asked what were the enablers and barriers to learner success at all stages of the journey?

This report provides the first stage of findings from that project. It identifies potential opportunities to enhance success for all learners and Māori learners.

Further insights and opportunities related to Pacific and disabled learners will follow this report.

A final report will then bring together the current state across the learner journey with future priorities for Te Pūkenga as we seek to bring together on-the-job, on campus, and online vocational learning as a unified network.

We acknowledge this gift as a tāonga gifted by those that shared their experiences and sincerely thank them for allowing us to share this information as a resource for our network, and others, so that we can move towards being a more learner-centred network.

We could not have done this without the support of many. In particular thank you to:

- our learners for gifting their stories and experience
- the staff, whānau, employers, and communities supporting learners
- the 38 members of the Learner-centred Design Staff Forum, representing our subsidiaries and transitional Industry Training Organisations for co-designing and activating engagement across Aotearoa
- Our research and analysis team.

We have a once-in-a-generation opportunity ahead of us – this report contains insights into what our learners believe are the opportunities to enhance their success.

On behalf of our Te Pūkenga whānau, ngā mihi.

Hāpaitia te ara tika ka pūmai ai te rangatiratanga mō ngā uri whakaheke.



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Cover design: 'He kākano ahau i ruia mai i Rāngiātea' depicts one of artist Pip Hartley's interpretations of the learner insights gained from this project.

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1 Whakarāpopototanga | Executive summary

1.1 Overview

Te Pūkenga needs to bring together on-the-job, on campus, and online vocational learning as a unified network. As we do so, we must put our learner and their whānau at the centre.

Before we start to design the future Te Pūkenga learner journey and experience, we need to understand what currently works and does not work for our learners. The Ākonga at the Centre research project was commissioned in 2020 to do just that. It sought to gain insights from learners (and those that supported them) on the barriers and enablers to their success across the current learner journey.

To put our commitment to Te Tiriti into practice, we have started with insights and potential opportunities for enhancing success for all learners together with Māori learners.

This report (and the others that follow) will inform Te Pūkenga operating model and all workstreams.

Below are summaries of the approach and findings.

1.2 Summary of the approach

- Section 2 sets out the methodology for the research.
- The methodology followed was human-centred design together with a critical bi-cultural framework (Panapa, Te Noho Kotahitanga: Putting the 'Critical' Back in Biculturalism 2015).
- Ethics approval was sought and obtained from Wintec's Human Ethics in Research Group to undertake wide-session research and focus-group session research.
- 75 engagement sessions were undertaken from Whangarei to Invercargill and every region in between. These consisted of 30 wide engagement sessions in social spaces and 45 focus group sessions (60–90 minutes).
- Campus, online, and work-based learners and staff participated, as well as employers, community and whānau.
- Over 3,000 narratives/stories from focus groups were gathered and 4,000 statements from wide sessions.
- Analysis of focus group data resulted in the development of 59 opportunity statements.
- Kaitiakitanga – we use this data with care: it is a gift from the past to navigate the future. Access to it is a privilege and we must take great care and responsibility to represent who the data has been sought from in ways that maintain their mana, dignity and agency. Our use of the data must be empowering and avoid framing in deficit ways.

1.3 Summary of the findings from the focus group research – all learners

- Section 3 (Appendix A) sets out the findings from the focus groups.
- The pathway into learning was an anxious time – guidance to find the right path early, access to apprenticeships, an easy enrolment, gaining familiarity and meaningful early connections can build learner confidence. (Opportunities 1, 2, 3, 5)¹
- Early and whānau-connected support, which was targeted, individualised, and met the wide range of holistic needs, helped learners stay on track. (Opportunities 7, 8, 2, 19)¹
- Whānaunga and manaakitanga relationships with staff, better connections with employers, and sharing ideas with mentors and tuākana all helped learners to feel welcomed and enhanced their sense of belonging. (Opportunities 6, 9, 17, 23)¹
- There was diversity in both motivations to learn and measures of success. (Opportunities 10, 11, 12)¹

¹ Refer to Appendix A

- It was identified that there were not enough Māori and Pacific staff in influential roles now, or for the growing number of future learners who have strong cultural identities. (Opportunities 18, 20)¹
- Learning needed to be flexible, learner-centred, technology-enabled, leveraging the best of digital, recognising prior learning, and aligned to on-the-job tasks. (Opportunities 13, 14, 24, 25, 26, 27, 29, 31)¹
- Some employers, trainers, and tutors did not have the general teaching, specialist, or cultural skills to enable learning potential. (Opportunities 16, 30)¹
- Assessments that were relevant, reaffirmed learning and wove in personal knowledge supported learner success. (Opportunities 21, 22)¹
- Learners needed access to correct and clear information and for their voices to be heard throughout the journey. (Opportunities 15, 28)¹

1.4 Summary of the findings from the focus group research – Māori learners

- Section 4 (Appendix B) sets out the findings from the focus group research on Māori learners.
- Māori learners brought the impact of colonisation with them to vocational education. Barrier-free and stigma-free access to the right information and support at the right time were crucial. Quality services that supported learner autonomy and maintained 'mana' were important. (Opportunities KE, NU, RU, TU)²
- There was a desire for more holistic environments that were physically, culturally, emotionally, and spiritually safe and included the wellbeing of whānau. Māori values and principles were integral to providing the support and engagement Māori learners needed. (Opportunities HA, KA, ME)²
- Māori wanted to see themselves reflected in a variety of ways, such as staff make-up, learning spaces, the curriculum, and institutional events. When learning experiences acknowledged that Māori learners brought valuable skills, competencies and experience to the table and reinforced their aspirations for success, learners would grow and flourish. (Opportunities HI, MI)²
- The importance of mātauranga Māori and te reo within teaching and learning was recognised yet often not prioritised. Sometimes it was considered difficult to apply in practice. Mātauranga Māori, including te reo and tikanga Māori could be supported further with regular affirmation, encouragement and promotion. (Opportunities KO, HU)²
- Strengthened cultural consciousness within the system could lead to greater recognition of Māori strengths. Māori learners thrived when tutors/trainers were understanding, affirming, and were passionate about their learners succeeding. (Opportunities I, O)²
- Successful outcomes for Māori learners were wider than just individual gain. They included their whānau and community's prosperity as success. Māori graduates had unique perspectives that could be strong sources of innovation in industry. (Opportunities A, MO)²
- Māori staff and learners' cultural competencies, contributions and motivations must be valued. Māori staff often contributed 'over and above' in a variety of ways to the benefit of their learners. Mentoring and engagement with Māori graduates and senior learners helped to affirm a sense of belonging for learners. (Opportunities I, U, ME)²
- Working in partnership with Māori at all levels of the system could lead to solutions and experiences that supported Māori learners to thrive. The system needs to take action to proactively prioritise Māori learners and their voices rather than inhibit them. Funding needs to support such priorities. Vocational learning would support Māori success when it prompted continuous reflection on the hegemony and colonisation within education and took action to interrupt this. (Opportunities KI, KU, MU, E)²

² Refer to Appendix B

1.5 Summary of findings from the wide-session research

- Section 5 sets out the findings from the wide-session research
- The barriers and enablers across the learner journey appeared to be well-known to both learners and staff. For example, the top eight themes that campus and online-based learners identified were the same as campus and online-based staff. This was the case for transitional Industry Trade Organisation staff and learners too.
- Many of the common barriers identified by learners were not surprising. They included financial pressure and confusing or no information being provided to learners. Clear, simple language
- Common enablers across the entire learner journey included general support being provided to learners, clear information, supportive staff, and peer support.
- In some cases there were extreme variations in the experience of learners. For example, little or no information was identified as a barrier at multiple phases of the learner journey, while at the same time clear information was identified as an enabler. This demonstrates differing experiences of the quality of information being provided.
- There was diversity in what 'learner success' was. This ranged from "getting that degree" to "self-confidence" increased.

2 Rangahau | Methodology

This section of the report sets out the methodology for the research.

The research drew on both a human-centred design approach and a critical bicultural framework ([Panapa, 2015](#)).

Human-centred design is an approach:

- with a focus on people to gain a deep and holistic understanding of needs – in this context understanding the needs across the entire learner journey and the connection between behaviours, pressures, pain points, motivations, and aspirations
- to ensure core, root issues are solved, not just the problem/symptom presented
- a systems point of view
- which continually tests and refines responses to data to ensure they meet the needs of people for whom they are intended
- which is not restricted by knowledge and takes into account real people in real environments.

A Te Tiriti-informed critical bicultural framework was also applied to guide how Te Pūkenga could respond with excellence to transforming our approach and meeting the needs of Māori learners and their whānau. This framework also responds to the unique needs of all learners, including those who have been traditionally under-served, including Pacific, and disabled learners.

2.1 Approach to focus group research

- 45 focus group sessions were held across Aotearoa, each 60-90 mins long.
- This involved campus, online, work-based learners, and the staff who support them. Some included community and prospective learners (high school or community).
- Over 300 participants produced over 3,000 narratives. These narratives (statements) were then analysed and grouped by theme, resulting in 270 key insights and 59 opportunity statements.
- Analysis of all data involved clustering using the human-centred design analysis approach of affinity mapping. This brings together similar narratives to form a cluster. Each cluster of narratives was analysed, finding the most common words used by the voices. Authenticity of voice and sentiment was premised by developing insight statements using the most frequently used words.
- 1,500 narratives from Māori learners and Māori staff who support Māori learners, were then extracted and analysed using a critical bicultural framework (refer to Section 2).
- The voices of ākongā Māori, kaimahi Māori and hapori Māori were lifted from the 'all' voices to enable the data to be specifically analysed and interpreted through Māori lenses. A small team of Māori researchers was assembled to focus on and enable a Māori collective lens to analysis. The critical bicultural framework informed the identification of high-level themes that relate specifically to the aspirations and experiences of Māori - from there the narratives informed the set of opportunities that speak to success for Māori.

2.2 Approach to wide-session research

- 30 wide sessions were held in social or shared spaces across most regions with campus and online learners, apprentices, trainees, staff, community, employers, and whānau.
- Enablers and barriers to learner success were shared across each phase of the learner journey.
- Over 4,000 post-it notes were generated and 171 common enablers and barriers to success identified through analysis.
- A specialist cross-platform app was used for analysis of large qualitative data sets. This identified themes based on frequency of voice and sentiment. Deeper analysis was enabled through cutting the data by region, mode of learning, and by voice.

2.3 Kaitiakitanga – Please use with care

The approach we have taken during this research is to treat the narratives and data as tāonga. It is important to remember that this data belongs to those from who it has been sourced, in this case our learners. Use of the data therefore needs to represent our learners in ways that enable them to maintain their 'mana', dignity and agency. It must be used in an empowering way, avoiding framing learners in deficit ways. Great care and responsibility should be taken in relation to the management and protection of both the data and the stories we tell from it.

Te Rito also imbues responsibilities to collectives of participants. Māori data, in particular, is also the domain of Māori collective ownership. Te Pūkenga responses to the data must also respond to Māori expectations of kaitiakitanga over Māori collective data sets. Use of Māori data should be done in partnership with Māori.

Please use this information with care. If in doubt, please contact our Learner Journey & Experience team. Some helpful guidance can be found here: [TEC Oritetanga learner analytics ethics framework](#); [Te Mana Raraunga](#).

3 Ngā ākongā katoa me ngā kaihāpai | Focus group sessions - All learners and staff who support them

This section sets out key insights and opportunity statements produced from the focus group sessions with all learners and staff who supported them. **Appendix A** sets out in detail the supporting insights and statements (quotations) from learners that supported each of the opportunity statements.

	Key insight	Opportunity statement
1	It can take time for a learner to find the right path. Understanding motivations, providing guidance, offering tasters so success can be experienced early, and a variety of foundation pathways helps a learner to build confidence and find a career that best suits them.	How might we work alongside learners to understand what learning pathway best suits them and build the confidence to pursue it?
2	The funding and allowance models disadvantage and create financial pressure for some learners. Removing the barrier of poverty and tight finances means learners can manage life and continue study.	How might we remove the barrier of financial hardship and constraints so learners can manage life and continue study?
3	There are financial barriers preventing employers from taking on apprentices, and for learners who don't already have employment, getting an apprenticeship can be challenging.	How might learners easily get an apprenticeship ?
4	The enrolment process can be overwhelming, confusing, and off-putting for many learners.	How might we create easy enrolment options that understand individual learners' needs and build their confidence so that they will succeed?
5	Starting something new can be an anxious time. Leading up to the start and the first days/weeks, learners can feel daunted, scared, nervous, overwhelmed and excited all at the same time. Becoming familiar with, being welcomed, meeting others who they can relate to and feeling connected will help build trust and certainty.	How might learners feel connected , familiar, certain, and welcome before and during their first days ?
6	Welcoming, building relationship with, valuing, and supporting learners in a revenue driven model creates pressure on staff well-being, teaching practice, support, and services.	How might we give time to welcome, value, connect with and support learners to learn while working in business constraints?
7	A lack of awareness of support services and a delay in understanding learner needs means that learners get support later than they really need it. Early and connected support, while meaningfully engaging whānau and community, will motivate learners and help them stay on track.	How might early and meaningful relationships better support consistent, accurate, relevant, and timely access to services?
8	There is a wide range of holistic needs that learners have (mental health, physical health, wellbeing, financial, learning, disability, cultural, family, food, technology, Wi-Fi, housing). Individualised and targeted support with these enables learners to stay on track to achieve their goals.	How might the individual holistic needs of learners be understood and provided for so they can focus on learning?

9	Building connections and relationships, sharing ideas, mentors, tuākana-teina and role models supporting each other makes learning easier.	How might we create opportunities for learners to have meaningful relationships and connections with each other that support their learning?
10	Learners make study choices for a variety of reasons and finding motivation is important throughout the journey.	How might we understand and nurture learners' different drivers for study ?
11	Learners can define success as more than just themselves but also providing for their whānau and others.	How might we recognise and support the idea that learner success can mean being able to build skills to contribute to their whānau and community?
12	Learners define success in many different ways, including growth of their skills, gaining a sense of achievement and getting a better job that leads to a purposeful and happy life.	How might we recognise and support the idea that learner success can mean personal growth, to gain a better sense of identity and to build confidence?
13	Learning needs to fit in with the learner's commitments and lifestyle.	How might study schedules be tailored to personal lifestyles and be supported by a plan that can adapt?
14	When work-based training aligns with required on-the-job tasks and time is allocated to study, apprentices find it easier and more enjoyable to complete.	How might time be allocated to study and training to align to on-the-job tasks in work-based training?
15	There needs to be access to clear information at the right time throughout the learner's journey.	How might we provide a known place for easy and relevant information , provided at the right time to help learners confidently respond and make choices?
16	Some employers, trainers and tutors do not have the general teaching, specialist or cultural skills to enable learning potential.	How might employers, trainers and tutors have the general teaching, specialist and cultural confidence , capability and credibility to maximise learning potential?
17	Learners want a whanaunga and manaakitanga relationship with their trainer/tutor, where their circumstances are understood, their strengths are seen, and their trainer/tutor believes they can be successful. This breaks down barriers, reduces stress and leads to engaged learning and motivation to continue.	How might we support trainers and tutors to understand, care for and believe in their learners?
18	There is a growing number of future Māori and Pacific learners who have a strong cultural identity. The colonised tertiary learning experience currently offered may be a barrier to their success.	How might vocational learning ensure that Māori and Pacific learners see themselves in their learning experience and thrive?
19	Whānau can be paramount and a valuable source of strength – not just an option or an obligation.	How might we structure whānau responsibilities and obligations into the learner journey and demonstrate that whānau/whanaungatanga are a valuable source of strength?
20	Not having enough Māori and Pacific staff in influential roles, and across the learner journey, has resulted in cultural practices not being authentic and embedded in the learner experience. A partnership approach is critical.	How might Māori and Pacific staff practice, values and strategies be encouraged, visible, lived and celebrated?

21	Rigid assessments do not set learners up for success. Assessments need to be an opportunity to reaffirm learnings, weave in personal knowledge, and be relevant to study, paced out and marked consistently.	How might the content, method and timing of assessments be a fair way to re-affirm relevant learnings?
22	Course content needs to be relevant to learners and their chosen fields of work and their goals.	How might we ensure the learning content builds the confidence of learners and is relevant to their mahi?
23	Learners want better connections with employers and more workplace learning experiences so that more doors or opportunities will open and they are prepared for employment.	How might we connect learners with employers to be better prepared for employment?
24	Access and support to use technology can be varied across learners and can impact engagement with learning.	How might we ensure support can be accessed by learners who cannot or choose not to use technology?
25	Learning while having a disability can be exhausting. It can take longer, and often course structure is not designed with a variety of learners in mind	How might there be allowances for learners with disabilities so they can learn at their best, while ensuring they don't feel different from their peers?
26	Learners with disabilities can be misunderstood and face stigma from their peers, teachers, employers and communities.	How might we create an environment for learners with disabilities to be understood and belong without stigma?
27	COVID-19 has had a huge impact on learners and their learning experience. So much online learning, missing practicals, catching up and having to be at home has been a challenge and some have left.	How might we create learning options that leverage the best of digital and complement other modes of learning?
28	Learners can leave education and feel frustrated if they feel their voices haven't been heard.	How might we continually capture learner feedback to improve the learning experience?
29	It's not easy to get previous learning recognised when starting a qualification, but it should be.	How might previous experience be easily recognised?
30	There is a view that it would be good to have more females in trades, while females in trades warn against the struggles of sexism in the workplace.	How might more females enter trades and not experience sexism?
31	Learning needs to be inclusive of diverse personalities, ages, sexualities and genders.	How might learning be inclusive and make the most of diverse personalities, ages and genders?

4 Ngā ākongā Māori, me ngā kaihāpai | Focus group sessions - Māori learners and Māori staff who support them

This section sets out key insights and opportunities to enhance success for Māori learners. Behind each of these key insights and opportunity statements are various themed statements direct from learners and staff – see **Appendix B**.

	Key insight	Opportunity statement
A	Success in education is wider than just self-gain. Some Māori told us they aspire to use their gains from education for their whānau and communities to prosper, now and in the future.	How might vocational learning attend to Māori aspiration for intergenerational wellbeing ?
HA	Through their journey learners can have positive and negative experiences that impact their wellbeing. It is important to create environments that are physically, culturally, emotionally, and spiritually safe, and to recognise that wellbeing can include the wellbeing of whānau.	How might we support the holistic wellbeing of ākongā?
KA	Māori values and principles, for example, whānau, mana, tika, aroha, are integral to the success of Māori learners.	How might we ensure Māori values and principles are inherent in measures of learner success ?
MA	Māori aspire to gain a wide range of knowledge and skills to grow themselves, their careers and to have a greater impact.	How might we provide opportunities and pathways to develop Māori talent to be entrepreneurial, to govern, to manage , to thrive and to ensure Māori economic and well-being gains?
E	Vocational learning supports Māori success when it prompts continuous reflection on the hegemony and colonisation within education and takes action to interrupt this.	How might we enable continuous reflection on the colonising forces within vocational learning and take transformative action?
HE	Strengthened cultural consciousness can lead to greater recognition of Māori strengths and a more accurate appreciation for Māori expectations of relationship with the system and tāngata Tiriti.	How might we strengthen staff and employer practice to give effect to Te Tiriti o Waitangi?
KE	Learners bring the impact of colonisation with them to vocational learning. Encountering and raising their awareness of this whilst learning can be healing and empower them as graduates to meet their aspirations for success.	How might Māori graduates exit their training empowered with an enhanced consciousness of colonial forces in Aotearoa to give effect to Te Tiriti?
ME	Great support at a variety of stages in the learning journey, mentoring and engagement with graduates and senior learners all help with belonging. More Māori staff at all levels is also a key to enabling a sense of belonging.	How might Te Pūkenga ensure that Māori staff and learners feel like they belong ?
I	In order to succeed, Māori staff and learners' cultural competencies, contributions and motivations must be valued as they navigate an environment that doesn't naturally reflect or recognise them. Factors such as comparisons with	How might Te Pūkenga ensure that Māori staff and learners feel empowered to be Māori and that their contributions and successes are valued ?

	Māori-medium education can also influence their sense of empowerment.	
HI	Māori want to see themselves more in a variety of ways, such as staff make-up, learning spaces, curriculum and institutional events. Their identity as Māori and the cultural skills they bring with them must also be recognised and reflected.	How might the learning experience and environment reflect the cultural norms of Māori staff and learners?
KI	Tiriti-led relational approaches can lead to more authentic and meaningful examples of partnership. Working in partnership at all levels will lead to solutions and experiences that see Māori thrive and grow.	How might we practice partnership with Māori (learners, staff, whānau, iwi/ hapū) to ensure their concerns, priorities and solutions inform mana ōrite decision making at all system levels?
MI	When learning experiences acknowledge what Māori learners bring and reinforce their aspirations for success, learners grow and flourish.	How might we ensure a mana-enhancing learner experience that grows and protects ākonga agency (both individual and collective) and self-determination?
O	Māori learners thrive and grow when tutors/trainers are understanding, affirming and passionate about their learners succeeding.	How might teachers and their practices role-model best practice for Māori learner achievement?
HO	There is much diversity amongst Māori learners. The system needs to enhance not reduce Māori diversity. Māori value having space to relate to other Māori, to enhance their culture and identities. 'Space' can be created through people, policy and practices as well as places.	How might we better reflect and foster Māori identity, culture and values in all their diversity?
KO	'Māori' courses, programmes, and content are often under-supported and 'at risk'. The importance of mātauranga Māori and te reo within teaching and learning is recognised yet often not prioritised or can be deemed difficult to apply.	How might we uphold our obligations to provide, protect and enhance mātauranga Māori in general and in Māori-medium pathways?
MO	Māori graduates have unique perspectives that can be strong sources of innovation in industry. Successful outcomes for Māori learners transpire when their unique outlook is fostered, validated and preserved.	How might we nurture and protect Māori perspectives to think differently, innovatively and in ways that generate new ideas about vocational learning?
U	Māori staff often contribute 'over and above' in a multitude of ways to the benefit of their learners. Māori learners and community experts/advisors often contribute similarly.	How might we recognise and enhance the mana and cultural capital of Māori staff, learners and community?
HU	Mātauranga Māori, including te reo and tikanga Māori, can reside and thrive with regular practice affirmation, encouragement and promotion.	How might we normalise Māori knowledge, language, tikanga and values within our everyday practices and environments?
KU	Paternalism and racism undermine mana ōrite and power sharing. The system needs to take action to deconstruct victim blaming and reflect the growing number and percentage of Māori-medium	How might we replace structural racism with mana ōrite and power sharing ?

	graduates who want an education that allows them to flourish.	
MU	The funding model skews priorities and inhibits Māori voice. This acts against organisational commitment and accountability towards Māori learner success and is more likely to result in 'white streaming'.	How might we embed and protect the mana of Māori voice, decision making and monitoring of outcomes throughout the structures of the organisation?
NU	There are numerous barriers in the system. Barrier- and stigma-free access to the right information, service, support and outcomes at the right time are crucial to ākonga Māori success.	How might equity of access, support and outcomes for Māori be structured into the system in positive ways?
PU	Processes and/or guidance can be demoralising and inhibiting and cause barriers to feeling fully welcome, engaged or safe and supported.	How might we embed structures and systems that empower Māori ?
RU	Time is of the essence. Education and training for ākonga Māori that is inequitably longer than it should be, inhibits ākonga ability to fully participate in society, to flourish economically and to maintain oranga whānui.	How might we ensure timely and equitable training and qualification completion for ākonga Māori?
TU	Ākonga Māori may come with negative previous experiences or low confidence, but they continue to demonstrate strength, resilience, intelligence, agility and generosity. Access to quality services that support their autonomy and maintain their mana are important.	How might we embed a culture of Māori strength, resilience, autonomy and agency ?
Ako I	Some ākonga would benefit from having more flexibility in their learning environment to shape their own programme of learning based on their interests, strengths, passion, circumstances or aspirations.	How might learning environments (and/or resources) be designed to be flexible enough to meet diverse learner drivers, contexts, confidence and competence levels?
Ako II	Māori learners can feel disconnected or isolated from their peers, trainers and content, but when they are connected and engaged, learners thrive.	How might learning experiences be designed to amplify learner engagement with the content, the context, their teachers and their peers ?
Ako III	It can be overwhelming for learners when the transition into and through levels of learning is too fast or too steep. The pathway into learning and the transitions between levels of learning need to be designed with a view to enabling learner success.	How might learners best be scaffolded and/or transitioned into new experiences and/or higher levels of learning?
Ako IV	Experienced, relatable, engaging and credible trainers, delivering relevant curriculum can lead to profound and enjoyable learning experiences.	How might the curriculum (and the teaching practice) better prepare the learner for life-long learning?

5 Ngā kaupapa me ngā huatau | Wide-session research

This section of the report contains the insights and themes from the wide-session research. It is structured as follows:

- 5.1 overview of what success means
- 5.2 overview of enablers and barriers across the learning journey
- 5.3 key themes for campus-based learners
- 5.4 key themes for campus-based staff
- 5.5 key themes for Industry Training Organisation learners
- 5.6 key themes for Industry Training Organisation staff
- 5.7 key themes by subsidiary/region across Aotearoa

5.1 Overview of what success means

Success was described by participants as:

“gaining knowledge and qualifications”

- “a sense of achievement and pride”
- “furthering my career”
- “enjoying what I do”
- “helping others”
- “owning a business”
- “making financial progress”
- “being supported”
- “growing the industry”.

5.2 Overview of enablers and barriers across the learning journey

Below is an overview of the enablers and barriers identified across seven stages of the learning journey.

	1. Thinking	2. Enrolling	3. Preparing	4. First days	5. During	6. Applying skills	7. Graduation & Transition
Barriers	Financial pressure	Confusing or no information	Confusing or no information	Confusing or no information	Lack of support	Lack of opportunity to apply theory	Trying to find work
	Confusing or no information	Complicated enrolment steps		Concern for the unknown	Balancing commitments Assessments not suiting learning styles Financial Pressure		
Enablers	Support	Supportive staff	Clear information	Support	Support	Desire to develop skills	Support
	Clear information	Easy online enrolment	Supportive staff	Relevant & enjoyable courses	Relevant & enjoyable courses	Part of a learning community	Qualified to get a better job
				Useful resources and materials Peer support	Useful resources and materials Peer support	Personal support Supportive employer	

Further detail of the enablers and barriers for each of the seven stages of the learning journey are set out below (set out in order of frequency – from most to least frequent).

Phase	Enablers	Barriers
1. Thinking	<ul style="list-style-type: none"> Support Clear information Positive influence from others Desire to develop self Involving whānau and community Financial support Long term job and income security Study options that suit learners School support and guidance Location and quality facilities Friendship and connection Self-belief and motivation Representation in staff 	<ul style="list-style-type: none"> Financial constraints and pressure Confusing or no information Lack of pathway guidance Balancing commitments Not seeing themselves represented Self-doubt and fear Lack of transport and accommodation Negative perception of vocational learning Location of courses far away No whānau support Some enrolment steps are complicated Negative past-experience of education Lack of support Accessibility of buildings Not all courses available Not confident in English COVID-19 Limited access to technology
2. Enrolling in learning	<ul style="list-style-type: none"> Supportive staff Easy online enrolment Financial support Understanding expectations Useful resources Simple and consistent process Whānau support Positive attitudes Supportive employers Knowing others who have signed up Accessibility Linked to a job Relevant course options 	<ul style="list-style-type: none"> Confusing or no information Complicated enrolment steps Enrolment criteria Financial constraints Confidence and motivation Lack of employer support Negative perception vocational studies Trainee to trainer ratio Needs for disabled learners not met COVID-19 Health concerns Location No role models Courses cancelled
3. Preparing to learn	<ul style="list-style-type: none"> Clear information Supportive staff Financial support Support from friends and peers Prep courses Whānau support Motivation and excitement Previous education Online courses Role models Shown how to use technology Flexibility to study over time Supportive employers Transportation 	<ul style="list-style-type: none"> Confusing or no information Financial constraints Balancing commitments Lack of support Lack of transport Lack of self-confidence No access to resources Lack of employer support Literacy and numeracy Negative perception of trades Internet access Lack of confidence with technology Accommodation No role models Study link Homesick Navigating campus Bias and discrimination Courses cancelled
4. First days of learning	<ul style="list-style-type: none"> Supportive staff Connection to others 	<ul style="list-style-type: none"> Confusing or no information Concern for the unknown

Phase	Enablers	Barriers
	Access to clear information Induction Peer support Useful resources Planning and time management Self-motivation Easy online learning Financial support Relevant course content Whānau support Supportive employers Location Sharing kai Quality facilities	Lack of staff support Balancing commitments Cultural differences Financial constraints In the deep end Not inclusive Lack of online and digital options Lack of technology confidence Different learning styles No personal motivation Lack of employer support Not knowing anyone Not suiting individual needs Needing to build trust Missing whānau and home Transportation issues Accessibility of facilities Home not set up for learning COVID-19
5. During learning	Support Relevant and enjoyable courses Useful resources and materials Peer support Own time management Inclusive teaching/environment Quality facilities Online is quick and easy Understanding individual strengths Making friends Supportive employer Achieving and staying Financial support Transport Whānau support	Lack of support Balancing commitments Assessments not suiting learning styles Financial constraints Different learning styles Losing motivation Challenges with online Negative classroom experiences Life events Confusing or no information Lack of time with trainers and tutors Transport Not inclusive Conflicts and bullying Lack of employer support Out-dated content Cultural differences Lack of opportunities to apply learnings Health issues Limited accommodation Making friends Course material repetitive Lack of class time COVID-19 Access to technology
6. Applying skills in the workplace	Desire to develop skills Part of a learning community Personal support Supportive employer Confidence Responsibility of work Knowing what job you want Understanding the end outcome Online tools	Lack of opportunity to apply theory Lacking confidence out of the class Trying to find work Workplaces have different ways of applying theory Pressure to get it right Barriers Skills: budgeting, literacy, CV writing Changing technology and industry needs Cultural differences Balancing commitments Learning styles Not putting in the work Age Drugs

5.7 Wide-session themes by regions

This section provides themes arising out of wide-session research by region (Auckland, Waikato, Bay of Plenty, Gisborne, Hawkes Bay, New Plymouth, Wellington, Nelson, Christchurch, Timaru, West Coast, Otago, Southland).

These sessions were held in social spaces on campus. The research team worked with local staff to design and shape these sessions. This meant that some were attended by learners, staff, or a mixture of learners, staff and communities.

Participants identified enablers and barriers to learner success. Some sessions also identify what learner success meant.

Auckland region

5.1.1 Key themes: Learners (Unitec)

Success for learners was “being work-ready for employment that uses my qualification”.

Enablers and barriers for learners are set out below.

Enablers	Barriers
<p>Study options relevant to learners</p> <p>“Relevance to my chosen career or leads to a career that I might be interested in”</p> <p>Peer support</p> <p>“Student support is amazing. Keep it up.”</p> <p>Own time management</p> <p>“had to direct my skills in how to manage my time effectively”</p>	<p>Financial constraints & pressure</p> <p>“Creative industry acting course prices are too high for students.”</p> <p>Complicated enrolment steps</p> <p>“Update and simplify enrolment procedure please (online).”</p> <p>Challenges with online platform</p> <p>“Moodle or online learning platform needs serious layout reforms.”</p>

5.1.2 Key themes: Staff (Unitec)

Success for staff was “to be heard as a staff member”. Staff also identified there were different perspectives on what ‘learner success’ was. For example, someone with Asperger’s who fails a course (academically) but makes friends and socialises could count the course as a success.

Enablers and barriers for learners that were identified by staff are set out below.

Enablers	Barriers
<p>Access to clear information</p> <p>“Using shared spaces in libraries and cafes at institutions to have drop-in booths for orientation information, library tours, Studylink help, how to understand your timetable, clubs/events etc.”</p> <p>Relevant & enjoyable courses</p> <p>“Assessment design can support learning and achievement.”</p> <p>Feeling supported</p> <p>“Accessible open days/drop-ins to talk to real people, people who know the programme you want to apply for available to talk to.”</p> <p>Study options relevant to learners</p> <p>“Class times and schedules that meet the needs of learners”</p>	<p>Lack of support</p> <p>“Literacy and numeracy issues not being addressed or ignored rather than embedded support within a programme.”</p> <p>Confusing or no information</p> <p>“Not knowing timetables till the last minute/not hearing about orientation events until a couple of days before or even after the event! I know this happens!”</p> <p>Trying to find work</p> <p>“Lack of work experience means no future employers will hire graduates without previous work experience.”</p> <p>Balancing commitments</p>

<p>Time management</p> <p>“flexible timetable options, e.g., timetable suits the type of student enrolled in a particular Programme, e.g., late starts, early finishes, evening classes, etc.”</p>	<p>“Timetabling which doesn't work for the type of student enrolled in a Programme, e.g., parents of young children being timetabled at 8am or 4pm for classes.”</p>
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5.1.3 Key themes: Learners (MIT)

Enablers and barriers identified by learners are set up below.

Enablers	Barriers
<p>Feeling supported</p> <p>“Approachable and relatable teaching staff – they facilitate early connections between students using various engagement strategies.”</p> <p>Relevant & enjoyable courses</p> <p>“Placements and projects that fit my personality and my interests and values”</p> <p>Induction</p> <p>“A great orientation experience will help give me a good first impression of what the rest of my time at MIT will be like. First impressions are important as it helps me to feel good about the decision I made, and not regret it.”</p> <p>Peer support</p> <p>“Having good friends and classmates that encourage you and discuss things with you”</p>	<p>Confusing or no information</p> <p>“Bad communication from lecturers around explaining what they need from us – unclear expectations or setting too high expectations of the class can cause distress and anxiety.”</p> <p>Lack of support</p> <p>“Lack of communication from lecturers. Class changes, team teaching. Very messy.”</p> <p>Need engaging learning experiences</p> <p>“When topics/materials introduced are not relevant to the course and not mentioned in the course outline”</p> <p>Losing motivation</p> <p>“Students can also lose motivation (particularly) online if teaching style and approach is not very good”</p>

5.1.4 Key themes: Staff (MIT)

Enablers and barriers identified by staff are set out below.

Enablers	Barriers
<p>Feeling supported</p> <p>“Ensuring teachers are well supported in the online learning realm. Not relying on random people who have knowledge of systems.”</p> <p>Access to clear information</p> <p>“Students having access to course outlines prior to their study”</p> <p>Having & achieving goals</p> <p>“Goal setting with students prior to them finishing their studies to help them pathway into employment”</p> <p>Useful resources</p> <p>“Students having access to CANVAS prior to starting their course so they can familiarise themselves and be study-ready”</p>	<p>Confusing or no information</p> <p>“Students are usually complaining that they are not aware when their classrooms and time start changes – need to communicate this better.”</p> <p>Lack of timely support</p> <p>“Line of sight of student = Data/systems. How are they progressing? What supports have been engaged to enhance the student experience?”</p> <p>Financial constraints & pressure</p> <p>“Students unaware that they won't get their certificate if they have unpaid fees on graduation day. Can cause major disappointment on graduation day.”</p> <p>Not enrolling in the right area</p> <p>“Career pathway is not well promoted during the enrolment. Therefore some students end up applying for a course that is not suitable for them.”</p>

Waikato region

5.2.1 Key themes: Staff

Success was:

- “Getting a job or giving back to the community”
- “Feeling understood. Being able to own your own ideas and enhance them”
- “Success, self-growth, employability, greater confidence, greater development to keep learning”
- “Graduates are leading change and innovation in industry”
- “Acquiring needed knowledge, soft skills to transfer to the job efficiently”
- “Allowing Māori to lead Māori success across all functions of tertiary learning”.

Enablers and barriers are set out below.

Enablers	Barriers
<p>Feeling supported</p> <p>“Clear understanding of what support is available”</p> <p>Access to clear information</p> <p>“clear communication - knowing someone”</p> <p>Supportive employer</p> <p>“Thorough training & knowing the workplace company”</p> <p>Relevant & enjoyable courses</p> <p>“Having qualified trades people teach the trade to apprentices”</p>	<p>Confusing or no information</p> <p>“Not receiving all info to make decision – not just academic, e.g., childcare, transport”</p> <p>Trying to find work</p> <p>“No support transitioning into employment, e.g., job hunt, CV writing etc.”</p> <p>Lack of support</p> <p>“Late enrolments with no plan how to catch up and support ”</p> <p>Balancing commitments</p> <p>“Not knowing timetable, hours so I'm not able to plan work”</p>

Bay of Plenty region

5.3.1 Key themes: Learners

Success was:

- “professional growth skills advancement”
- “programme and skills learned are applicable to existing work requirements”
- “friends”
- “finding a relevant job”.

Enablers and barriers identified by learners are set out below.

Enablers	Barriers
<p>Feeling supported</p> <p>“Support from teachers and college”</p> <p>Access to clear information</p> <p>“Student handbook is helpful in helping us to start out”</p> <p>Online courses</p> <p>“online class preferred”</p> <p>Easy online enrolment</p>	<p>Trying to find work</p> <p>“Finding jobs in current economy”</p> <p>New environments</p> <p>“Adjusting to new environment and culture”</p> <p>Confusing or no information</p> <p>“Needing more information of trades and studies”</p>

Enablers	Barriers
“Easy to enrol online during lockdown” Financial support “Financial support/ student loan” Gaining qualifications “certifications and diplomas”	

Gisborne region

5.4.1 Key themes: Learners

Success was:

- “Job experience”
- “Being happy, expand your curiosity”
- “Further study - Level 3 and Level 4”
- “Life skills”

Enablers and barriers identified by learners are set out below.

Enablers	Barriers
Feeling supported “Knowing I have a great support system” Access to clear information “Outline/layout of what to expect” Financial support “More opportunity for job placement after” Relevant & enjoyable courses “Knowing the costs/fees” Desire to develop skills “Being able to put theory into practice” Qualified to get a better job “Student progression and hopefully job at the end”	Confusing or no information “Was left waiting around to know if the course was going ahead – waiting for numbers so course could go ahead” Financial constraints & pressure “Not enough money from Studylink – struggling with bills” Lack of transport & accommodation “No transport or transport costs” Fear and lack of confidence “Fear of not doing my job properly or to standard”

5.4.2 Key themes: Staff

Enablers and barriers identified by staff are set out below.

Enablers	Barriers
Feeling supported “First encounters – warm, welcoming” Connection to others “Building relationships – peers, tutors” Understanding the learner “Working to understand students’ strengths” Understanding process and expectations	Financial constraints & pressure “Studylink – disparity, less money than on benefit” Skill required “Academic integrity, i.e., referencing, plagiarism” Concern for the unknown

Enablers	Barriers
"Understanding processes – the why of things"	"How to transition into tertiary life – what to expect – the unknown" Lack of support "Waiting until people are failing before you put in supports – not knowing" Confusing or no information "Overload of info – things move too fast" Balancing commitments "Juggling family"

Hawkes Bay region

5.5.1 Key themes: Learners

Success was:

- "... when you find work or further study in relation to what you've been studying, or when the skills you've learned help you make your life easier"
- "when you don't have to stress about money"
- "gaining qualifications and new skills leading into a career path"
- "achieving goals".

Enablers and barriers identified by learners are set out below.

Enablers	Barriers
Feeling supported "made me feel very comfortable and encouraged me to be more focused on my study by opening up many opportunities" Connection to others "Getting to know people" Desire to develop self "Qualifications for future references" Access to clear information "knowing what you need and what to expect" Peer support "comfort of classmates"	Financial constraints & pressure "people being paid while some aren't" Confusing or no information "knowing what you need and what to expect" Balancing commitments "organising things at home with having a baby" Lacking confidence out of the class "Having to apply it all within a certain time after being taught" Concern for the unknown "Not knowing what to expect"

5.5.2 Key themes: Staff

Success was:

- "Students enjoying and completing the course and following on with a job"
- "Students completing quals then go on to further training or sustainable employment".

Enablers and barriers for learners identified by staff are set out below.

Enablers	Barriers
Feeling supported	Financial constraints & pressure

<p>“Having qualified tutors that are passionate about their industry and helping learners”</p> <p>Access to clear information</p> <p>“Sending information prior to arrival on campus”</p> <p>Financial support</p> <p>“Scholarship opportunities”</p> <p>Peer support</p> <p>“Peer support groups”</p> <p>Having & achieving goals</p> <p>“Realisation it was all worth it”</p>	<p>“Pressure to prove and income to support whānau”</p> <p>Confusing or no information</p> <p>“Too much information at once”</p> <p>Lack of support</p> <p>“Delay in timely discussions about learning concerns and progress towards outcomes”</p> <p>Balancing commitments</p> <p>“Assignments due on the same day and stressing students”</p> <p>Complicated enrolment steps</p> <p>“Screening and interview process are inconsistent.”</p> <p>Not seeing themselves represented</p> <p>“Lack of understanding of Pacific way of life”</p>
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New Plymouth region

5.6.1 Key themes: Learners

Success was:

- “Being able to apply learning to the workplace, and be better placed for job selection because of skills learned”
- “Happiness”
- “Upskilling myself for further training”
- “A huge accomplishment and making a difference in community”
- “A step closer to residency”
- “To make my career goal”.

Enablers and barriers identified by learners are set out below.

Enablers	Barriers
<p>Feeling supported</p> <p>“awesome tutors and fantastic support services staff!”</p> <p>Financial support</p> <p>“Fees Free”</p> <p>Access to clear information</p> <p>“Easy-to-use website”</p> <p>Peer support</p> <p>“Support from fellow students”</p> <p>Desire to develop self</p> <p>“changes to career focus and life direction”</p>	<p>Financial constraints & pressure</p> <p>“course resources have ALWAYS been extremely expensive”</p> <p>Confusing or no information</p> <p>“lack of information provided on what needed prior to first day”</p> <p>Lack of support</p> <p>“class sizes need to be smaller – giving students a better chance to connect with their learning”</p> <p>Balancing commitments</p> <p>“managing study with living in Taranaki”</p> <p>Trying to find work</p> <p>“Employers want more practical experience.”</p>

5.6.2 Key themes: Staff

Success was:

- “An exciting time and experience regardless of age – even 65! Enriching time socially, financially, self-discovery”
- “Transition to employment/career building”
- “Being able to follow my dream”
- “Genuine encouragement and intent from lecturers to cultivate understanding, diversity, knowledge (not just financially orientated)”
- “Really discovering active citizenship – belonging and understanding how you can contribute to society positively”.

Enablers and barriers for learners that were identified by staff are set out below.

Enablers	Barriers
<p>Access to clear information</p> <p>“Information nights, making sure that all their queries are answered”</p> <p>Feeling supported</p> <p>“Provide time for learners to talk about work experiences & opportunities while in class”</p> <p>Easy enrolment</p> <p>“An easy-to-follow enrolment form that covers all options, e.g., ways to pay fees”</p> <p>Relevant & enjoyable courses</p> <p>“Pitch high, don't dumb down thinking that will attract more learners.”</p>	<p>Lack of support</p> <p>“Knowing the right place to ask for help & feeling comfortable to do so”</p> <p>Confusing or no information</p> <p>“Difficult website with little information”</p>

Wellington region

5.7.1 Key themes: Learners (Weltec)

Enablers and barriers identified by learners are set out below.

Enablers	Barriers
<p>Access to clear information</p> <p>“Phone calls were also made to ask questions & I had them answered.”</p> <p>Feeling supported</p> <p>“Good support if you know how to access and use it.”</p> <p>Financial support</p> <p>“Free fees for students especially those that are struggling”</p> <p>Connection to others</p> <p>“First days – group bonding, interpersonal-personal connections”</p> <p>Relevant & enjoyable courses</p> <p>“Tutor teaches in 2 ways that are engaging and effective.”</p>	<p>Confusing or no information</p> <p>“A lack of information regarding what is required, e.g., tools, books that may sit outside the course content”</p> <p>Financial constraints & pressure</p> <p>“Having to pay for expensive tools & equipment that we couldn't afford in start of trimester”</p> <p>Concern for the unknown</p> <p>“Not feeling confident in myself completing the course”</p> <p>Balancing commitments</p> <p>“Being late, missing out on the first day of learning”</p>

5.7.2 Key themes: Learners (Whitireia)

Success was:

- “Applying theory to practice”
- “Getting that degree”
- “Pōwaiwai graduation on marae – our education is a gift from whānau so we need to give back”
- “Great self-confidence”.

Enablers and barriers identified by learners are set out below.

Enablers	Barriers
<p>Feeling supported</p> <p>“Dedicated Māori/Pacific learning support”</p> <p>Access to clear information</p> <p>“Good course outline of the year”</p> <p>Financial support</p> <p>“First year free”</p> <p>Easy online enrolment</p> <p>“Online applications, faster processing times”</p>	<p>Confusing or no information</p> <p>“Lack of information about communication during the time of enrolment”</p> <p>Financial constraints & pressure</p> <p>“Financial support for mothers with children”</p> <p>Lack of support</p> <p>“Support network falls through”</p> <p>No access to resources</p> <p>“Timetabling which doesn't work for the type of student enrolled in a programme, e.g., parents of young children being timetabled at 8am or 4pm for classes.”</p> <p>Relevance to industry</p> <p>“Placements have different procedures at times that aren't covered in depth.”</p>

Nelson region

5.8.1 Key themes: Learners

Success was:

- “Feeling good getting things done”
- “Being paid the right hourly rate – what I'm worth!”
- “Study experience and skills applicable in the workplace and general life (self-development)”
- “Real-world experience”
- “Feeling like I can reach my potential”.

Enablers and barriers identified by learners are set out below.

Enablers	Barriers
<p>Feeling supported</p> <p>“Structured guidance and support”</p> <p>Financial support</p> <p>“Studylink made studying possible”</p> <p>Peer support</p> <p>“Comprehensive support from student association”</p>	<p>Confusing or no information</p> <p>“Different people were saying different things and lack of contact”</p> <p>Financial constraints & pressure</p> <p>“Student allowance = conflicting, difficult to maintain financial security”</p> <p>Lack of support</p>

Enablers	Barriers
<p>Access to clear information</p> <p>“Learning about what we were going to learn – information”</p> <p>Useful resources and materials</p> <p>“Access to course-related materials and industry experience”</p>	<p>“Tutors not always available – they [are] paid part-time, yet course is full-time.”</p> <p>Complicated enrolment steps</p> <p>“Difficulty gathering required documentation”</p>

5.8.2 Key themes: Staff

Success was:

- “having a job in my industry upon completion of study”
- “more learning while in work”.

Enablers and barriers for learners identified by staff are set out below.

Enablers	Barriers
<p>Feeling supported</p> <p>“Access to support”</p> <p>Financial support</p> <p>“Financial packages/support for workforce entry re petrol voucher, clothing allowance”</p> <p>Access to clear information</p> <p>“‘All you need to know’ website/flyers, Studylink eligibility, scholarships courses”</p> <p>Relevant & enjoyable courses</p> <p>“Flexible chunks + courses students can come + go with”</p> <p>Easy enrolment</p> <p>“Simple sign-up process”</p> <p>Peer support</p> <p>“Relationships building & communication”</p>	<p>Confusing or no information</p> <p>“Having to get an NMIT account before can get info”</p> <p>Complicated enrolment steps</p> <p>“Sign-up process is too complicated”</p> <p>Lack of pathway guidance</p> <p>“engagement with schools”</p>

Christchurch region

5.9.1 Key themes: Learners

Success was identified as:

- “Being included and having support at each stage if needed”
- “Getting a job”
- “Be happy in what you're doing”
- “More opportunity for further study”
- “Being able to give back to my community with what I have learnt”
- “Getting a certificate for passing”
- “Feeling happy that I got to the end of the course”.

Enablers and barriers identified by learners are set out below.

Enablers	Barriers
<p>Feeling supported “Tutors helping and supporting us through personal difficulties”</p> <p>Relevant & enjoyable courses “Interesting topics that are relevant to me”</p> <p>Making friends “Connecting with other students”</p> <p>Access to clear information “Clear information about the course”</p> <p>Easy enrolment “Enrolling was a simple process. Lots of help from staff.”</p>	<p>Confusing or no information “Not seeing info about timetable on website – can’t plan work around class time”</p> <p>Lack of support “At trades there is great support. Main campus not visible. This is why I changed to trades.”</p> <p>Financial constraints & pressure “Choosing between food on the table and qualification”</p> <p>Distracting classroom experiences “Working in large classes with too [many] noises and disruptions”</p> <p>Not understanding learning difficulties “Skills and understanding for students with learning difficulty”</p>

5.9.2 Key themes: Staff

Staff identified success for learners as:

- “Employment after study”
- “Creating a path to a life, career and future I want to live”
- “Able to bring into industry the skills learnt”
- “Learning enough to get a job or help family/community”
- “Learning a new skill”.

Enablers and barriers to learner success identified by staff is set out below.

Enablers	Barriers
<p>Feeling supported “Someone took the time to understand my needs.”</p> <p>Access to clear information “Understanding expectations of study ahead – chance to ask questions”</p> <p>Useful resources “My Ara, Study Smart, Learning Resources”</p> <p>Financial support “Help finance tech at home”</p> <p>Qualified to get a better job “Getting work experience”</p> <p>Induction “Orientations and first day”</p>	<p>Lack of support “Lack of pastoral/wellbeing support available to students beyond tutor.”</p> <p>Confusing or no information “Information about supported learning courses not getting to the right people”</p> <p>Trying to find work “Over supply – too many students – too few jobs”</p> <p>Financial constraints & pressure “Cost for resources, textbooks, parking and security”</p> <p>Lack of pathway guidance “Need to know what the jobs are that my qual leads to”</p>

Timaru region

5.10.1 Key themes: Learners

Learners identified success as:

- “Having tutors that want your level of achievement to be beyond the best”
- “Getting a job”
- “Even if I fail the written assignment, I still have learnt practical skills I could use in future”
- “Personal achievement”.

Enablers and barriers identified by learners are set out below.

Enablers	Barriers
<p>Feeling supported</p> <p>“Getting support when needed, like being able to ask about anything not sure about”</p> <p>Access to clear information</p> <p>“Having open days were helpful.”</p> <p>Qualified to get a better job</p> <p>“Having certificate copy immediately at end of programme for my CV”</p> <p>High quality facilities</p> <p>“Library space was great space.”</p> <p>Induction</p> <p>“The first week was really great at making the new students comfortable in themselves and in the campus.”</p> <p>Financial support</p> <p>“For free – it is really helpful I didn’t have to think about cost or anything”</p>	<p>Lack of support</p> <p>“More access to catch-up support if fall behind in my study”</p> <p>Trying to find work</p> <p>“Course finishes after peak hiring season started (course finished Nov and hospitality hiring in Sept).”</p> <p>Confusing or no information</p> <p>“Needed a more clear and consistent timetable.”</p> <p>Financial constraints & pressure</p> <p>“The cost of study – especially for mature students or second chance learners who can’t get Studylink allowance or Fees Free”</p> <p>Balancing commitments</p> <p>“Juggling home and study and work balance”</p>

5.10.2 Key themes: Learners and Staff

Enablers	Barriers
<p>Feeling supported</p> <p>“Free access to career advice”</p> <p>Easy enrolment</p> <p>“Streamline the process and make it easier.”</p> <p>Induction</p> <p>“O week – even at a small campus”</p> <p>Peer support</p> <p>“Having a student rep meeting early to get start of year feedback was great.”</p>	<p>Lack of support</p> <p>“Access to specialist support”</p> <p>Trying to find work</p> <p>“Lack of interview skills”</p> <p>Confusing or no information</p> <p>“information”</p> <p>Financial constraints & pressure</p> <p>“Studylink benefit limits how many extra hours of work as benefits gets cut if do too many.”</p> <p>Lack of pathway guidance</p> <p>“Getting access to good career study and advice”</p>

West Coast region

5.11.1 Key themes: Learners

Success was:

- “Employment”
- “Having a good time”
- “Upskilling and learning qualifications as often as possible”
- “Increased confidence and self-belief”.

Enablers and barriers identified by learners are set out below.

Enablers	Barriers
<p>Feeling supported</p> <p>“Good tutor support”</p> <p>Peer support</p> <p>“Helping each other and doing our work together”</p> <p>Access to clear information</p> <p>“Finding out information about the bus”</p> <p>Supportive staff</p> <p>“Friendly and helpful staff and tutors”</p> <p>Financial support</p> <p>“Being able to afford childcare”</p>	<p>Financial constraints & pressure</p> <p>“Studylink allowance amount”</p> <p>Not feeling supported</p> <p>“If there is no one to show us what to do”</p> <p>Trying to find work</p> <p>“Covid removing tourism jobs”</p> <p>Not confident with basic skills</p> <p>“Struggles with maths. I get support but I slow down.”</p>

5.11.2 Key themes: Staff

Success was:

- “Passing the course”
- “Being proud of what we achieved”
- “Students reaching their goals”.

Enablers and barriers identified by staff are set out below.

Enablers	Barriers
<p>Financial support</p> <p>“Having finances in place”</p> <p>Access to clear information</p> <p>“Information and advice on funding, Studylink, Fees Free and scholarships”</p> <p>Connection to others</p> <p>“Pōwhiri, whanaungatanga, kotahitanga”</p>	<p>Financial constraints & pressure</p> <p>“Over 55's can't access course-related costs so they can't afford to study”</p> <p>No access to resources</p> <p>“Not having all materials”</p> <p>Studylink is complicated</p> <p>“Studylink process, need to do it early.”</p> <p>Balancing commitments</p> <p>“Prep time before learners start”</p>

Otago region

5.12.1 Key themes: Learners

Success was:

- “Transition to employment/career building”
- “Students learning about the world of work and their own capabilities”
- “Growing – completing client work”
- “You have a place in our community – beyond a job – you are important”
- “The friends you finish with”
- “Staff support once you leave”.

Enablers and barriers identified by learners are set out below.

Enablers	Barriers
<p>Feeling supported</p> <p>“Knowing what support is here for Māori and Pasifika”</p> <p>Access to clear information</p> <p>“Conversations about what to expect and email/video”</p> <p>Gaining experience</p> <p>“Staircasing through project-based learning with community projects”</p> <p>Relevant & enjoyable courses</p> <p>“Good to have a smorgasbord of papers for a personalised degree.”</p>	<p>Financial constraints & pressure</p> <p>“Hard to plan finances for the year as the Studylink system is a long process.”</p> <p>Confusing or no information</p> <p>“Lack of communication between lecturers giving mixed signals to students”</p> <p>Trying to find work</p> <p>“Low employment for grads post COVID19 – need more self-employment contracting skills”</p> <p>Enrolment criteria</p> <p>“Don't have lit or numeracy requirements to enter”</p> <p>No relevant course</p> <p>“Course boxes don't fit what I want to learn.”</p> <p>Lack of support</p> <p>“Disconnection between how academic staff and student services support students”</p> <p>Need to be inclusive</p> <p>“Institutions need to put more effort into being ANTI: racist, sexist, homophobic...”</p>

Southland region

5.13.1 Key themes: Learners

Success was:

- “Pathway to employment”
- “Graduating and getting my dream job”
- “Actually earning money doing what I love”
- “Learn, upgrade and get better”
- “Will be satisfied helping others”
- “A job with at least a qualification that you can get a job with”
- “To excel so you own your own business using the skills learnt”

- “To have that feeling of accomplishment”

Enablers and barriers identified by learners are set out below.

Enablers	Barriers
<p>Feeling supported</p> <p>“Tutors understand the stress the students feel, give real helpful advice”</p> <p>Access to clear information</p> <p>“Easier access to information on tertiary study/training in the website”</p> <p>Qualified to get a better job</p> <p>“More opportunity for job placement after”</p> <p>Financial support</p> <p>“Zero fees”</p> <p>Peer support</p> <p>“Amazing student support”</p>	<p>Confusing or no information</p> <p>“Cannot get information that I need to choose a right course which fit me”</p> <p>Financial constraints & pressure</p> <p>“When additional support is needed – there should be more financial support”</p> <p>Trying to find work</p> <p>“Getting job interviews and getting rejected ”</p> <p>Complicated enrolment steps</p> <p>“Not knowing the exact process of enrolling, need to enrol through agency”</p>

6 Te tīma rangahau | Project research team

Te Pūkenga research team: Debbie Preston, Kelly-Anne Panapa, Michelle Mahanga, Savanna Ornsby, Victor Grbic, Vikki Roadly with support from Georgia Keir, Rachel Gray and Bethany Pitman-Brewer.

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Appendix A: Ngā ākongā katoa me ngā kaihāpai | Focus group sessions - All learners and staff who support them

<p>Opportunity</p> <p>1</p>	<p>It can take time for a learner to find the right path. Understanding motivations, providing guidance, offering tasters so success can be experienced early, and a variety of foundation pathways helps a learner to build confidence and find a career that best suits them.</p> <p>How might we work alongside learners to understand what learning pathway best suits them and build the confidence to pursue it?</p>
<p>Insights– all voices to guide design</p>	<p>Statements</p>
<p>Taster courses Gateway, STAR, Trades Academy and taster courses show learners pathway options and scaffold them into the next steps of learning. A taster course helps learners to meet people and feel less nervous.</p>	<ul style="list-style-type: none"> I didn't know what I wanted to do. Doing it [pathways course at school] has made me decide to go into engineering. <i>(campus/online learner)</i> Transition person at school helped us. Got a bit of a taster before doing the course. Did a one-day course. <i>(campus/online learner)</i> At the time of the foundational course you see the fundamentals. You could then go on to what you want to study. <i>(disabled learner)</i>
<p>Pathway guidance It can take time to get a clear understanding of a career that best suits. Support from a career advisor helps learners find the right course. For some learners, the path is clear. Care is needed to guide learner pathways well. Understanding and supporting learning selections and pathways is an enabler. Understanding pathways and opportunities. Career advice helps to make a better decision.</p>	<ul style="list-style-type: none"> I would have [come here] sooner, but I didn't know what I wanted to do. <i>(disabled learner)</i> Without [ITO] I'd still be a support worker. <i>(work-based learner)</i> I saw a careers advisor. I had lots of support with student success. <i>(campus/online learner)</i> We help select the right course for the trainee. Factors to consider are the level of support in store and at home, their role, career aspirations and access to evidence to complete the assessment. <i>(staff supporting work-based learners)</i> Tutors have guided me into papers that will help me [get]where I want to go. <i>(campus/online learner)</i> People need to understand my learning path. <i>(disabled learner)</i> Where you need to be is not the same for everyone, it is not about completion. <i>(community-based stakeholder)</i> I wanted to look at options for careers but there was only the expo for kids. I had to look for someone that looked like me. I found them and they told me to check out EIT. That awahi was important. <i>(Māori campus/online learner)</i>
<p>Mindset and building confidence Supporting learners to succeed at the right levels when they start builds confidence and determination to succeed at higher levels. Learning needs to prove self-doubt and fear wrong. When low in confidence or literacy, learners benefit from successfully building these skills early. Mindsets and attitudes can be the strength to get through difficult hurdles. Supporting learner identity is an enabler.</p>	<ul style="list-style-type: none"> I did a course with interior design international, to see if I could deal with an online course before spending money on a big course. <i>(disabled learner)</i> Learners who start in the wrong level – their confidence is smashed and they struggle with technology and Moodle. <i>(staff supporting campus/online learners)</i> Myself – I'm my biggest critic, thinking of all the reasons not to go into study <i>(Māori campus/online learner)</i> Before [ITO] I had no qualifications and no real ambition. I thought I was too old and over it to gain qualifications. <i>(work-based learner)</i> I thought of what gets me through. Strength through adversity. <i>(campus/online learner)</i> I hadn't done any study whatsoever. I was out of school at 14. Nobody knew I had't done anything and my boss said I should do some study. <i>(Māori campus/online learner)</i>
<p>Awareness and engagement The courses available are often not widely known about. For some, education was previously never thought about. Life experiences or circumstances can lead to thinking about education. Negative schooling experiences can make learners scared or put them off further study. While good grades could be a goal, learners may carry a sense of failure from previous study. Open up access to learning.</p>	<ul style="list-style-type: none"> Lack of people wanting to do trades. Usually people don't grow up dreaming of being a glazier – they just want a job. <i>(staff supporting work-based learners)</i> We are asking people less likely to enrol online, for example, grandmothers and parents. <i>(staff supporting campus/online learners)</i> The shock of an apprenticeship vs school is huge – it takes many people a few years to get through it but excellent ones do. <i>(staff supporting work-based learners)</i> I'd like to see support for the remoter areas. A big stigma is having to leave home and town to study. I love that they can access that, but a lot of people don't know about that. It would be great to have it broadcast more that this is available to everyone and you don't need to live in a big city. <i>(staff supporting work-based learners)</i>
<p>Influence from others Others in my life often inform, encourage and inspire someone to study. Having someone to talk to when transitioning into vocational education can be inspiring. Sometimes learning is compulsory – not a choice.</p>	<ul style="list-style-type: none"> My cousin told me about the Business Diploma and Māori Governance. <i>(Māori campus/online learner)</i> Husband had done an apprenticeship as well – connections are important. <i>(work-based learner)</i> My tutors and my parents and school friends have helped me decide what I wanted to do. <i>(staff supporting campus/online learners)</i> I have sisters that went to university, so watching their experience and speaking with my parents as well. <i>(Pacific campus/online learner)</i> I met with "S" and decided that this is where I want to be. I found that hui really inspiring. <i>(Māori campus/online learner)</i> Having someone with experience, to talk me through that, was really helpful and gave me some reassurance. I changed one of my papers because of her advice. <i>(Pacific campus/online learner)</i>

	<ul style="list-style-type: none"> Sometimes it's not their choice to be on the course – sometimes the Head Office or the employer puts them on the course. <i>(staff supporting work-based learners)</i>
<p>The start of something new can be an anxious time.</p> <p>Course offerings need to meet learner aspirations.</p> <p>The location where a learner decides to study is important to them.</p> <p>University may be preferred by some, but vocational education is a valid and quality education preferred by others.</p> <p>Many learners' educational pathways can involve multiple changes in courses and qualifications.</p> <p>Family ideologies do not always support or value my love of learning.</p> <p>The employer-funded model is an enabler for apprentices to get into training. However, cost is a barrier that prevents some employers from taking on apprentices (particularly smaller businesses).</p> <p>When I can't do what I want because of disability, I can still study.</p> <p>Restrictions, entry criteria and careers guidance limits pathways into vocational education from high school.</p> <p>Those who teach or have done a course are the best to promote it.</p>	<ul style="list-style-type: none"> A barrier was the unknown. I was vulnerable. I didn't know what to expect. <i>(Māori campus/online learner)</i> My local tech didn't have courses I liked. <i>(staff supporting campus/online learners)</i> Location is a big barrier to students, if they have to get transport. Ad hoc changes to location are a huge issue. <i>(staff supporting work-based learners)</i> There was heaps of pressure of going to top universities. But I didn't like the university environment. <i>(Māori campus/online learner)</i> I wanted to learn how to paint, so I did painting and plastering and I liked it too, but then I got bored of it, so now I am doing hairdressing. <i>(Māori campus/online learner)</i> When my family heard I was studying they said it was a waste of time. Women need to stay at home. But we work hard and study hard. <i>(Pacific campus/online learner)</i> Cost can be a barrier – some employers can't afford to take apprentices on. <i>(staff supporting work-based learners)</i> I liked that the course is for all types of young people with special needs. If this course was all over the country, then people with special needs might not feel so lonely. <i>(campus/online learner)</i> They [secondary school] only push a certain amount to university. And a certain type of person to trades. <i>(Pacific campus/online learner)</i> Entry criteria for alternative education is limited – govt was looking at this, but no change. <i>(community-based stakeholder)</i> Last year we had a workshop to bring PI people into ... to see what is offered. I shared my journey at the start. It brought learners in! <i>(Pacific campus/online learner)</i>

Opportunity 2	The funding and allowance models disadvantage and create financial pressure for some learners. Removing the barrier of poverty and tight finances means learners can manage life and continue study.
	How might we remove the barrier of financial hardship and constraints so learners can manage life and continue study?
Insights– all voices to guide design	Statements
Finance and costs Removing the barrier of finance can be empowering for learners. The costs for learners to manage life are a barrier. The student allowance is not enough to live on. Every student should get an income. When my age, my children's age or my partner's income reduces my student allowance it can create additional strain. Poverty was an impact through COVID-19.	<ul style="list-style-type: none"> Finding work can be hard ... adds to financial pressure. <i>(Māori staff supporting Māori learners)</i> I've seen so many learners fall over because they can't afford to study. <i>(staff supporting disabled learners)</i> It is the costs, they have risen, many have not managed. <i>(Māori staff supporting Māori learners)</i> I get \$230 a week allowance. My rent is \$220. <i>(Māori campus/online learner)</i> I couldn't cope on Student Allowance – I had to go and get a job. <i>(staff supporting campus/online learners)</i> Studylink – getting that income from them. Let's be broke again and do what we do. My Mum taught me how to survive on a budget. <i>(Māori campus/online learner)</i>
Funding and resources Scholarships and Fees Free mean I can commit to and continue study. Access to funding support helps with financial security. Funding for vouchers, technology and kai helped learners through COVID-19, but some was too late. Easy access to food, grants, accommodation, healthcare, wellbeing, and part-time work makes life easier as a learner. StudyLink and course-related costs help.	<ul style="list-style-type: none"> Without the scholarship I couldn't commit so much [to study]. <i>(Māori campus/online learner)</i> Hardship/student welfare – community pantry gives food parcels and wellbeing initiatives. <i>(staff supporting disabled learners)</i> Some trainees get a tool allowance or are provided with a tool set at the start which they pay off. <i>(staff supporting work-based learners)</i>
Process The StudyLink process can be a long nightmare, which some learners don't get through. Accessible StudyLink support personal would be helpful. The funding model disadvantages some taurira.	<ul style="list-style-type: none"> I struggled with Studylink – a couple of times. I nearly quit my course because of them. <i>(Māori campus/online learner)</i> Studylink is a barrier. Don't know the process. What would work better is reassurance. <i>(Māori campus/online learner)</i> I am not entitled to a student allowance. My husband works, but we have 5 tamariki. It is a strain and it does affect my studies. <i>(Māori campus/online learner)</i>

Opportunity 3	There are financial barriers preventing employers from taking on apprentices, and for learners who don't already have employment, getting an apprenticeship can be challenging.
	How might learners easily get an apprenticeship?
Insights– all voices to guide design	Statements
<p>Getting an apprenticeship can be a challenge. An apprenticeship will often come from employment.</p> <p>The employer-funded model is an enabler for apprentices to get into training. However, cost is a barrier that prevents some employers from taking on apprentices (particularly smaller businesses).</p>	<ul style="list-style-type: none"> • Sometimes the barrier is the employer, when the employer doesn't want them to take the apprenticeship as well. <i>(staff supporting work-based learners)</i> • Getting an apprenticeship is a challenge. The door is tight. I have applied for lots of apprenticeships. <i>(Māori campus/online learner)</i> • They need to be aware that people with [a] disability want to do apprenticeships. Training opportunities came up and I applied for apprenticeships. But the online interview was hard. <i>(disabled learner)</i> • They didn't want to bother with me once they saw I was deaf. I expect I'll be facing more of that this year as I look for an apprenticeship. <i>(disabled learner)</i> • Pushed for a hammer hand role and was offered an apprenticeship within a few weeks. <i>(work-based learner)</i> • Historically, often people will take employment knowing that an apprenticeship is available. <i>(staff supporting work-based learners)</i> • Cost can be a barrier – some employers can't afford to take apprentices on. <i>(staff supporting work-based learners)</i> • To be able to offer the qualification or a course to small and big industries alike – I am talking about experience – our bigger industries get a lot more opportunities with little cost, the smaller businesses we have to charge a fee – to be able to offer to smaller businesses to grow. <i>(staff supporting work-based learners)</i>

Opportunity 4	The enrolment process can be overwhelming, confusing, and off-putting for many learners.
	How might we create easy enrolment options that understand individual learners' needs and build their confidence so that they will succeed?
Insights– all voices to guide design	Statements
<p>Make the process easy and simple.</p> <p>The enrolment process is overwhelming and off-putting for many learners. Enrolment language used is a barrier. The funding clarification requirements make the enrolment processes confusing for learners. The process of verifying identification is a barrier for a range of learners. Many learners (including those re-enrolling) have found the enrolment process easy and simple.</p>	<ul style="list-style-type: none"> • Enrolment – it is a process to get one thing. I just wanted to give up. <i>(Māori campus/online learner)</i> • It all happened really fast. It scared me and everything went over my head. <i>(Māori campus/online learner)</i> • We had extra help to get through everything. I had a struggle with the application, and I had to do it twice. I had to go to the lady at student central. <i>(campus/online learner)</i> • Enrolling was a challenge. When I was at school, I didn't have a national student number or some of the qualifications. <i>(disabled learner)</i> • The language is important – students need to know this information is to help pathway them. <i>(community-based stakeholder)</i> • Students are confused between Studylink and Fees Free. They think there is one system, but the two are different. <i>(staff supporting campus/online learners)</i> • Can jeopardise a student's place on a course if they don't supply documents soon enough. <i>(staff supporting campus/online learners)</i> • Once you're in the system it's easier to re-enrol. I had to pick up the phone and call. The lady I spoke to was very helpful. <i>(Pacific campus/online learner)</i>
<p>Cultural identity</p> <p>I'm not encouraged to identify my entire cultural identity at enrolment – what does ticking that box mean? My entire cultural identity is not always encouraged at enrolment.</p>	<ul style="list-style-type: none"> • Have met students who have not ticked the Māori box on enrolment. They are scared of what that means. <i>(Māori staff supporting Māori learners)</i> • You get multi-ethnic students. "Fruit salads" (but only tick one ethnicity). <i>(Pacific staff supporting Pacific learners)</i>
<p>Options</p> <p>Online enrolment as an only option is a barrier. Enrolment without a support person is a barrier.</p>	<ul style="list-style-type: none"> • The application was pretty hard. We had to do it online and sometimes the system doesn't do as you please. <i>(campus/online learner)</i> • We got some help when we had to fill in all the forms we had to complete. It was helpful because it was hard to get them done. <i>(campus/online learner)</i>
<p>Communication through enrolment</p> <p>Communication updates on enrolment progress need to be timely, transparent, and consistent.</p>	<ul style="list-style-type: none"> • My enrolment experience wasn't very nice. They give you info but then their timing comms let them down. <i>(Māori campus/online learner)</i> • Like I had to drive the process after I'd handed my application in. <i>(Māori campus/online learner)</i>
<p>Support for learners with disabilities</p> <p>Ticking a box to declare disability is a barrier. Specific learner support for disabled learners during the enrolment process is needed.</p>	<ul style="list-style-type: none"> • Some students are 'disability proud' and others have had a bad history in previous schooling that can be a barrier to declaring. <i>(staff supporting disabled learners)</i> • If it was built into enrolment that would be great. If there was more discussion around needs and start of an action plan. <i>(disabled learner)</i> • 1/3 of learners don't check the paperwork to get disability support they need. <i>(staff supporting disabled learners)</i>
<p>Trainees need to be involved in any employer-led enrolment approaches.</p>	<ul style="list-style-type: none"> • Enrolments are employer driven. <i>(staff supporting work-based learners)</i>

	<ul style="list-style-type: none"> Normally the employer contacts me about enrolling 'so and so'. I find out what the trainee is doing currently and where they want them to go. <i>(staff supporting work-based learners)</i>
Previous learning or credits are often not recognised.	<ul style="list-style-type: none"> I wanted to cross-credit my UC papers but got told it cost money. <i>(Māori campus/online learner)</i> I wanted to try and get what I had cross-credited from my degree, but I couldn't. <i>(staff supporting campus/online learners)</i>

Opportunity 5	Starting something new can be an anxious time. Leading up to the start and the first days/weeks, learners can feel daunted, scared, nervous, overloaded and excited all at the same time. Becoming familiar with, being welcomed, meeting others who they can relate to and feeling connected will help build trust and certainty.
	How might learners feel connected, familiar, certain, and welcome before and during their first days?

Insights– all voices to guide design	Statements
Transition Early campus visits are important to building familiarity and certainty. Learning needs to support the difference between college and tertiary.	<ul style="list-style-type: none"> I'd recommended going to the campus earlier to get familiar. <i>(disabled learner)</i> One of the biggest barriers for me was being scared of the change. After being here for one year you can see how different it is from high school. <i>(Māori campus/online learner)</i> Uni was too scary. After a year I decided not to go back. <i>(Māori campus/online learner)</i>
Connection and relationships Feeling welcomed by pōwhiri and connection with others is important. Learners love meeting tutors and putting a face to the name. Having someone to talk to when transitioning into vocational education can be inspiring. Building a connection and relationships with classmates makes learning easier. A connected relationship with their training/education provider will help learners build trust. Learners can feel isolated and lonely if they don't have the time or opportunity to connect with others. Coming back to 'school' can be daunting. Shyness can contribute to learners missing out on finding others to connect with.	<ul style="list-style-type: none"> I've had a second pōwhiri – I love the pōwhiri process, it feels really inclusive. It felt comfortable. <i>(disabled learner)</i> We built a kaupapa contract. Our purpose for the year. <i>(Pacific campus/online learner)</i> The first week is focused on making relationships, [for] late starters this is a struggle. <i>(staff supporting campus/online learners)</i> I was welcomed in and set up with meetings to meet tutors, which I really appreciated. <i>(Māori campus/online learner)</i> I have learnt to enjoy the icebreaker classes. You learn most are here for the same reasons. <i>(Pacific campus/online learner)</i> I know everyone is here for study – but nice to have more lunchtime clubs to have a space from study to create a sense of belonging. <i>(disabled learner)</i> Sharing kai, and stories, and activities, support for a pōwhiri, with other students – Whakawhanaungatanga brought together. <i>(Māori campus/online learner)</i> We bring them [moana house clients] down here and have a coffee and get them familiar with the environment, and it makes it easier for them to see themselves here. <i>(community-based stakeholder)</i> Personally, if I make friends in class, I need to spend more than a term with them. <i>(campus/online learner)</i> I found it difficult at the start to come back to 'school'. <i>(disabled learner)</i> I was always the last to find a group and would not know how to interact with others, leading them to not try and interact with me or treating me differently because I am acting awkward. <i>(disabled learner)</i> The first few days were nervous. I didn't know anyone. I was really shy. <i>(campus/online learner)</i> Having to stand up and introduce yourself, told to get into groups with strangers, and do team-building type exercises were all terrible experiences for me. <i>(disabled learner)</i>
Information The first few days can overload learners and make some want to quit. Making timetables available earlier helps learners plan and build the scheduling around their life responsibilities.	<ul style="list-style-type: none"> I nearly quit on my first day, actually it was my second day ... it was on the stock market ... I'd never thought about that. <i>(Māori campus/online learner)</i> At the beginning the information is given, but there is so much at the start of the year it is hard for them to take it in. <i>(staff supporting disabled learners)</i> We get an info overload in 3 days – who/what/where – it can be overwhelming. <i>(Māori campus/online learner)</i> Knowing my timetable enough in advance would be great. I only found out 2 weeks before. It made it hard to organise day care. <i>(Māori campus/online learner)</i> I wanted to know my timetable but couldn't do that to the degree I wanted. <i>(Māori campus/online learner)</i>
Emotions Learning providers need to help learners with a range of emotions (nervous, excited, scared) on their first days. The start of something new can be an anxious time. First days can be daunting if others are much older or younger than you. Learning needs prove self-doubt and fear wrong. Being safe, calm, and comfortable helps a learner to feel welcome.	<ul style="list-style-type: none"> We were nervous and excited. We just knew it was going to benefit us in the long run. <i>(Māori campus/online learner)</i> I found it [first days] scary as a first-generation student. I didn't know how to navigate my way. <i>(Pacific campus/online learner)</i> A barrier was the unknown. I was vulnerable. I didn't know what to expect. <i>(Māori campus/online learner)</i> The first days were a bit daunting. Being >25 and most of my peers were quite young. <i>(Pacific campus/online learner)</i> [having negative thoughts about self] But then I met the whānau here and they helped me think "I can do it". <i>(Māori campus/online learner)</i>

	<ul style="list-style-type: none"> Being treated well here makes me feel comfortable amongst these others [in focus group], even if we haven't met before. <i>(Māori campus/online learner)</i>
Culturally safe A culturally safe space that is supported by staff they can relate to would be helpful. Coming into a Pākehā environment from te kura can be hard. Choosing to study in New Zealand can be difficult at the start.	<ul style="list-style-type: none"> The environment, I grew up at the KKM [school] so it was hard for me to come into a Pākehā environment – support from the staff [gave me confidence]. <i>(Māori campus/online learner)</i> I have Māori tutors and they implement tikanga and Māori culture – Te Whare tapawhā, Te Tiriti – and how we can implement that into our work. This helps me and I can relate more. <i>(Māori campus/online learner)</i> I came from India ... it was difficult at the start – starting from scratch. <i>(international/refugee campus/online learner)</i> Came back to NZ from Australia. Learning some of the tikanga and practices. It's been a good experience, but I notice the bumps along the road. <i>(Māori campus/online learner)</i>
Learning needs to accommodate life-changing experiences.	<ul style="list-style-type: none"> Outside of my course life is a real struggle. <i>(Māori campus/online learner)</i> I've had people in emergency housing who aren't sure where [they will be able] to study. <i>(staff supporting campus/online learner)</i>

Opportunity	Welcoming, building relationship with, valuing, and supporting learners in a revenue driven model creates pressure on staff well-being, teaching practice, support, and services.	
6	How might we give time to welcome, value, connect with and support learners to learn while working in business constraints?	
Insights from Ākonga at the Centre – all voices to guide design	Statements from Ākonga at the Centre research	
Connection and time with tutors Tutors don't have enough time to spend more time connecting and building relationships with learners. It is unfair when new tutors have to teach before learning how to teach. Stressed tutors and learning environments disadvantages tauira. Learners can't access and have the relationships they need with tutors. Some class sizes are too big for meaningful tutor-learner relationships. Large class sizes are a distraction and don't allow for 1:1, questions and getting to know people.	<ul style="list-style-type: none"> Tutors trying to do too much – the opportunity to have those conversations – how are things for you? <i>(staff supporting campus/online learners)</i> Want to spend more time creating links with students but don't have enough time. <i>(staff supporting campus/online learners)</i> Teachers have to start straight away. They don't get time to learn how to be an educator. <i>(staff supporting campus/online learners)</i> Tutors get their arses kicked if they don't get learners through – they have to complete at the end of the day. <i>(Māori staff supporting Māori learners)</i> The hours [he] worked were overwhelming and that impacted on our students. [He] said last week that it's just a job now. <i>(Māori staff supporting Māori learners)</i> The relationship is missing between beginner learners and tutors – they need to be able to contact us directly. <i>(staff supporting campus/online learners)</i> Walking into a class of 70 to 80 can be quite intimidating. <i>(staff supporting campus/online learners)</i> 	
Stretched support staff Learners struggle if support services are 'too busy'. Support to learners is stretched without more staff. Staff struggle with the workload/ that supporting learners requires of them/ required to support learners.	<ul style="list-style-type: none"> You have to book in weeks before you need it. <i>(staff supporting campus/online learners)</i> I have dyslexia. I was to go to students' support. Every time I go it is booked out. <i>(staff supporting campus/online learners)</i> We need more staff and more support staff – staff in the right positions. <i>(staff supporting Māori learners)</i> The workload has stayed the same ... but this is now about our mental health. <i>(Pacific staff supporting Pacific learners)</i> 	
Time and money constructs/pressure Cultural practices versus constructs of time and money is often a distraction. Welcoming and valuing learners within a revenue-driven model creates pressure on teaching practice. Uncertainty about tutors or lack of clarity about processes affects perceptions of organisational commitment. Success starts with the actions of leadership matching the values.	<ul style="list-style-type: none"> No funding for food for our wānanga. We supply food for ourselves. It's only slightly changed. <i>(Māori staff supporting Māori learners)</i> I have been embarrassed to let tutors know when I have a tangi because they don't get it. <i>(Māori campus/online learner)</i> We have a Māori manager now that's made a difference. We don't have to justify tikanga. <i>(Māori staff supporting Māori learners)</i> I see us going back to bums on seats – it will affect our retention. <i>(staff supporting campus/online learners)</i> 	
Employer and workplace Access to evidence and a/the manager for verification can be a barrier. Learning is often considered by the employer as being secondary to work demands. The lack of workplace-experienced trainers and the time pressures in industry can mean basic skills and the time it takes to learn them could be lost.	<ul style="list-style-type: none"> Sometimes they don't have a manager in their store, so they have to get verification by their area manager. <i>(staff supporting work-based learners)</i> The training is second in line to the customers. <i>(staff supporting work-based learners)</i> Hard to teach the variety of work needed for assessment, if employer need to do urgent or 'work' that brings in money. <i>(staff supporting work-based learners)</i> There are a lot of apprentices coming into all industries at the moment and not enough experienced ones trainers. <i>(staff supporting work-based learners)</i> 	

<p>Opportunity</p> <p>7</p>	<p>A lack of awareness of support services and a delay in understanding learner needs means that learners get support later than they really need it.</p> <p>Early and connected support, while meaningfully engaging whānau and community, will motivate learners and help them stay on track.</p> <p>How might early and meaningful relationships better support consistent, accurate, relevant, and timely access to services?</p>
Insights– all voices to guide design	Statements
<p>Consistent support Early support and relationships help. Delays in providing learner support is a barrier. Learners need appropriate and timely diagnosis and support. Consistent, accurate and timely learner support throughout their learning journey is a key enabler. Providing specific and targeted learner support is an enabler. Consistent and connected support systems help learners and staff. Learners need support staff to check in and help them. Getting behind makes learning really hard and stressful – a plan to get on track is important. Support needs to be available after hours. Individual learner plans should be developed early for goals, study, support, and transitions. Confidence is built by having support.</p>	<ul style="list-style-type: none"> You've got to have those navigators in the first few days. <i>(prospective learner)</i> If I was left to my own devices, I would still be trying to get through my apprenticeship. <i>(work-based learner)</i> It's very reactive – I only got support when my grades were plummeting – they came to me then. <i>(disabled learner)</i> I thought, what have I got into because I had no experience and no one to turn to. <i>(Māori campus/online learner)</i> Having [Training Advisor] at the end of phone or by email was wonderful. <i>(work-based learner)</i> I started half-way through the year so there was no give chance or support. It was pretty stressful and made me not want to do the course anymore. <i>(Māori campus/online learner)</i> The student assumes you are one team. So, all know all about them. <i>(staff supporting campus/online learners)</i> Learners that have supportive supervisors really thrive in the workplace. <i>(staff supporting work-based learners)</i> You get extremes. Some students want everything but don't give anything – often it's too late when they really need help and they've burned out all the support without making the best of it. <i>(staff supporting campus/online learners)</i> Knowing I have support gives me more confident. <i>(disabled learner)</i>
<p>Awareness and perception of support Lack of awareness of available support has many reasons. Learners find out or know about services through tutors and advisors. Reframing support may reduce the stigma of asking for help.</p>	<ul style="list-style-type: none"> I went to student services and I didn't actually know why they were there. I struggled stepping out of my bubble. <i>(Māori campus/online learner)</i> I had 101 help, having someone explain different details to the tutors. <i>(disabled learner)</i> We often struggle with the name 'Learning Support' <i>(Pacific staff supporting Pacific learners)</i>
<p>Whānau Whānau transformation occurs when our staff, our schools, our communities, and local iwi connect. We forge and foster relationships that will wrap around our learners.</p>	<ul style="list-style-type: none"> Our people [Māori] want someone in front of them. Having our staff in the schools, community and making connections and relationships is key. Whānau, transformation, the confidence of our people is important. <i>(Māori staff supporting Māori learners)</i>
<p>It's daunting for learners to disclose information that seems unnecessary.</p>	<ul style="list-style-type: none"> It can be daunting to have your past signed off by someone else. <i>(Māori campus/online learner)</i> Some of the info we capture on the enrolment form seems unnecessary. <i>(staff supporting campus/online learners)</i>
<p>Mindsets and attitudes can be the strength to get through difficult hurdles.</p>	<ul style="list-style-type: none"> Vibrant learners will get over any hurdle. <i>(staff supporting campus/online learners)</i> I had to remind myself why I was here when dealing with the difference. <i>(Pacific campus/online learner)</i> I don't want my condition to put anyone else out. As long as they have done their best and I can look after myself. But that is just me, people respond differently. <i>(disabled learner)</i>
<p>Examples Graduates can be an encouragement to learners. Tutor aides help with tasks and also provide reassurance and understanding. Training advisors provide support with paperwork and planning for trainees and employers. Learners need literacy and numeracy academic support. Key support approaches that help address learner wellbeing challenges are an enabler. Training advisors provide support with paperwork and planning for trainees and employers. Access to face to face pastoral care is important for success. Having someone to talk to when transitioning into vocational education can be inspiring. Supporting learner identity is an enabler. Learners define and measure good support by a number of factors. Good support is:</p> <ul style="list-style-type: none"> highly appreciated by learners barrier- and anxiety-reducing high contact available in all areas recognised and promoted by staff 	<ul style="list-style-type: none"> We did it ... so you did it ... we encourage the students. <i>(Māori staff supporting Māori learners)</i> When I got stuck, quite often I would have to ring [Training Advisor] just to put me on the right track. <i>(work-based learner)</i> Teacher Aides provide reassurance, understanding, listen. <i>(disabled learner)</i> If someone gets below a 4, the training advisor gets an email notifying them and at that point we touch base and provide a support plan for the learner. <i>(staff supporting work-based learners)</i> My learning advisor kept me in. I came in after the lockdown. My depression went through the roof. <i>(Māori campus/online learner)</i> We [Industry Training Advisors] go through materials to relate it to their workplace. <i>(staff supporting work-based learners)</i> Continued pastoral support helps keep the momentum for learners. Face to face is most effective. <i>(staff supporting work-based learners)</i> Definitely more student advisors are needed. Those that acknowledge Pacific background. <i>(Pacific campus/online learner)</i>

<ul style="list-style-type: none"> confidence-building, instilling a want to help others. 	
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Opportunity 8	There is a wide range of holistic needs that learners have (mental health, physical health, wellbeing, financial, learning, disability, cultural, family, food, technology, Wi-Fi, housing). Individualised and targeted support with these enables learners to stay on track to achieve their goals.
	How might the individual holistic needs of learners be understood and provided for so they can focus on learning?

Insights– all voices to guide design	Statements
Cultural A system that provides a space where cultural identity is lived, visible, encouraged and celebrated. An authentic Māori experience may require an organisational culture that raises and permeates tikanga Māori, te reo Māori, whānau and manaaki values. Applying a kaupapa Māori worldview that may exist alongside their learning is dependent on a number of factors.	<ul style="list-style-type: none"> There has been a process of "White Washing" – Māori and Pacific gains. <i>(Māori staff supporting Māori learners)</i> Going from a dedicated space for Māori and Pacific to a general space. <i>(Māori staff supporting Māori learners)</i> Not encouraged to promote that standard of Reo, tikanga Māori. <i>(Māori staff supporting Māori learners)</i> Whakawhanaungatanga is not nurtured. It's not being fully supported on an institutional level. <i>(Māori staff supporting Māori learners)</i> Having a Pākehā teaching Māori history was weird at first. <i>(Māori campus/online learner)</i> Every single tutor makes an attempt at te reo and I love that. <i>(Māori campus/online learner)</i>
Whānau and identity Family ideologies do not always support or value a love of learning. Whānau support is important. Early kōrero and information means whānau can support the learner well: My strength comes from my whakapapa, my identity and my connections. This is my legacy. Supporting learner identity is an enabler. Commitment to the wellbeing of whānau while studying is demanding and hard to balance. Meeting the responsibilities of study and parenting is a struggle.	<ul style="list-style-type: none"> When my family heard I was studying they said it was a waste of time. Women need to stay at home. But we work hard and study hard. <i>(Pacific campus/online learner)</i> Once family's onboard 100%, will do anything to support education. <i>(Pacific staff supporting Pacific learner)</i> Working with family to build trust to study after hours – create safe space. <i>(Pacific staff supporting Pacific learners)</i> Having a whānau room here has helped me feel more normal: I went to a Māori boarding school. <i>(Māori campus/online learner)</i> It is so good to be encouraged and accepted for who we are. <i>(international/refugee campus/online learner)</i> Unfortunately, I lost my work experience because I had to stay at home and look after Mum. <i>(campus/online learner)</i> I have 5 children, so I struggle to do everything for them and my study. <i>(international/refugee campus/online learner)</i>
Health Learners need timely and accessible health services that meet their specific needs. Addressing and maintaining the mental health well-being of learners is a key enabler.	<ul style="list-style-type: none"> Have a return of our health services. We don't have that anymore. <i>(staff supporting disabled learners)</i> Sometimes my anxiety will skyrocket and my motivation will drop. <i>(disabled learner)</i> Anxiety and depression are at the top of issues we identify at enrolment. Some feel anxious when waiting. <i>(staff supporting campus/online learners)</i> Mental health is a real issue and it's hard on a tutor to have to deal with. <i>(staff supporting disabled learners)</i>
Finance Removing the barrier of finance can be empowering for learners. Access to funding support helps with financial security. Funding for vouchers, technology and kai helped learners through COVID-19, but some was too late.	<ul style="list-style-type: none"> When the financial barriers are removed it makes a big difference to whether people do it or not. <i>(staff supporting work-based learner)</i> Getting access to this[financial] support, information was a major hurdle and barrier. <i>(disabled learner)</i> During Covid they got work materials out to us. They did a great job. <i>(Pacific campus/online learner)</i>
Targeted support It helps if learners choose a course that has the support they need. Learners need the right support to study and find the right study options. Learners need support that is individualised to them. Counselling services that do not meet specific learner needs are a barrier. Accessing support can take time, especially if learners are shy. Pastoral care needs to change to care for the diversity and range learners need to succeed. Easy access to food, grants, accommodation, healthcare, wellbeing and part-time work makes life easier as a learner. Fragmented services, allowance policy, length of education and the lack of recognition of prior learning can mean learners struggle to stay in the system. Māori- and Pacific-focused support helps learners wherever they study. Getting behind makes learning really hard and stressful: a plan to get on track is important.	<ul style="list-style-type: none"> I changed the course [from carpentry] to get the support I needed. <i>(Māori campus/online learner)</i> I struggled with maths at school. I was told I didn't need help. I would get anxious (Big Issue). Here I can get help if I need it. It helps. <i>(disabled learner)</i> I was not confident I would have enough support to get through. I had just fallen pregnant. <i>(staff supporting campus/online learners)</i> Everybody's different. Support needs to be wraparound involving the staff, other students, family. <i>(staff supporting disabled learners)</i> We find that learners are too shy to ask for help. <i>(staff supporting disabled learners)</i> Understanding the range of learners – there has been lots of crisis in people's worlds. <i>(staff supporting campus/online learners)</i> So many diverse students coming in, pastoral care needs to change. <i>(staff supporting campus/online learners)</i> Government services fragmented - housing, health - mature students struggle to stay in system. <i>(Māori staff supporting Māori learners)</i> For Māori students recognising the tertiary journey will be really supporting them to discover their identity. We need to make time to do this alongside study. <i>(Māori staff supporting Māori learners)</i> If students miss days then they miss the learning, the tutor doesn't have time to catch that learner up. <i>(Māori staff supporting Māori learners)</i>

Encouragement and motivation are important supports for completing study.	<ul style="list-style-type: none"> If they are going through hurdles there is someone there to give them a pat on the back and ask if they need anything. <i>(staff supporting work-based learners)</i>
Empathy for experiences of different learners Learning needs to accommodate life-changing experiences. There is a need to understand the struggles that queer and disgendered experience in the education system. Māori and Pacific learners can be marginalised. Pivoting to accommodate the complexities of home life while learning is a constant stress.	<ul style="list-style-type: none"> I've had people in emergency housing who aren't sure where (they will be able) to study. <i>(staff supporting campus/online learners)</i> Outside of my course life is a real struggle. <i>(Māori campus/online learner)</i> Housing and addictions are some of the issues learners are dealing with. <i>(staff supporting campus/online learners)</i> As a queer and disgendered person, we have struggles different from others. I was jealous about other groups as I wanted Rainbow events. I had educated my tutor on queer issues. <i>(staff supporting campus/online learners)</i> [Our systems] can marginalise Māori, e.g. some punitive behaviour like locking them out of class if late <i>(Māori staff supporting Māori learners)</i> All kaimahi (from the Dean, down to kaiako and support) approach tauria from the position that they are enough. They don't need to become fluent in te reo, they don't need to be confident in their knowledge of their whakapapa. <i>(Māori staff supporting Māori learners)</i>
Technology access There needs to be easy access to the right technology and internet. Access to a laptop and Wi-Fi will enable learning. No laptops or digital support is a barrier. Technology gave people an opportunity to engage during COVID-19. During COVID-19 technology access got in the way of learning.	<ul style="list-style-type: none"> Not all learners have internet access or a computer. This has been addressed in many cases with loan devices. <i>(staff supporting work-based learners)</i> Didn't take them long once device and internet sorted. <i>(Māori staff supporting Māori learners)</i> We've also had to develop different tech skills (e.g. on smart phones) to help them. <i>(staff supporting work-based learners)</i> The opportunity Covid gave us was that tutors were able to engage with their learners and learn about their circumstances. <i>(Māori staff supporting Māori learners)</i> In Covid the technology wasn't always compatible — Mac v PC <i>(disabled learner)</i>
Transport Transportation to far away locations can take time and energy.	<ul style="list-style-type: none"> If there is no polytechnic close, it becomes a barrier as people need to travel. <i>(staff supporting work-based learners)</i> Probably transport. Some of us have to cross great wall of China to get here. I walk here every day – takes an hour. <i>(Māori campus/online learner)</i>

Opportunity 9	Building connections and relationships, sharing ideas, mentors, tuākana–teina and role models supporting each other makes learning easier.
	How might we create opportunities for learners to have meaningful relationships and connections with each other that support their learning?

Insights– all voices to guide design	Statements
Connection with others Building a connection and relationships with classmates makes learning easier. Learners feel like you can't talk their peers in different levels. Learners can feel isolated and lonely if they don't have the time or opportunity to connect with others. Online learners can miss out on connecting and bouncing ideas with others. Shyness can contribute to learners missing out on finding others to connect with.	<ul style="list-style-type: none"> Yes, it's quite good because I've also got some of my boys from kura with me, and in carpentry we're all just an extended whānau. <i>(Māori campus/online learners)</i> When I got to know my classmates, I realised they were like me and I could relate to them and it felt comfortable to be around them. <i>(campus/online learner)</i> When I joined, it felt like the levels can't talk to each other. You stick to your level. <i>(staff supporting campus/online learners)</i> It's scary when you don't know people and you don't have connections [in large mainstream classes]. <i>(disabled learner)</i> You're usually by yourself late at night. <i>(Māori campus/online learner)</i> Downside is missing the bouncing of ideas with people and a tutor. But accessibility outweighs this. <i>(disabled learner)</i> Learning online you are doing on your own and you don't want necessarily to involve other students. It can be a very lonely experience though. <i>(disabled learner)</i> The first few days were nervous. I didn't know anyone. I was really shy. <i>(campus/online learner)</i>
Supporting peers Learners find it helpful to have opportunities to share ideas and support each other. Evening study hubs support learners to talk together, allocate time to study and develop good study habits but are location-dependent. The tuākana–teina model supports both in their learning pathways. Mentors and role models are beneficial in many learning modes. Peer support, mentoring and tutoring helps.	<ul style="list-style-type: none"> You want to be there for your classmates and friends – it is nice to have a feeling of helping others. <i>(disabled learner)</i> Someone helping out in the early days. They lent me their own gear. Also having an approachable and experienced person in the company. <i>(work-based learner)</i> With our group we bounce around ideas. We help each other understand what is taught. <i>(Māori campus/online learner)</i> We've now introduced study hubs to all trainees. This runs for four weeks in a row. It helps them get bugs out of their computer systems and learn about support during their study. <i>(staff supporting work-based learners)</i> For me, being a Tuākana next year, I want to help them through enrolment. <i>(Māori campus/online learner)</i> Not planned support, but this colleague picked up that I had some drive and ability. <i>(work-based learner)</i> Role models are important. It is good to have someone who has confidence and shares how to do it. <i>(Māori campus/online learner)</i>

	<ul style="list-style-type: none"> The support systems we have with older students – I've had a lot of support and they have been very patient and supportive with me. <i>(Pacific campus/online learner)</i>
Differences Different age groups have different attitudes, motivations and barriers. Different attitudes and personalities can hold back a class.	<ul style="list-style-type: none"> The drive – it's a generation thing, some of the younger ones have different motivation. Needs stimulating. <i>(work-based learner)</i> I think there is an assumption that because I'm an adult, I'd know what to do but I don't, so that was a barrier. <i>(Māori campus/online learner)</i> Students won't engage due to strong personalities, and don't want to say anything in class. <i>(staff supporting campus/online learners)</i>
Identity On their journey learners can feel pride in building a stronger sense of identity and want to feel like they belong.	<ul style="list-style-type: none"> I learnt who I was as a Māori and that started my journey – proving myself as a Māori. <i>(Māori campus/online learner)</i> Sense of self and belonging doesn't always come at the beginning of the programme. <i>(Māori staff supporting Māori learners)</i>

Opportunity	Learners make study choices for a variety of reasons and finding motivation is important throughout the journey.
10	How might we understand and nurture learners' different drivers for study?

Insights– all voices to guide design	Statements
Different drivers Learners make study choices based on a variety of reasons/ motivations: <ul style="list-style-type: none"> to get into a profession they've always wanted to do follow passion personal growth and achievement want/need a qualification want a career financial/better pay change gain knowledge upskill life circumstances follow in the footsteps of others. Study can build confidence and capability to grow into new areas. Sometimes learning is compulsory not a choice.	<ul style="list-style-type: none"> I was working in the legal sector. I was applying for jobs in social services and I was not getting them. So I knew I needed to do something. <i>(Pacific campus/online learner)</i> I want to be a professional, not [on] the minimal wage. <i>(work-based learner)</i> I have motivation. I wanted to continue and work hard. <i>(international/refugee campus/online learner)</i> For me it is completion. You have to complete something. <i>(staff supporting campus/online learners)</i> I am here to find out now who I am. <i>(Māori campus/online learner)</i> How I can improve my honour and my integrity, with that will come wealth. <i>(Māori campus/online learner)</i> Just improving quality, I guess would be the biggest factor for changes to my work practices. <i>(work-based learner)</i> I wanted to study because I wanted to be an accountant, but because of my low vision people told me no, it would be hard, but I used this as motivation to push. <i>(disabled learner)</i> It's about the goals you set for yourself. They always contact us to see how you're going. <i>(Pacific campus/online learner)</i> I completed my L4 apprenticeship. I will be doing L5 starting next year. The apprenticeship and study have ignited a desire to learn more and expand on what I already have learned. <i>(work-based learner)</i>
Achievement Achievement is an incentive that can create a sense of pride and happiness. It is important to celebrate success along the whole learner journey.	<ul style="list-style-type: none"> Finding achievement and being happy in that achievement. <i>(Pacific campus/online learner)</i> I'm quite amazed at how much doing the apprenticeship has given me. <i>(work-based learner)</i> [You] have to be the change in the world you want to see. <i>(Māori campus/online learner)</i> Always rewarding the small steps, celebrate every time handing in an essay, I hate writing them. Rewarding the small things as well as the big things. <i>(Māori campus/online learner)</i> We celebrate small successes, even them making a friend, connecting with someone, or a tutor, it makes a huge difference. <i>(community-based stakeholder)</i>
Influences Mindsets and attitudes can be the strength to get through difficult hurdles. Graduates can be an encouragement to learners. My strength comes from my whakapapa, my identity and my connections. This is my legacy.	<ul style="list-style-type: none"> There are so many barriers that say that I can't do it. But I'm going to keep trying. <i>(Māori campus/online learner)</i> I had to remind myself why I was here when dealing with the difference. <i>(Pacific campus/online learner)</i> Keep going. Hard work and determination. <i>(campus/online learner)</i> We did it, so you can do it, we encourage the students. <i>(Māori staff supporting Māori learners)</i> An advantage that we have – graduates from "this" programme. <i>(Māori staff supporting Māori learners)</i> My culture is my strength. A life of struggle but do something now to get something later. <i>(Māori campus/online learner)</i> No matter what I do I carry my whānau with me, the mana of my pepeha. <i>(Māori campus/online learner)</i>
Support Practical learning can build my knowledge and confidence. Learning needs to prove self-doubt and fear wrong. Learner providers need to support learners to gain confidence with different skills and tools. When low in confidence or literacy, learners benefit from successfully building these skills early. When English is a learner's second language it is a barrier.	<ul style="list-style-type: none"> Practical learning is good for my confidence. <i>(international/refugee campus/online learner)</i> I failed before. I thought I would fail again, but I proved myself wrong. <i>(Māori campus/online learner)</i> [learners who aren't confident with learning] when they have completed units under their belt you can see the change in their posture. <i>(staff supporting work-based learners)</i> An exam for second language speakers should be longer time – extra half hour. <i>(international/refugee campus/online learner)</i> I know I can do stuff. But when I fall behind it's me. <i>(Pacific campus/online learner)</i> Keep reminding learners about their journey and goals – helps motivation. <i>(staff supporting campus/online learners)</i>

Motivation is important throughout the learner's journey.	<ul style="list-style-type: none"> The seriousness of being at course. I'm motivated to be in the army so had to change my mindset. Kick old attitude out the door, a whole new ball game. <i>(Māori campus/online learner)</i> Some [learners] get close to the end and get really motivated to finish. <i>(staff supporting work-based learners)</i>
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Opportunity 11	Learners can define success as more than just themselves but also providing for their whānau and others.
	How might we recognise and support the idea that learner success can mean being able to build skills to contribute to their whānau and community?
Insights– all voices to guide design	Statements
Success means more than success for myself: <ul style="list-style-type: none"> having relationships with others belonging with others giving to others. 	<ul style="list-style-type: none"> Success is having a good relationship with my friends and professors. <i>(international/refugee campus/online learner)</i> Success for me is about achieving, but also about having a sense of belonging, being part of a healthy whānau, participating with each other and having the sense of identity and belonging. <i>(Māori campus/online learner)</i> Success to me, from years of experience, is trying to make something so good for the next person who comes after me. <i>(Māori campus/online learner)</i>
Success means I can contribute to whānau and others: <ul style="list-style-type: none"> providing for my whānau using my skills to give back. 	<ul style="list-style-type: none"> For me it is having skills to contribute to my hapū and my whānau. <i>(Māori/Pacific campus/online learner)</i> Personally, to me, I think success is me paying off my parents' mortgage. If I get a good job, then they can stop working or not work as hard and spend more time with me and my brother. <i>(campus/online learner)</i> Being in a position to help my family. To help my parents buy a house. <i>(campus/online learner)</i> I'm using this institution to gain knowledge for me. I'm heavily involved with my hapū. I saw a need for financial management. <i>(Māori/Pacific campus/online learner)</i> I'm already successful. I'm rich in my whānau, my hapū, my whenua. I'm here so I can gain skills to manage money. <i>(Māori/Pacific campus/online learner)</i>

Opportunity 12	Learners define success in many different ways, including growth of their skills, gaining a sense of achievement and getting a better job that leads to a purposeful and happy life.
	How might we recognise and support the idea that learner success can mean personal growth, to gain a better sense of identity and to build confidence?
Insights– all voices to guide design	Statements
Success means I can grow: <ul style="list-style-type: none"> personal growth identity self-worth and confidence. 	<ul style="list-style-type: none"> Personally, it's the soft skills learnt and increase of self-esteem and self-confidence that's most important. This enables the trainee to perhaps try things they may not previously have had the confidence to do, encourage others to learn and increase their capability in the workforce. <i>(staff supporting work-based learners)</i> Success is personal growth and feeling comfortable in your own skin. <i>(Māori staff supporting Māori learner)</i> Success for me - probably to overcome my demons, overcome my little loose bolts. <i>(Māori campus/online learner)</i> They don't have to finish qual. If they learnt something about themselves that is the main thing. The qual is the added value. <i>(staff supporting work-based learners)</i> My father brought me up: success is not what you have but who you are and what you do. <i>(Māori campus/online learner)</i> When the trainee realises how much they do and know and that their role is a very important part of the companies' operations. <i>(staff supporting work-based learners)</i> I put my heart and soul into my assignments and received good marks. I now know I have good ideas and my voice and opinions are worth something. <i>(disabled learner)</i> Knowing I can achieve – that is success. <i>(Māori campus/online learner)</i> Graduating with confidence and competence and with excellence and the knowledge that I can do my job properly. <i>(campus/online learner)</i>
Purpose Happiness	<ul style="list-style-type: none"> Is helping people to find their purpose and to be self-determining in their future. <i>(Māori staff supporting Māori learners)</i> Success for Trainees: Sense of purpose. <i>(staff supporting work-based learners)</i> Of course, success for me is finishing the course, but it is more than that. Having the freedom of choice to pick a role that I can make a difference in. <i>(Pacific campus/online learner)</i> Having happiness and then seeing what you've done, what you have thrived [in]/created = Art. <i>(campus/online learner)</i>

	<ul style="list-style-type: none"> Success for me would be having the time, freedom, and financial situation to relax without worrying about where my next meal is coming from, having a roof over my head. <i>(disabled learner)</i>
Success is about achieving goals.	<ul style="list-style-type: none"> Success is about achieving something I want to do. Reach the goals and never give up. <i>(campus/online learner)</i> I want to reach my goals and I tū whakamā uplifting others that's what success looks like for me. <i>(Māori campus/online learner)</i> Success is a feeling of accomplishment. Achieving goals I set for myself. <i>(staff supporting work-based learners)</i> Success is not completion – it is getting to where you need to be right now. <i>(community-based stakeholder)</i>
Ready for the job Getting a good job	<ul style="list-style-type: none"> Success is readiness to be put straight into workplace. <i>(campus/online learner)</i> Success for me is having enough information to put into my job. <i>(international/refugee campus/online learner)</i> Completing and getting a job and being able to provide for my son is what success looks like for me. <i>(campus/online learner)</i> Success is a job to me; a sustainable job. <i>(Māori staff supporting Māori learners)</i>

Opportunity	Learning needs to fit in with the learner's commitments and lifestyle.
13	How might study schedules be tailored to personal lifestyles and be supported by a plan that can adapt?
Insights– all voices to guide design	Statements
Fitting in with lifestyles Learners want to work in a way that fits around their study commitments. Study schedules need to fit in with personal routines and lifestyles. Transportation to faraway locations can take time and energy.	<ul style="list-style-type: none"> I work full time and study part time. I am inching my way through slowly, it will take longer, but that has allowed flexibility. <i>(Māori campus/online learner)</i> Sometimes had a study day. Trying to study on top of invoices and other paperwork. <i>(work-based learner)</i> I got a part time job helping my Uncle after school – leaving at 2pm to work, mowing lawns until 6.30pm. I'd give Mum all the money so she didn't have to worry. <i>(Pacific campus/online learner)</i> Study on job is a benefit. I could chip away at degree. Whānau hadn't studied but friends were doing studies. <i>(Māori campus/online learner)</i> It was quite hard trying to manage your time, especially if you are starting a new job and you're still trying to find your feet. <i>(work-based learner)</i> They have different patterns, e.g., drivers start at 2am, finish 4pm or they can do 60–70hrs per week <i>(staff supporting work-based learners)</i> Probably transport. Some of us have to cross great wall of China to get here. I walk here every day – takes an hour <i>(Māori campus/online learner)</i> You're also tired by the time you get home and then you need to open your books after work to study. It was very hard trying to find that motivation to do your readings and then write out your assessments. <i>(work-based learner)</i>
Planning Planning dedicated time for study and other commitments is important. Making timetables available earlier helps learners plan and build the scheduling around their life responsibilities. Learning needs to fit in with life-changing events.	<ul style="list-style-type: none"> Separated out paperwork and study to divide time well. <i>(work-based learner)</i> Work 9 days and on the 10th they're released for study. <i>(staff supporting work-based learners)</i> Not knowing the timetable makes it very hard with childcare, working part time etc... Having them early so we can discuss it with students is so important. <i>(staff supporting campus/online learners)</i> Poverty and housing – if you don't have a home to live in you are couch surfing – it is impossible to learn. <i>(staff supporting campus/online learners)</i>

Opportunity	When work-based training aligns with required on-the-job tasks and time is allocated to study, apprentices find it easier and more enjoyable to complete.
14	How might time be allocated to study and training to aligned to on-the-job tasks in work-based training?
Insights– all voices to guide design	Statements
Relevant training When work-based training complements and relates to everyday tasks, learning is more relevant and enjoyable. Employees learn new skills during traineeships and apprenticeships that benefit the employer.	<ul style="list-style-type: none"> I have time in worktime that my boss gives me to do study. <i>(work-based learner)</i> Doing the cleaning safely and customer services helped them understand the breadth of what they are doing and the scope of what they do. I could have talked them through it, but the training supports them through it. <i>(staff supporting work-based learners)</i> Having the knowledge to be able to use this in the workplace. Learning the basics through study has helped me get to the guts of the job. <i>(staff supporting work-based learners)</i> Being able to use a real life example and continued support from people who have done the same study as me. <i>(work-based learner)</i> When you put it [content] in layman terms and relate it to the workplace that really helps. <i>(staff supporting work-based learners)</i>

	<ul style="list-style-type: none"> Smaller businesses might not have enough policies, trainees can put their work to practice. <i>(staff supporting work-based learners)</i> Apprentices can work and earn money and come from all walks of life, support family, etc, which is quite an enabler. <i>(staff supporting work-based learners)</i>
Time allocated Work-based learners who are given time to study during worktime find it easier to get through the course-work.	<ul style="list-style-type: none"> I have time in worktime that my boss gives me to do study. <i>(work-based learner)</i> Affording the time is an issue; people need to be off the shop floor or travel too far for the workshop. In the regions, it's very hard as workshops might require an overnight stay, or there's only 1 or 2 staff and they can't afford them to be away. <i>(staff supporting work-based learners)</i> A really good thing worth considering is if the learner could incorporate a study day/week per month on worktime. <i>(staff supporting work-based learners)</i> Having more time out of the workplace to learn might be better so they have the time they need. <i>(staff supporting work-based learners)</i> Time is the big one – trying to do it on the job. <i>(staff supporting work-based learners)</i> Might be too many apprentices compared with actual tradesmen. <i>(work-based learner)</i>

Opportunity 15	There needs to be access to clear information at the right time throughout the learner's journey.
	How might we provide a known place for easy and relevant information, provided at the right time to help learners confidently respond and make choices?
Insights– all voices to guide design	
Enrolment and preparation Learners need clear and timely information about entry requirements. Learners need information to help match their study choice and eligibility with a programme. Clear, relevant and updated information helps with timely planning of the learning pathway.	<ul style="list-style-type: none"> Mixed messages from both sides (admin v dept) regarding admission criteria. Confusing for students, <i>(staff supporting campus/online learners)</i> One of the issues is the info for students – they don't know how it [course] will fit their needs. <i>(staff supporting disabled learners)</i> I probably would have changed my mind... we want to know what we're getting into. <i>(Māori/Pacific campus/online learner)</i> My challenge was where to start / get the information. So much info out there. I was whakamā so I stayed in the comfort zone. <i>(Pacific campus/online learner)</i> Having more clear info about our services available. <i>(staff supporting campus/online learners)</i>
Throughout study Learning providers need to give timely support and information for learners to get prepared. Learning providers need to share information with learners so they know what is going to happen and there are no surprises. Helping learners to make time-bound decisions requires timely/specific information and guidance. Learners need access to clear information and communication with time to read at their own pace.	<ul style="list-style-type: none"> I find that some of my learners are pretty well prepared when I get to my first induction visit. Before I arrive, they get sent an email with lots of information about the online training/[ITO] portal. <i>(staff supporting work-based learners)</i> We got a clear orientation – what to expect for the year. It was good. <i>(Pacific campus/online learner)</i> All the information for the paper was coming in dribs and drabs, and I also realised that were people already on the course, but that were doing the same papers. <i>(Pacific campus/online learner)</i> They don't know what they don't know. They need good information such as childcare or [how to] understand the technology needed to complete assignments. <i>(staff supporting campus/online learners)</i> The course was due to start on the 2nd, but because my enrolment was confirmed on the 3rd I only got access to materials on the 3rd. <i>(Pacific campus/online learner)</i> Having access to clear information I could access read and at my own pace and understand <i>(disabled learner)</i> When they get hardcopy of all their units together that can be daunting – we tell them to put aside until we need them. Paper and wording are the barrier. As ITA [Industry Training Advisor] we help them interpret the work and workload. <i>(staff supporting work-based learners)</i>
Whānau Whānau support is important. Early kōrero and information means whānau can support the learner well.	<ul style="list-style-type: none"> Once family's onboard 100%, will do anything to support education. <i>(Pacific staff supporting Pacific learner)</i> Require whānau to come to interviews – what it means to be a student – provide support. <i>(Māori staff supporting Māori learners)</i>
Examples Website information could be more helpful. The open and info days were useful to make my decision.	<ul style="list-style-type: none"> Finding info about courses you want to do – the website is hard to find out what you want to do. <i>(Māori campus/online learner)</i> Webpage questions about information makes it easy. <i>(staff supporting campus/online learners)</i> The open day provided a lot of information on different study, we got a tour and talked about IT – was very useful. <i>international/refugee campus/online learner)</i>

Opportunity 16	Some employers, trainers and tutors do not have the general teaching, specialist or cultural skills to enable learning potential.
	How might employers, trainers and tutors have the general teaching, specialist and cultural confidence, capability and credibility to maximise learning potential?

Insights– all voices to guide design	Statements
<p>Work experience</p> <p>The quality and range of on-the-job learning opportunities apprentices have is determined by the employer.</p> <p>Access to evidence and manager for verification can be a barrier.</p> <p>Employer interest and support during work-based training is an important contributor to the motivation and success of learners.</p> <p>Employer attitudes about the value of learning can limit or enhance learning potential.</p> <p>Support for employers is necessary to ensure they can meet the on-job training needs of learners.</p> <p>Learning is often considered by the employer as being second to work demands.</p> <p>Work-based learners who are given time to study during worktime find it easier to get through the course work.</p>	<ul style="list-style-type: none"> • Employers sometimes work together to provide the range of training required. <i>(staff supporting work-based learners)</i> • Company tends to not provide enough training. This is demotivating. Need to train better. <i>(work-based learner)</i> • Sometimes they don't have a manager in their store so they have to get verification by their area manager. <i>(staff supporting work-based learners)</i> • I've had a trainee say to me that "no one here [at workplace] is interested in what I'm doing". <i>(staff supporting work-based learners)</i> • I find that whenever their managers are engaged and explain it well and set up a progress plan, the trainees do engage well and build confidence. <i>(staff supporting work-based learners)</i> • Employers see apprentices as workers rather than apprentices. <i>(staff supporting work-based learners)</i> • Resistance from employers thinking of it as to losing their 'employee' to a 2-week block course, rather than sending their apprentice to block course to learn skills. <i>(staff supporting work-based learners)</i> • They want people that work quickly and get it perfect every time. But that doesn't always work. <i>(disabled learner)</i> • There are so many employers who can't or don't know how, or are confused about how to treat or work with someone who is the same, but different. <i>(disabled learner)</i> • For businesses who have not had apprentices before or for ages, need support about process and how to work with apprentices. <i>(work-based learner)</i> • Would be useful for the pastoral care package for trainees to include some amount of help for employers as well. <i>(staff supporting work-based learners)</i> • Don't change the current 1:1 care for employers and trainees. It can take up to a year to solidify how each workplace prefers to be interacted with and this opens the door for better interactions. <i>(staff supporting work-based learners)</i> • Hard to teach the variety of work needed for assessment, if employer needs to do urgent or 'work' that brings in money. <i>(staff supporting work-based learners)</i> • The training is second in line to the customers. <i>(staff supporting work-based learners)</i> • I have time in worktime that my boss gives me to do study. <i>(work-based learner)</i>
<p>Tutors and staff</p> <p>Ongoing mentoring and training are needed for tutors to stay relevant.</p> <p>It is unfair when new tutors have to teach before learning how to teach.</p> <p>Specialist cultural, disability and mental health training should be provided to tutors.</p> <p>My tutor is unkind and does not care about my situation.</p> <p>Staff struggle with the workload supporting learners requires of them.</p> <p>The lack of workplace-experienced trainers and time pressures in industry can mean basic skills and the time it takes to learn them could be lost.</p> <p>Peer support, mentoring and tutoring helps.</p>	<ul style="list-style-type: none"> • I don't want to be taught by someone who doesn't know. I want to know that they have industry experience. We have one tutor who doesn't have as much experience and it's noticed <i>(Māori campus/online learner)</i> • The relevance of what we are learning to what is out there. Some tutors might need to update. <i>(campus/online learner)</i> • It is unfair for our students when tutors come straight off the street to teach. <i>(Māori staff supporting Māori learner)</i> • We have some staff who start on a Monday then teach the next day. <i>(staff supporting campus/online learners)</i> • Tutors are there for their ability, but don't share knowledge well. They need a period to learn how to teach. <i>(Māori staff supporting Māori learners)</i> • At other ITPs they do more for mental health training and more practical. <i>(disabled learner)</i> • I would like to see a system that better supports tutors to better develop relationships [rather] than just teach. <i>(staff supporting campus/online learners)</i> • My tutors were great but pastoral care was a bare minimum. There needs to be more education for pastoral care staff. <i>(staff supporting campus/online learners)</i> • My experience with lecturers, you get good ones, but some are on a power trip. <i>(disabled learner)</i> • Have some staff who say "I don't want those students in my course." <i>(staff supporting disabled learners)</i> • My big one has always been time. I'm really fatigued from staying up all night on assignments and I get sick from that. I've told tutors but they don't give an extension or care how it gets done. They just care that you do it. <i>(disabled learner)</i> • The workload has stayed the same ... but this is now about our mental health. <i>(Pacific staff supporting Pacific learners)</i> • I feel I can't do my job to the best because there are too many students. <i>(Māori staff supporting Māori learners)</i> • I am the only person here looking after Pacific learners. It is a struggle getting to them all; some miss out <i>(Māori campus/online learner)</i> • [ITO] looking for apprentices to be their best but industry does not have the time and staff to keep pushing them. <i>(staff supporting work-based learners)</i>

	<ul style="list-style-type: none"> • There are a lot of apprentices coming into all industries at the moment and not enough experienced ones/trainers. <i>(staff supporting work-based learners)</i> • Contact with other apprentices is helpful. <i>(staff supporting work-based learners)</i> • Study hubs are good, especially for women. They feel supported. <i>(staff supporting work-based learners)</i>
<p>Cultural competence Tertiary education needs to be prepared for the growing number of Māori and Pacific learners coming through the kura system. Applying a kaupapa Māori worldview that may exist alongside my learning is dependant on a number of factors. Māori and Pacific learners can be marginalised. An authentic Māori experience may require an organisational culture that raises and permeates tikanga Māori, te reo Māori, whānau and manaaki values. Learners need a system that provides a space where cultural identity is lived, visible, encouraged and celebrated. Pacific learners and the strategies that support them can get lost in the system.</p>	<ul style="list-style-type: none"> • Māori and Pacific populations are growing rapidly. So how are we aligning tertiary education when the system is currently failing our people? <i>(Māori staff supporting Māori learners)</i> • But the way I was taught was not based on Māori or Pacific frameworks because in my industry there was no inclusiveness with Te Tiriti. <i>(Māori campus/online learner)</i> • Not everyone in our class gets why we learn [tikanga etc] but it makes sense to me. <i>(Māori campus/online learner)</i> • One tutor uses te reo just because I'm there, the only Māori student in class. <i>(Māori campus/online learner)</i> • For us, one of our classes had a lot to do with te ao Māori and having a Pākehā tutor was quite hard. <i>(Māori campus/online learner)</i> • [[Pākehā tutor for te ao Māori] Some of it was like "that's not what I was taught". <i>(Māori campus/online learner)</i> • [Our systems] can marginalise Māori. E.g., some punitive behaviour like locking them out of class if late. <i>(Māori staff supporting Māori learners)</i> • Whakataukī are visible but not practised/embedded. <i>(Māori staff supporting Māori learners)</i> • The system worked well based on tikanga & it has been eroded by a more efficient & corporate approach. <i>(staff supporting campus/online learners)</i> • I did my research and wasn't keen on here [ITP]. It had a bad rep "If you were Māori here you weren't welcome." <i>(Māori campus/online learner)</i> • We went into the marae with our shoes on. That was a bit weird to me. <i>(Māori campus/online learner)</i> • Going from a dedicated space for Māori and Pasifika to a general space. <i>(Māori staff supporting Māori learners)</i> • A perception that they know best what we need. <i>(Māori staff supporting Māori learners)</i> • Pacific stuff can get lost in the system. It would be nice to have it more visible, not lost. <i>(Pacific campus/online learner)</i> • Quite often, our Pacific students are lost in the attention. We have one Pacific learning advisor who is often overburdened with more students. <i>(staff supporting campus/online learners)</i>
<p>Dynamic learning and appropriate content can get the best out of me. Gaps in curriculum include mental health and wellbeing.</p>	<ul style="list-style-type: none"> • We had some amazing, creative tutors to improvise to deliver dynamic learning. <i>(Māori staff supporting Māori learners)</i> • She was not just textbook teaching which was good. <i>(Māori campus/online learner)</i> • They are going to go back to the learning curriculum and include the disability diversity. Given 1 in 4 live with a disability in NZ, I think that is vitally important. <i>(disabled learner)</i> • There needs to be more training around mental health in nursing. <i>(disabled learner)</i>

<p>Opportunity 17</p>	<p>Learners want a whanaunga and manaakitanga relationship with their trainer/tutor, where their circumstances are understood, their strengths are seen, and their trainer/tutor believes they can be successful. This breaks down barriers, reduces stress and leads to engaged learning and motivation to continue.</p>
	<p>How might we support trainers and tutors to understand, care for and believe in their learners?</p>
<p>Insights– all voices to guide design</p>	<p>Statements</p>
<p>Tutor role and impact My tutors see my strengths, push me and believe I can be successful, and this can build my confidence. My tutor is unkind and does not care about my situation. My tutor understands me and what I am going through, which can reduce stress and keeps me coming. Care and manaakitanga from my tutor support my learning. Understanding, respect, patience, care and love from my training/education provider will help me succeed.</p>	<ul style="list-style-type: none"> • They want everyone to succeed – they don't want you to fail – they take 1:1 with you. <i>(Māori campus/online learner)</i> • He doesn't let an assessment be your downfall. <i>(Māori campus/online learner)</i> • The biggest thing we could do for learners is make them into proactive learners. If we give students the skills to be a proactive learner it would make a difference. <i>(staff supporting campus/online learners)</i> • Some tutors get it, others don't. <i>(Pacific campus/online learner)</i> • Our tutors need to connect to our young learners, relate to them, pronounce their name right & build trust. <i>(Māori campus/online learner)</i> • My tutors know when it comes to written assignments they know to keep an eye out for me. <i>(Māori campus/online learner)</i> • Every time my supervisor saw me, she would say "there goes my future nurse". No one had ever said that to me before. <i>(Māori campus/online learner)</i> • The regional lecturer was kind, empathetic, and non-judgemental as a person. She would go out of her way to talk face-to-face in private. <i>(disabled learner)</i>

	<ul style="list-style-type: none"> Tutor puts time and effort in, 50/50 deal. Meet him 1/2 way. Simple expectations but gives 2nd chances to complete it. You put the work in. He's really supportive. <i>(Māori campus/online learner)</i> Being around people who understand me, because they care. <i>(campus/online learner)</i>
<p>Empathy with the learner</p> <p>Pivoting to accommodate the complexities of home life while learning is a .constant stress. Learning needs to accommodate life-changing experiences. Start with knowing the learner and what they need.</p>	<ul style="list-style-type: none"> Things like flatmates and children are deterrents to people doing extra study in their own time. <i>(staff supporting work-based learners)</i> It's been hard – my mum has been sick, they [tutors] didn't support me at all. <i>(Māori campus/online learner)</i> Outside of my course life is a real struggle. <i>(Māori campus/online learner)</i> Housing and addictions are some of the issues learners are dealing with. <i>(staff supporting campus/online learners)</i> I've had people in emergency housing who aren't sure where [they will be able] to study. <i>(staff supporting campus/online learners)</i> Lot of mahi needed to go on the outside to get it on the inside. <i>(Māori campus/online learner)</i>
<p>Relationships and connections</p> <p>Creating and building connections with learners plays a vital role in breaking down barriers. Early support and relationships help. Having a whanaunga relationship with my tutor helps to keep me engaged in my learning. Relationships with learners helps build trust and success.</p>	<ul style="list-style-type: none"> If I was reinventing the system, I would interview each person that was coming into my programme because what they see is totally different to reality. <i>(staff supporting disabled learners)</i> Assign us at the enrolment process with someone who will help us – support us – connect us with counselling at the start. <i>(Māori campus/online learner)</i> I could have done so much more if I'd known earlier [that there was support]. <i>(staff supporting campus/online learners)</i> It's very reactive – I only got support when my grades were plummeting – they came to me then. <i>(disabled learner)</i> Our Māori tutors use Facebook. We message, have yarns. That is whanaungatanga. <i>(Māori campus/online learner)</i> That they're relatable and that they're real. They rock up in their work boots and wipe their noses on their sleeves. <i>(Māori campus/online learner)</i> I've seen new Industry Training Advisors come through and learners ask "Well how long are you staying around?" I had a frosty start with learners thinking "how long are you staying around?" <i>(staff supporting work-based learners)</i> Once you come here, you're part of the whānau. This is invaluable. <i>(Māori staff supporting Māori learners)</i>
<p>Cultural</p> <p>Applying a kaupapa Māori worldview that may exist alongside my learning is dependent on a number of factors. An authentic Māori experience may require an organisational culture that raises and permeates tikanga Māori, te reo Māori, whānau and manaaki values. Māori and Pacific learners can be marginalised.</p>	<ul style="list-style-type: none"> Sometimes feel that way ... "you wouldn't know ... you're white". And that hurts. It gets put the other way ... for people trying to understand. <i>(staff supporting campus/online learners)</i> [Our systems] can marginalise Māori. E.g., some punitive behaviour like locking them out of class if late. <i>(Māori staff supporting Māori learners)</i>
<p>Success and motivation</p> <p>It is important to celebrate success along the whole learner journey. Believe in me and celebrate my success. Motivation is important throughout the learner's journey. Learning needs to prove self-doubt and fear wrong. Mindsets and attitudes can be the strength to get through difficult hurdles. Encouragement and motivation are important supports for completing study.</p>	<ul style="list-style-type: none"> Always rewarding the small steps, celebrate every time handing in an essay, I hate writing them. Rewarding the small things as well as the big things <i>(Māori campus/online learner)</i> People need to believe in me and see that I can do it. <i>(staff supporting disabled learners)</i> I'm motivated to be in [the] army so had to change my mindset. Kick old attitude out the door – a whole new ball game. <i>(Māori campus/online learner)</i> I failed before. I thought I would fail again ... but I proved myself wrong. <i>(Māori campus/online learner)</i> Myself – I'm my biggest critic – thinking of all the reasons not to go into study. <i>(Māori campus/online learner)</i> I don't want my condition to put anyone else out. As long as they have done their best and I can look after myself. But that is just me, people respond differently. <i>(disabled learner)</i> I had to remind myself why I was here when dealing with the difference. <i>(Pacific campus/online learner)</i> Having that support to drag you back to your goals is so important. <i>(community-based stakeholder)</i>
<p>Identity</p> <p>On their journey learners can feel pride in building a stronger sense of identity and want to feel like they belong. Learners need a system that provides a space where cultural identity is lived, visible, encouraged and celebrated.</p>	<ul style="list-style-type: none"> I learnt who I was as a Māori and that started my journey – proving myself as a Māori. <i>(Māori campus/online learner)</i> I am always self-conscious of what I wear, what I eat and what I say. <i>(Māori campus/online learner)</i> There's still some tokenism but it's a process ... mā te wā. <i>(Māori campus/online learner)</i> Still "rescuing missionary" approach – we "know best" mentality <i>(Pacific staff supporting Pacific learners)</i>
<p>Learning needs to be inclusive of learners who are shy or have different ways of thinking.</p>	<ul style="list-style-type: none"> Has taught me not to overthink anything. <i>(disabled learner)</i> I tend to overthink things and then lose myself in what I'm actually doing. <i>(work-based learner)</i>
<p>Learners need to be protected from bullying and intimidation in the learning environment.</p>	<ul style="list-style-type: none"> I got bullied because I had anger issues. <i>(Māori campus/online learner)</i>

	<ul style="list-style-type: none"> • Staff say "I can't have this person – this is a health and safety issue" or "You can't have disabled learners in this course." (<i>staff supporting disabled learners</i>) • There is a bully in our class and even though I brought it up with the tutor, nothing was done. (<i>disabled learner</i>)
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Opportunity 18	There is a growing number of future Māori and Pacific learners who have a strong cultural identity. The colonised tertiary learning experience currently offered may be a barrier to their success.
	How might vocational education ensure that Māori and Pacific learners see themselves in their learning experience and thrive?
Insights– all voices to guide design	Statements
<p>Applying a Kaupapa Māori worldview that may exist alongside my learning is dependent on a number of factors.</p> <ul style="list-style-type: none"> • Coming into a Pākehā environment from te kura can be hard. • Tertiary education needs to be prepared for the growing number of Māori and Pacific learners coming through the kura system. • On their journey learners can feel pride in building a stronger sense of identity and want to feel like they belong. 	<ul style="list-style-type: none"> • Having a Pākehā teaching Māori history was weird at first. (<i>Māori campus/online learner</i>) • It's sad that people drop out. That means less te reo speakers. (<i>Māori staff supporting Māori learners</i>) • [Pākehā tutor for te ao Māori] Some of it was like "that's not what I was taught". (<i>Māori campus/online learner</i>) • We all wanted to learn more about te ao Māori, the history and art (<i>Māori campus/online learner</i>) • I have Māori tutors and they implement tikanga and Māori culture – Te Whare Tapa whā, Te Tiriti – and how we can implement that into our work. This helps me and I can relate more. (<i>Māori campus/online learner</i>) • One tutor uses te reo just because I'm there, the only Māori student in class. (<i>Māori campus/online learner</i>)
Learners need a system that provides a space where cultural identity is lived, visible, encouraged and celebrated.	<ul style="list-style-type: none"> • The environment, I grew up at the KKM [kura kaupapa Māori][school] so it was hard for me to come in to a Pākehā environment – support from the staff [gave me confidence]. (<i>Māori campus/online learner</i>) • Māori and Pacific populations are growing rapidly. So how are we aligning tertiary education when the system is currently failing our people? (<i>Māori staff supporting Māori learners</i>) • Because of the kura system, lecturers will need to be ready for them, there is not enough in the polytechs. (<i>community-based stakeholder</i>) • The kura system means there's a new bunch of skills and talent coming through – be prepared for them. (<i>community-based stakeholder</i>) • A colonised approach alone may inhibit the success and cultural identity of learners. (<i>campus/online learner</i>) • Māori are so colonised – that we are told what success is. (<i>Māori campus/online learner</i>) • It seems quite intentional ... Like they are rescuing us. (<i>Māori staff supporting Māori learners</i>) • We are the only Māori course in NZ with all 3 streams. (<i>Māori campus/online learner</i>) • There has been a process of 'White Washing' – Māori & Pasifika gains. (<i>Māori staff supporting Māori learners</i>)

Opportunity 19	Whānau can be paramount and a valuable source of strength – not just an option or an obligation.
	How might we structure whānau responsibilities and obligations into the learner journey and demonstrate that whānau/ whanaungatanga are a valuable source of strength?
Insights– all voices to guide design	Statements
<p>Balancing commitments</p> <p>Learning must work around study and family obligations. Learners who have study options that fit with their lifestyles are better able to meet family commitments. Commitment to the wellbeing of whānau while studying is demanding and hard to balance. Meeting the responsibilities of study and parenting is a struggle.</p>	<ul style="list-style-type: none"> • How am I going to look after kids and study? (<i>Māori campus/online learner</i>) • I underestimated the juggling of time between lectures and family time, including the time to read and understand everything. (<i>Pacific campus/online learner</i>) • Studies with wānanga while having my kids. Was flexi and fun, free and no barriers. (<i>Māori campus/online learner</i>) • As a colleague and student, often feel you can't attend student events. Sometimes feel guilty for being away from the whānau. (<i>staff supporting campus/online learners</i>) • Unfortunately, I lost my work experience because I had to stay at home and look after Mum. (<i>campus/online learner</i>) • It's scary – my husband works away a lot. I have to organise day-care. Have to jump through hoops to pay for childcare, before and after school. (<i>Māori campus/online learner</i>)
<p>Motivation and support</p> <p>My whānau help and motivate me to succeed. I am influenced and inspired by whānau members, young or mature, succeeding in study. Supportive parenting has paved my way to study. Meeting the expectations of my whānau to succeed are made possible through their support. It is vital.</p>	<ul style="list-style-type: none"> • My kid and myself motivate me. I don't want my kids to see me give up. Every time I look at myself, I keep saying "keep going". (<i>Pacific campus/online learner</i>) • I've studied before and felt uncomfortable and unsupported, but not this time, studying with my cousin beside me helps. (<i>Māori campus/online learner</i>) • That's pretty good motivation, my whānau wanting me to do well. (<i>Māori campus/online learner</i>)

<p>Whānau support is important. Early kōrero and information means whānau can support the learner well.</p>	<ul style="list-style-type: none"> I had a bit of pressure from family. Also seeing my brother going to Uni and seeing him succeed. <i>(Māori campus/online learner)</i> My husband was a big lift, a big support – he said, “Just study.” <i>(Māori campus/online learner)</i> I had to move in with my parents once I committed to coming here. <i>(Māori campus/online learner)</i> Once family’s onboard 100%, [they] will do anything to support education. <i>(Pacific staff supporting Pacific learners)</i>
<p>Values Family is paramount. I was raised knowing this. Though expectations are sometimes unrealistic in my culture, disappointment is not an option. I am an example to my whānau. Family ideologies do not always support or value my love of learning.</p>	<ul style="list-style-type: none"> I was worried about what my family would think. I have an Asian family. I know they want the best for me, and I don’t want to disappoint them. <i>(campus/online learner)</i> My tertiary pathway is put up as an example to my siblings – not necessarily a good thing. <i>(Māori campus/online learner)</i> When my family heard I was studying they said it was a waste of time. Women need to stay at home. But we work hard and study hard. <i>(Pacific campus/online learner)</i>

<p>Opportunity 20</p>	<p>Not having enough Māori and Pacific staff in influential roles, and across the learner journey, has resulted in cultural practices not being authentic and embedded in the learner experience. A partnership approach is critical.</p>
	<p>How might Māori and Pacific staff practice, values and strategies be encouraged, visible, lived and celebrated?</p>

Insights– all voices to guide design	Statements
<p>Māori and Pacific staff need to be in influential roles and across the learner experience so that learners can see themselves in the staff they engage with. Cultural practices versus constructs of time and money is often a distraction. For our future generations, Pākehā and Māori need to learn how to work in partnership. An authentic Māori experience may require an organisational culture that raises and permeates tikanga Māori, te reo Māori, whānau and manaaki values. Pacific learners and the strategies that support them can get lost in the system. Learners need a system that provides a space where cultural identity is lived, visible, encouraged and celebrated.</p>	<ul style="list-style-type: none"> Māori and Pasifika don't see themselves in the people here when they come. <i>(Māori staff supporting Māori learners)</i> When they came in and see Māori faces, it's about building connections & relationships. We used to do this well before & now this is missing at this place. <i>(staff supporting campus/online learners)</i> 40% Māori/Pasifika students but employing staff in enrolment who are not Māori or Pacific. <i>(Māori staff supporting Māori learners)</i> More diversity in staff. Good to see a similar face who understands the cultural background of us. <i>(Pacific campus/online learner)</i> We used to have a Māori and Pacific member on all interview panels, but they don't anymore. We need to look at recruitment strategies. <i>(Pacific staff supporting Pacific learners)</i> But my uncle said it had changed, there were real Māori here (not rent-a- Māori) so I came down. <i>(Māori campus/online learner)</i> The polytechs need more Māori staff in the influential roles. <i>(Māori campus/online learner)</i> When Māori staff are employed, they are on the lower end of the pay scale. If we are thinking about our students, we should think about that. <i>(staff supporting campus/online learners)</i> Be great if they understood we need two weeks for a funeral. <i>(Pacific campus/online learner)</i> No funding for food for our wānanga. We supply food for ourselves. It's only slightly changed. <i>(Māori staff supporting Māori learners)</i> I have been embarrassed to let tutors know when I have a tangi because they don't get it. <i>(Māori campus/online learner)</i> Some tutors will stand up for Māori and challenge other students. But only one does it a lot. <i>(Māori campus/online learner)</i> The decolonisation courses were born here, yet we don't deliver [them]. <i>(Māori staff supporting Māori learners)</i> Cooking food meant we lost time teaching. Almost 48hrs down the drain because of cooking on a noho marae. <i>(Māori staff supporting Māori learners)</i> Important to figure out how these two worlds can come together. Will be important for kids and future generations. <i>(Māori staff supporting Māori learners)</i> Relationships with Māori and Pākehā – learn how to be in a partnership with each other. <i>(Māori campus/online learner)</i> Whakatauki are visible but not practiced/embedded <i>(Māori staff supporting Māori learner)</i> Whakawhanaungatanga is not nurtured. It's not being full supported on an institutional level <i>(Māori staff supporting Māori learners)</i> I've heard a lot of staff are set in their ways. Not open to change. <i>(Pacific staff supporting Pacific learners)</i> (Māori) students go to TWA for that full Māori experience. <i>(Māori staff supporting Māori learners)</i> There is not enough authentic Māori experience. <i>(Māori staff supporting Māori learners)</i> I don't hold those values. We need more of Māori values. <i>(prospective learner)</i>

Opportunity 21	Rigid assessments do not set learners up for success. Assessments need to be an opportunity to reaffirm learnings, weave in personal knowledge, and be relevant to study, paced out and marked consistently.
	How might the content, method and timing of assessments be a fair way to re-affirm relevant learnings?
Insights– all voices to guide design	Statements
<p>Content Assessments can be hard. Sometimes missing out on an assessment can mean it's over. Assessments that are relevant, can expand my thinking and reaffirm what I know put less pressure on me. Life skills should be recognised and credited. When completing assessments, you can't bring in your own background, thoughts or dialect.</p>	<ul style="list-style-type: none"> • Sometimes our head is full-on and lecturers rush during assessment time. <i>(disabled learner)</i> • In hairdressing if you fail one course, you fail the whole thing – with that pressure I feel like I am a bit slow sometimes and I really don't want to fail this, and then I won't want to keep continuing. <i>(Māori campus/online learner)</i> • I understand my role and what I do a lot more. Reaffirming what I already know and what I'm already doing. <i>(work-based learner)</i> • Here assessments are more spread out so not all squashed in one week. <i>(campus/online learner)</i> • A whānau member asked can my life skills be recognised as practical credits towards a course? <i>(community-based stakeholder)</i> • You're not always 'allowed' by a tutor to put your own feelings/thoughts into an answer. <i>(Māori campus/online learner)</i> • You want to be able to put yourself into it – want to bring own background. <i>(disabled learner)</i> • The rigidity of assessment and one size fits all misses the point. Language is difficult to comprehend. The context of learning to begin <i>(staff supporting campus/online learners)</i>
<p>Process Assessment information and feedback encourage me and make me feel able. When assessment re-sits are fair and not all at once, they are an enabler. When completing assessments, you have to consider how different tutors mark. When you have a disability, exam time can be exhausting and that can make me crash and burn. Changes to lectures, lecturers and assessments create instability and stress. Assessments in my workplace (not somewhere unfamiliar) are easier. Digital assessments are helpful when not too long. Squashed together assessments are nerve wracking, it helps when assessments are spread out.</p>	<ul style="list-style-type: none"> • I was very surprised by how giving they are with the information that is needed to fulfil requirements and assignments. <i>(Māori campus/online learner)</i> • [Assessor] she came to my workplace to do my practical exam approximately one year after I started, which made life a lot easier as I was in my own work environment. <i>(work-based learner)</i> • The tutor wrote some notes on the side of my assignment. Those were real good points, so going into the second assignment, I felt more able. <i>(Māori campus/online learner)</i> • We do things that don't help learners like saving reassessments to the end of the course. <i>(staff supporting campus/online learners)</i> • I felt this was unfair. Re-sit should be a full re-sit ... I could have got 5 of my 6 marks I needed from improving my answer for Question 1 yet I wasn't offered that as an option. <i>(Māori campus/online learner)</i> • You have to learn the needs of each tutor and write to that as they are all different. <i>(Māori campus/online learner)</i> • One tutor will slam me for spelling and grammar and the other won't care. <i>(Māori campus/online learner)</i> • I have 4 exams coming up. All worth 40–50%. I can do really well all year then crash and burn in a week. <i>(disabled learner)</i> • I get exhausted during exam time. If I am getting A's and B's in assessments, and D's in exams, I am not the problem. <i>(disabled learner)</i> • Changes in the lecture times, the assignments, changing the messages. I think that some of the professional standards have gone by the wayside. <i>(Māori campus/online learner)</i> • This [going to another workplace for assessment] was quite daunting as it was the first time I had worked with babies as I hadn't had the opportunity in my own workplace. <i>(work-based learner)</i> • We did some assessments online which was helpful. Typing instead of writing – it was good. <i>(campus/online learner)</i> • I'd love tutors to communicate with each other about assignment dates, they need to spread them out – one assignment goes in and then another one starts. <i>(Māori campus/online learner)</i>

Opportunity 22	Course content needs to be relevant to learners and their chosen fields of work and their goals.
	How might we ensure the learning content builds the confidence of learners and is relevant to their mahi?
Insights– all voices to guide design	Statements
<p>Content and relevance Content is not always relevant, current or specific to my field. Practical learning can build my knowledge and confidence. Learning can be easier when it is relatable back to mahi. Level 3 and 4 programmes can be so intense and condensed they create stress, reduce enjoyment and are a barrier to completion. Dynamic learning and appropriate content can get the best out of me. Gaps in curriculum include mental health and wellbeing.</p>	<ul style="list-style-type: none"> • You're sitting in a class but it's not about the assignment that's due. <i>(Māori campus/online learner)</i> • They were not specific to the job I do as the papers weren't specific for that position either. <i>(work-based learner)</i> • Practical learning is good for my confidence. <i>(international/refugee campus/online learner)</i> • When we are working on a topic we get to do things in the lab – it's relating back to study. Without that it would be harder to learn. <i>(Māori campus/online learner)</i> • For my role we deal with a wide range of ages but not rest-home care. I looked at it and thought I know nothing about this. <i>(work-based learner)</i> • We come from different backgrounds and they rush everything and don't give us time to learn. <i>(Māori campus/online learner)</i>

	<ul style="list-style-type: none"> • But it's too hard to build a foundation in 6 months. If I did it in one year I would have retained more information. I would change that personally for me. <i>(Māori campus/online learner)</i> • The tutors are always learning something new, so when they come back in they teach it to us. <i>(Māori campus/online learner)</i> • Wellbeing – key part of all programmes. <i>(Pacific staff supporting Pacific learners)</i>
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Opportunity 23	Learners want better connections with employers and more workplace learning experiences so that more doors or opportunities will open and they are prepared for employment.
	How might we connect learners with employers to be better prepared for employment?

Insights– all voices to guide design	Statements
Connections and opportunities Learners want to have better connections with employers and more workplace experiences. Work placements open doors of opportunity and provide valuable real-world experiences. An apprenticeship will often come from employment. Improving employment for qualified learners with disabilities is vitally important.	<ul style="list-style-type: none"> • I can't go out at get the experience I need without an apprenticeship. I need to be able to connect with employers. <i>(Māori campus/online learner)</i> • It would be good if a big company picks us for apprenticeship so we study and work alongside them. <i>(campus/online learner)</i> • At kindy [work experience placement] they don't see me as a person with a disability, they see me as a kind-hearted person. <i>(disabled learner)</i> • Historically, often people will take employment knowing that an apprenticeship is available. <i>(staff supporting work-based learners)</i> • Employment for disabilities is really bad, the stats have not moved for years. <i>(community-based stakeholder)</i>
Relevant education – often we are not preparing learners with the skills they need to enter and stay in the workplace. When work-based training complements and relates to everyday tasks, learning is more relevant and enjoyable. Learning can be easier when it is relatable back to mahi.	<ul style="list-style-type: none"> • Work experience is a shock for them. They are not prepared <i>(Pacific staff supporting Pacific learners)</i> • Doing a job interview, what to wear - they don't learn that. Work rights, they don't know. <i>(Pacific staff supporting Pacific learners)</i> • We integrate the training into particular things we want to focus on. <i>(staff supporting work-based learners)</i> • When you put it [content] in layman terms and relate it to the workplace that really helps. <i>(staff supporting work-based learners)</i> • I have course pages open whilst I'm doing my actual mahi, using those concepts. <i>(Māori campus/online learner)</i>
Employer support – support for employers is necessary to ensure they can meet the on-job training needs of learners. Work-based learners who are given time to study during worktime find it easier to get through the course work. Employer interest and support during work-based training is an important contributor to the motivation and success of learners.	<ul style="list-style-type: none"> • For businesses who have not had apprentices before or for ages need support about process and how to work with apprentices. <i>(work-based learner)</i> • So much can be overcome by establishing and maintaining real links with employers – they are the ones who are with the trainee every single day. <i>(staff supporting work-based learners)</i> • Being able to have time during work hours is really handy. <i>(work-based learner)</i>
Support & mentors The tuākana–teina model supports both in their learning pathways. Mentors and role models are beneficial in many learning modes. Work placements would be better if the barriers of cost, travel, moving or access were removed. CV and interview workshops could help prepare for placements and work.	<ul style="list-style-type: none"> • As a tuākana, I have to check in with what they know and go from there. <i>(campus/online learner)</i> • I want to see them really succeed. If I can help them to do their assignments I will. 2 girls have called me Aunty now. <i>(Pacific campus/online learner)</i> • Role models are important. It is good to have someone who has confidence and shares how to do it <i>(Māori campus/online learner)</i>

Opportunity 24	The need for access and support to use technology can be varied across learners and can impact engagement with learning.
	How might we ensure support can be accessed by learners who cannot or choose not to use technology?

Insights – all voices to guide design	Statements
Access to technology There needs to be easy access to the right technology and internet. Access to a laptop and Wi-Fi enables learning. During COVID-19 technology access got in the way from learning. No laptops or digital support is a barrier.	<ul style="list-style-type: none"> • Not all learners have internet access or a computer. This has been addressed in many cases with loan devices. <i>(staff supporting work-based learners)</i> • My laptop broke down just before lockdown. Nothing was done so I had to do it all by writing. <i>(Māori campus/online learner)</i> • We need more accessible technology. <i>(disabled learner)</i> • With Covid my challenge was we have no Wi-Fi – but used the school next door's Wi-Fi which they shared and was a blessing. <i>(Pacific campus/online learner)</i> • In Covid the technology wasn't always compatible – Mac v PC. <i>(disabled learner)</i> • We've also had to develop different tech skills (e.g., on smart phones) to help them. <i>(staff supporting work-based learners)</i> • Have a laptop to do work at home – now I do thanks to [ITP]. <i>(Māori campus/online learner)</i>
Support to use technology	<ul style="list-style-type: none"> • I was one of the guys that didn't know how to use a computer, took 6 months to learn. <i>(Māori campus/online learner)</i>

There needs to be support to use different technology. Social media can inhibit engaged learning.	<ul style="list-style-type: none"> IT support for students who are not active. Many students still don't know the basics. <i>(Māori staff supporting Māori learners)</i> Technology is inhibiting learners from engaging in learning (social media, distraction). <i>(staff supporting campus/online learners)</i>
Tech to enable learners with different abilities Software, tools and literacy to use them can enable learners with disabilities to excel.	<ul style="list-style-type: none"> I have recordings which help with my short-term memory. I can go through and visually see things like the coding classes/ tutor notes again. <i>(disabled learner)</i> Using my thumb knuckle is fine for my needs now but if I was doing more intense work I'd try speech recognition. It's just not worth it right now to try. <i>(disabled learner)</i> There's an app "live transcribe" that can translate from an audio recording. So later on I can read it through, which I'll use this in the shorter sessions when there is no interpreter. <i>(disabled learner)</i>
Engagement with learning Technology gave people an opportunity to engage during COVID-19. When my online platform limits my learning, it is frustrating. Some e-learning platforms save time and better serve learners.	<ul style="list-style-type: none"> The opportunity Covid gave us was that tutors were able to engage with their learners and learn about their circumstances. Chance to see what their home life is. A lot closer connection between tutors and taurira. <i>(Māori staff supporting Māori learners)</i> The community forums [for a] could be a little bit more well used for idea sharing. But on the whole it's really good. <i>(work-based learner)</i> Technology is an enabler – Covid has given opportunity for people to engage. <i>(staff supporting campus/online learners)</i> When I started it was online but there were tech issues at their end. Being her first issues this was frustrating as the tech got worse. <i>(Māori campus/online learner)</i> [online learning] It has saved me [employer/assessor] quite a lot of time – marking and assessing is a lot easier. <i>(staff supporting work-based learners)</i> [Online learning platform] The person who is doing the training we can see online and tell what is not going well and where people need help. Online learning will certainly help in long run. <i>(staff supporting work-based learners)</i>

Opportunity 25	Learning while having a disability can be exhausting. It can take longer, and often course structure is not designed with a variety of learners in mind.
	How might there be allowances for learners with disabilities so they can learn at their best, while ensuring they don't feel different from their peers?

Insights– all voices to guide design	Statements
It takes longer and is harder to complete work with a disability and there are no allowances. When you have a disability, exam time can be exhausting and that can make me crash and burn. Course structure and content is not designed for learners with disabilities.	<ul style="list-style-type: none"> The part of online thing was that I was a nobody, the whole wheelchair thing didn't come into it. But that didn't work as I had to explain why it was hard for me to do certain things. <i>(disabled learner)</i> Sometimes it takes 2-5 times more than an abled person but there aren't allowances. <i>(disabled learner)</i> For any type of disability stigma is a barrier. But I like to know [support] is there and available. <i>(disabled learner)</i> My biggest concern there is the open polytech, or any education system, needs to make sure there is a balance between giving less abled people hope when things aren't as they hoped in the workplace. <i>(disabled learner)</i> I would love to see a course or something developed for employers around disability confidence. Building an organisational architecture that includes that. <i>(disabled learner)</i> I get exhausted during exam time. If I am getting A's and B's in assessments, and D's in exams, I am not the problem <i>(disabled learner)</i> Everything takes a lot longer to do. I am not suggesting there are special dispensations made for those living with a health condition or disability, but it is about the understanding that not everyone can work at that pace and reflecting on that. <i>(disabled learner)</i>

Opportunity 26	Learners with disabilities can be misunderstood and face stigma from their peers, teachers, employers and communities.
	How might we create an environment for learners with disabilities to be understood and belong without stigma?

Insights– all voices to guide design	Statements
Schools have misunderstood learners with disabilities. Learners with disabilities face stigma. Communities, employers and education systems need to understand disability culture and equity.	<ul style="list-style-type: none"> I did not know I had autism until I had turned 40 years old and was one year into my studies. <i>(disabled learner)</i> You might have been told you have a learning disability at school but no diagnosis. <i>(staff supporting disabled learners)</i> Sometimes it takes 2-5 times more than an abled person but there aren't allowances. <i>(disabled learner)</i> For any type of disability stigma is a barrier. But I like to know [support] is there and available. <i>(disabled learner)</i> The name reminded me of high school. Didn't want to be associated with disabilities. I've gotta get over that, don't I? <i>(disabled learner)</i> It is about the understanding that not everyone can work at that pace and reflecting on that. <i>(disabled learner)</i>

Opportunity 27	COVID-19 has had a huge impact on learners and their learning experience. So much online learning, missing practicals, catching up and having to be at home has been a challenge and some have left.
	How might we create learning options that leverage the best of digital and complement other modes of learning?
Insights– all voices to guide design	Statements
<p>Finding motivation and working from home was a challenge during lockdown. Responses to COVID-19 have been varied and impacted delivering what was promised. COVID-19 has had huge impact on what learners have to deal with and has made some leave. Online learning was exhausting and a challenge during COVID-19. Learners missed out on practical experience during COVID-19. COVID-19 has meant some learners have rushed to play catch up or have to finish later.</p>	<ul style="list-style-type: none"> • During Covid I had no motivation to work from home, <i>(disabled learner)</i> • In Covid that was hard. Home is not a good place to focus and study. It is hard to ask questions when you are not with your tutor in the classroom. I need the tutor to be next to me to learn properly, <i>(Māori campus/online learner)</i> • I'd flagged using some budget early (in Covid) but was told to wait for the govt fund. It was upsetting. I can't understand why we couldn't reallocate \$ knowing the funding was coming. <i>(Māori staff supporting Māori learners)</i> • What's happened at all polytechnics has been different in C-19 responses. Unfair. <i>(disabled learner)</i> • After lockdown so many learners did not walk back through the door – they were lost. <i>(staff supporting campus/online learners)</i> • Some classes went on for hours – I can't even recall why we were on Zoom for so long. <i>(staff supporting campus/online learners)</i> • Lot of admin for the Zoom calls then trying to figure out if I was in the right Zoom. <i>(campus/online learner)</i> • Every 2nd week I got a call from "A". Felt a little isolated. It was good to talk to someone. <i>(campus/online learner)</i> • In nursing first year we have labs. In the 2nd year we normally have more practice, but then Covid came and changed that. <i>(campus/online learner)</i> • The majority of our class fell behind. I had 7 failed attempts at the test, but then passed the test. <i>(Māori campus/online learner)</i>

Opportunity 28	Learners can leave education and feel frustrated if they feel their voices haven't been heard.
	How might we continually capture learner feedback to improve the learning experience?
Insights – all voices to guide design	Statements
<p>The system loses quite a few learners. Learners want to have their voices/feedback heard.</p>	<ul style="list-style-type: none"> • I had been studying here in early 90's. Nursing. But stuff happened and I didn't finish it. <i>(Pacific campus/online learner)</i> • There have been quite a few learners with disabilities that have dropped out. <i>(community-based stakeholder)</i> • I talked to some students and they didn't stay around because they couldn't find a park. <i>(staff supporting campus/online learners)</i> • I was given the opportunity to speak to the person in charge, I felt validated and heard. <i>(disabled learner)</i> • It would be good to have student surveys at end of programme to get feedback on the entire experience. <i>(staff supporting campus/online learners)</i> • What happens to students' voice? Do we have student reps? <i>(Māori staff supporting Māori learners)</i>

Opportunity 29	It's not easy to get previous learning recognised when starting a qualification, but it should be.
	How might previous experience be easily recognised?
Insights– all voices to guide design	Statements
<p>Previous life experience is not credited. Life skills should be recognised and credited.</p>	<ul style="list-style-type: none"> • A whānau member asked can my life skills be recognised as practical credits towards a course? <i>(community-based stakeholder)</i> • There was no RPL [recognition of prior learning] that recognised my contributions at home on my marae. <i>(community-based stakeholder)</i> • It takes so long, why? You have naturally gifted people, have respect for their life experiences, value them. <i>(Māori campus/online learner)</i> • My mother was already a nurse to me, I never got my mother back. Studying ... training ... working, I never saw her ... a sacrifice I had to make. <i>(Māori campus/online learner)</i>
<p>Previous learning in system is not credited. Previous learning or credits are often not recognise.d Fragmented services, allowance policy, length of education and the lack of recognition of prior learning can mean learners struggle to stay in the system.</p>	<ul style="list-style-type: none"> • I wanted to cross-credit my UC papers but got told it cost money. <i>(Māori campus/online learner)</i> • I wanted to try and get what I had cross-credited from my degree but I couldn't. <i>(staff supporting campus/online learners)</i> • RPL [recognition of prior learning] – no early credits recognised because didn't have level 3 biology. <i>(community-based stakeholder)</i> • I hear colleagues were RPL'd [given recognition of prior learning] papers. I got none. <i>(Māori staff supporting Māori learners)</i>

	<ul style="list-style-type: none"> Also came across RPL [recognition of prior learning]. Didn't have a good experience so did nothing for a year, as tried to work out what I could do. <i>(Māori campus/online learner)</i> You could start from scratch and it would have been easier. <i>(staff supporting campus/online learners)</i> Students with significant debt, students too whakamā to say anything. <i>(staff supporting campus/online learners)</i>
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Opportunity 30	There is a view that it would be good to have more females in trades, while females in trades warn against the struggles of sexism in the workplace.
	How might more females enter trades and not experience sexism?

Insights– all voices to guide design	Statements
Females in trades Girls should be inspired to see trades as an option in school.	<ul style="list-style-type: none"> Going hard and inspiring more girls. Lots of them are really shy. Getting them up into (provider) and helping them. <i>(campus/online learner)</i> Seeing more girls in trades would be success for me and being more confident out there. <i>(campus/online learner)</i> Start a trades course at all girls' schools to help them. <i>(campus/online learner)</i> Seeing the younger girls wanting to get into trades is really good and wanting them to follow in my footsteps. <i>(campus/online learner)</i> [girls in trades] [provider] going out to schools and saying don't be scared. <i>(campus/online learner)</i>
Sexism Sexism in trade workplaces can be a tiring struggle.	<ul style="list-style-type: none"> Some of the men still struggled with women on a building site even though they are good builders. <i>(work-based learner)</i> Not many women around – all eyes were on me. Tried to work out of sight. Just wanted to get on and do it without being watched. Then got a job in the country and was able to just learn without being watched. <i>(work-based learner)</i> Relationships helped to relax. Made connections with other females by Instagram. <i>(work-based learner)</i> Deal with sexism by being staunch. Also build relationships with the blokes you work with. Need to walk carefully and not lose face with sexism issues. <i>(work-based learner)</i> Boss was really protective. Started working with old men who were stumped by the sight of me. Also got a lot of 1 on 1 time with everyone. <i>(work-based learner)</i>

Opportunity 31	Learning needs to be inclusive of diverse personalities, ages, sexualities and genders.
	How might learning be inclusive and make the most of diverse personalities, ages and genders?

Insights– all voices to guide design	Statements
Learning needs to be inclusive of learners who are shy or have different ways of thinking. Different attitudes and personalities can hold back a class.	<ul style="list-style-type: none"> I tend to overthink things and then lose myself in what I'm actually doing. <i>(work-based learner)</i> I can't remember my first day. For what I know, plus I was shy and had high anxiety. <i>(Māori campus/online learner)</i> I can go on social media to help me with the nervousness. I like technology a lot. I can have a conversation. When I'm alone I use technology to help. <i>(campus/online learner)</i> Intimidation in class – students won't engage due to strong personalities, and don't want to say anything in class. <i>(staff supporting campus/online learners)</i>
Girls should be inspired to see trades as an option in school. Sexism in trade workplaces can be a tiring struggle. There is a need to understand the struggles that queer and disgendered experience in the education system.	<ul style="list-style-type: none"> Seeing more girls in trades would be success for me and being more confident out there. <i>(campus/online learner)</i> Relationships helped to relax. Made connections with other females by Instagram. <i>(work-based learner)</i> Going hard and inspiring more girls. Lots of them are really shy. Getting them up into [provider] and helping them. <i>(campus/online learner)</i> Some of the men still struggled with women on a building site even though they are good builders. <i>(work-based learner)</i> Deal with sexism by being staunch. Also build relationships with the blokes you work with. Need to walk carefully and not lose face with sexism issues. <i>(work-based learner)</i> Boss was really protective. Started working with old men who were stumped by the sight of me. Also got a lot of 1 on 1 time with everyone. <i>(work-based learner)</i> As a queer and disgendered person, we have struggles different from others. I was jealous about other groups as I wanted Rainbow events. I had educate my tutor on queer issues <i>(staff supporting campus/online learners)</i> I was the queer educator and that was concerning. There are so many queer issues I need to learn. <i>(staff supporting campus/online learners)</i>
Diversity makes it possible for tutors and students to learn from each other.	<ul style="list-style-type: none"> The people and environment helps. Different people, age groups, backgrounds, supportive tutor. <i>(Māori campus/online learner)</i>

	<ul style="list-style-type: none"> Looking at the discussions, you see interesting perspectives. That is the only way that you can see or hear other people's thoughts. <i>(Māori campus/online learner)</i>
<p>Different age groups have different attitudes, motivations and barriers.</p>	<ul style="list-style-type: none"> Challenging when student has been in career for a long time, older learner. <i>(staff supporting campus/online learners)</i> The drive – it's a generation thing, some of the younger ones have different motivation. Needs stimulating. <i>(work-based learner)</i> When I'm with adult students, I'm better. <i>(Māori campus/online learner)</i> I think there is an assumption that because I'm an adult, I'd know what to do but I don't, so that was a barrier. <i>(Māori campus/online learner)</i>

Appendix B: Ngā ākongā Māori, me ngā kaihāpai | Focus group sessions - Māori learners and Māori staff who support them

This appendix sets out in full the key insights and opportunities to enhance success for Māori learners, together with supporting statements direct from learners and staff.

Opportunity A	Success in education is wider than just self-gain. Some Māori told us they aspire to use their gains from education for their whānau and communities to prosper, now and in the future.
	1. How might vocational education attend to Māori aspiration for intergenerational wellbeing?

Statements

- Indigenising te ao, so 7 generations from now can prosper. *(Māori campus/online learner)*
- It's about the community – whānau ora and fitness and how I can give back. *(Māori campus/online learner)*
- Success is ... we are here ... resilient to remain here as long as we have. *(Māori campus/online learner)*
- Wealth and money to gain health – don't have to worry about money to spend time with my family *(Māori campus/online learner)*
- And I need wealth to be able to do that. Frees time up to spend time with family. *(Māori campus/online learner)*
- I did this [fitness] for myself and now I'm doing that for others [personal training course]. *(Māori campus/online learner)*
- Success in my team is about supporting the weakest link – I always want to support my people, to enable them to be the best they can be. I don't always see success as meeting KPI expectations. *(Māori campus/online learner)*
- Right now, it's about being able to provide for my family – That's where I want to get to. *(Māori campus/online learner)*
- Being in the best possible position at the time and for those that come after you. *(Māori campus/online learner)*
- If you can assist someone in their journey that is my definition of success – it has a follow-on effect for them and their community. *(Māori campus/online learner)*
- For me, being a tuākana next year, I want to help them through enrolment. *(Māori campus/online learner)*
- I am here to find out now who I am. *(Māori campus/online learner)*
- Their experiences will resonate through the family. If a family member is successful and prospers [in study] we will see their kids come back. *(Māori staff supporting Māori learners)*
- The idea is you're sharing it down, learning what you're learning, passing it down. *(Māori campus/online learner)*

Opportunity HA	Through their journey learners can have positive and negative experiences that impact their wellbeing. It is important to create environments that are physically, culturally, emotionally, and spiritually safe, and to recognise that wellbeing can include the wellbeing of whānau.
	2. How might we support the holistic wellbeing of ākongā?

Statements

Tuakiri – Identity

- No matter what I do, I carry my whānau with me, the mana of my pepehā. *(Māori campus/online learner)*
- Sense of self and belonging doesn't always come at the beginning of the programme *(Māori staff supporting Māori learners)*
- The strength in Māori is that we are more connected and that we haven't lost that link – That is a link that I hold precious. *(Māori campus/online learner)*
- Some coming in didn't even know their whakapapa but coming in to [academy] we learn that, and it helps. *(Māori campus/online learner)*
- I am here to find out now who I am. *(Māori campus/online learner)*
- Iwi can help = contribute to provide iwi mentors or pastoral support. *(community-based stakeholder)*
- For Māori students recognising the tertiary journey will be really supporting them to discover their identity. We need to make time to do this alongside study. *(Māori staff supporting Māori learners)*

Whānau

- If I have an exam and a sick family member, I will have to miss my exam. *(Māori campus/online learner)*
- I'm in that run right now ... catching up ... sick kids ... a 2-year-old *(Māori campus/online learner)*
- There was no support from home to study, so I went straight to work. *(Māori campus/online learner)*
- If I didn't have my cousin, I think I might not have survived. *(Māori campus/online learner)*
- That's pretty good motivation, my whānau wanting me to do well. *(Māori campus/online learner)*

Wairua + Hinengaro – Mental health and anxiety

- When I first started, I was full of anxiety and 2nd guessing myself and questioned myself whether or not I could handle this learning environment. This learning environment was new to me. *(Māori campus/online learner)*
- At uni, I had to move into the hostel. It was emotional. I had left my home. Two long buses – My mum dropped me off. *(Māori campus/online learner)*
- I think my reason I came [to subsidiary] developed through depression. I'm from a bit of a sxxx upbringing. *(Māori campus/online learner)*
- What helped me was that we had tutors who talked about mental health and how we can look after ourselves. *(Māori/Pacific campus/online learner)*
- My anxiety stopped me from going to the class for the first week. *(Māori campus/online learner)*
- 90% of our class have anxiety & depression (increased over the years). Fighting a losing battle with technology, e.g., Google, cell phones, credible info. *(Māori staff supporting Māori learner)*
- I know the feeling about being isolated – long nights staring at a screen, asking, "What does that mean?" *(Māori campus/online learner)*

Opportunity KA	Māori values and principles, for example, whānau, mana, tika, aroha, are integral to the success of Māori learners.
	3. How might we ensure Māori values and principles are inherent in measures of learner success?

Statements

- That's pretty good motivation, my whānau wanting me to do well. *(Māori campus/online learner)*
- What made me get into automotive was my grandfather. *(Māori campus/online learner)*
- Success for me is having skills to contribute to my hapū and my whānau. *(Māori/Pacific campus/online learner)*
- My culture is my strength. A life of struggle but do something now to get something later. *(Māori/Pacific campus/online learner)*
- The strength in Māori is that we are more connected and that we haven't lost that link – That is a link that I hold precious. *(Māori campus/online learner)*
- No matter what I do, I carry my whānau with me, the mana of my pepehā. *(Māori campus/online learner)*
- How I can improve my honour and my integrity, with that will come wealth. *(Māori campus/online learner)*
- Tikanga too ... we work with Ngāti Toa. *(Māori staff supporting Māori learners)*
- People need a hand up rather than a hand out. Values need to be taught. *(community-based stakeholder)*
- Sports was my 'go to'. I had mana in sport. *(Māori campus/online learner)*
- My father brought me up: success is not what you have but who you are and what you do. *(Māori campus/online learner)*
- My learning has been about manaakitanga, whanaungatanga. The values installed in me, what I know to be true. *(Māori campus/online learner)*
- Success is integrity ... how you treat people. Support people. Especially in my line of work. Relationships and connecting with people. *(Māori campus/online learner)*
- [whanaunga] This is success, not just a tohu. *(Māori campus/online learner)*
- Success is being Māori. I'm proud to be Māori. *(Māori campus/online learner)*
- I now want to teach music and be a sound engineer. I want to do that in a Māori environment. *(Māori campus/online learner)*
- Success for me is about achieving, but also about having a sense of belonging, being part of a healthy whānau, participating with each other and having the sense of identity and belonging. *(Māori campus/online learner)*
- Those who come in confident and fluent are recognised as coming from a place of strength in that area, and we look to grow them in other spheres. *(Māori staff supporting Māori learners)*
- Some coming in didn't even know their whakapapa, but coming in to (academy) we learn that and it helps. *(Māori campus/online learner)*
- [Māori] students go to TWA for that full Māori experience. *(Māori staff supporting Māori learners)*
- I am here to find out now who I am. *(Māori campus/online learner)*

Opportunity	Māori aspire to gain a wide range of knowledge and skills to grow themselves, their careers and to have a greater impact.
MA	4. How might we provide opportunities and pathways to develop Māori talent to be entrepreneurial, to govern, to manage, to thrive and to ensure Māori economic and well-being gains?

Statements from Ākonga at the Centre research

- STEM engagement between kura kaupapa, kura-ā-iwi, entrepreneurship embedded into growth mindset to enhance areas of taiao etc. *(Māori staff supporting Māori learners)*
- Success for me I'm using this institution to gain knowledge for me. I'm heavily involved with my hapū. I saw a need for financial management. *(Māori campus/online learner)*
- Success for me is having skills to contribute to my hapū and my whānau. *(Māori/Pacific campus/online learner)*
- Leaving a legacy *(Māori campus/online learner)*
- Education is breaking our people, then when they start study the allowance is rubbish, they can't survive, they break. Their parents are trying to support them financially, but then they break. *(Māori campus/online learner)*
- I'm already successful. I'm rich in my whānau, my hapū, my whenua. I'm here so I can gain skills to manage money. *(Māori/Pacific campus/online learner)*
- I wanted more than minimum wage and not just a job. *(Māori campus/online learner)*
- I wanted a higher paying job. I worked after school in a cafe and knew I wanted more \$. *(Māori campus/online learner)*
- If you don't have that qual on the wall, you have a job, not a career. *(Māori campus/online learner)*
- Education is really important. To be educated because that's how you move forward. *(Māori campus/online learner)*
- My culture is my strength. A life of struggle but do something now to get something later. *(Māori/Pacific campus/online learner)*
- How I can improve my honour and my integrity, with that will come wealth. *(Māori campus/online learner)*
- I want to earn \$ the good way, not shady. *(Māori campus/online learner)*

Opportunity	Vocational learning supports Māori success when it prompts continuous reflection on the hegemony and colonisation within education and takes action to interrupt this.
E	5. How might we enable continuous reflection on the colonising forces within vocational learning and take transformative action?

Statements

- Education is breaking our people, then when they start study the allowance is rubbish, they can't survive, they break. Their parents are trying to support them financially, but then they break. *(Māori campus/online learner)*
- Look at the value. For economic, their economic gains ... not mine. *(Māori campus/online learner)*
- Students are just a number. How do I put you through the door and get the money? *(Māori campus/online learner)*
- Māori are so colonised – that we are told what success is. *(Māori campus/online learner)*
- We put Māori against Māori. That is not success. *(Māori campus/online learner)*
- That same manager tried to do that to me but I said no. *(Māori staff supporting Māori learners)*
- The corporate body does not know what our tutors do [to enable Māori ways of being]. *(Māori campus/online learner)*
- The tutors [Māori] know that it is difficult for Māori to come to a colonised institution like this. *(Māori campus/online learner)*
- [Māori] students go to TWA for that full Māori experience. *(Māori staff supporting Māori learners)*
- I always want to support my people, to enable them to be the best they can be. I don't always see success as meeting KPI expectations. *(Māori campus/online learner)*
- Success is helping people to find their purpose and to be self-determining in their future. *(Māori staff supporting Māori learners)*

- Half-way through 4th form, my Mum said she couldn't take me to school. I was disappointed. I liked learning. *(Māori campus/online learner)*
- I don't want to be stuck at WINZ like my brother. Even though they want you to retrain, they don't let you. *(Māori campus/online learner)*
- Enrolment process was hard out, applying for job, owner of 3 criminal convictions and had to prove why I needed to be here. *(Māori campus/online learner)*
- The way I was taught was not based on Māori or Pacific frameworks because in my industry there was no inclusiveness with Te Tiriti. *(Māori campus/online learner)*
- Māori and Pacific cultural identity is not really looked after in my industry. The first I had learnt was on this course. We used to think there was no need for karakia in my work – just how we rolled – it seemed normal. *(Māori campus/online learner)*
- The language is important – students need to know this information is to help find their pathway. *(community-based stakeholder)*

Opportunity	Strengthened cultural consciousness can lead to greater recognition of Māori strengths and a more accurate appreciation for Māori expectations of relationship with the system and tāngata Tiriti.
HE	6. How might we strengthen staff and employer practice to give effect to Te Tiriti o Waitangi?

Statements

- Our people [Māori] want someone in front of them. Having our staff in the schools, community and making connections and relationships is key. Whānau, transformation, the confidence of our people is important. *(Māori staff supporting Māori learners)*
- All kaimahi (from the Dean, down to kaiako and support) approach tauria from the position that they are enough. They don't need to come in fluent in te reo, they don't need to be confident in their knowledge of their whakapapa. *(Māori staff supporting Māori learners)*
- What is it to be Māori. We look at this – hold accountable *(Māori staff supporting Māori learners)*
- We work from a strength-based model, not a deficit model. *(Māori staff supporting Māori learners)*
- Tikanga too ... we work with Ngāti Toa. *(Māori staff supporting Māori learners)*
- [Because of the kura system] Lecturers will need to be ready for them, there is not enough in the polytechs. *(community-based stakeholder)*
- When I changed to include Māori frameworks in my teaching, our Māori attendance shot up. *(Māori campus/online learner)*
- Looking back if I had not changed to using the Māori frameworks and tools I got from this course ... I think we would have got under 50% pass. I am now strong in ensuring that Māori frameworks underpin with my Māori learner *(Māori campus/online learner)*
- There is a huge difference between whakawhanaungatanga in my class compared to his class and that's because of how he has been treated by the institute. I end up with the ones coming through. I engage more because I have the motivation to do that. *(Māori staff supporting Māori learners)*
- It's slightly changed [with] a new manager who is Māori. *(Māori staff supporting Māori learners)*

Opportunity	Learners bring the impact of colonisation with them to vocational learning. Encountering and raising their awareness of this whilst learning can be healing and empower them as graduates to meet their aspirations for success.
KE	7. How might Māori graduates exit their training empowered with an enhanced consciousness of colonial forces in Aotearoa to give effect to Te Tiriti?

Statements from Ākonga at the Centre research

- I got encouraged to come from family. You can either go to jail or get sxxx together. *(Māori staff supporting Māori learners)*
- Family dynamics have been a barrier. I'm here bettering myself knowing back home that they are still living a toxic lifestyle. *(Māori campus/online learner)*
- I don't want to be stuck at WINZ like my brother. *(Māori campus/online learner)*
- I want to earn \$ the good way, not shady. *(Māori campus/online learner)*
- I don't want what is on my uncle's back ... people assume I do because of my last name ... but I don't. *(Māori campus/online learner)*
- I am here to study te reo as my father didn't speak reo. *(Māori campus/online learner)*
- It seems quite intentional ... "Like they are rescuing us". *(Māori staff supporting Māori learners)*
- I knew if I cleaned myself [up] I could get where I wanted to go. *(Māori campus/online learner)*
- The growth of it all, the growth that I've made, the mentality. *(Māori campus/online learner)*
- Success for me – probably to overcome my demons, overcome my little loose bolts. *(Māori campus/online learner)*
- Got to take responsibility of life, paths. *(Māori campus/online learner)*
- In jail there isn't much to do but when the wānanga came in everyone studied. *(Māori campus/online learner)*
- That was good to leave [jail] with quals so you don't leave so bad. *(Māori campus/online learner)*
- (motivation story) I woke up 1 morning and thought "Fxxx this I want to change." *(Māori campus/online learner)*
- My father brought me up: success is not what you have but who you are and what you do. *(Māori campus/online learner)*
- (motivation) I want to work with inmates because I can relate to them but I couldn't 'cause of my background. *(Māori campus/online learner)*
- It's about the community – whānau ora and fitness and how I can give back. *(Māori campus/online learner)*
- I did this [fitness] for myself and now I'm doing that for others [personal training course]. *(Māori campus/online learner)*
- (motivation story) I'm into sports and started getting into exercise and fitness. I can help other mothers. *(Māori campus/online learner)*
- My colleagues have enjoyed my sharing of what I have been learning about NZ history. It's amazing how it's evolving – how Māori are being recognised, how Te Tiriti is being recognised. *(Māori campus/online learner)*

Opportunity ME	Great support at a variety of stages in the learning journey, mentoring and engagement with graduates and senior learners all help with belonging. More Māori staff at all levels is also a key to enabling a sense of belonging.
	8. How might Te Pūkenga ensure that Māori staff and learners feel like they belong?

Statements from Ākonga at the Centre research

- It's very important our students feel culturally comfortable. *(Māori staff supporting Māori learners)*
- They don't need fluent te reo or knowledge of whakapapa. *(Māori staff supporting Māori learners)*
- For Māori students recognising the tertiary journey will be really supporting them to discover their identity. We need to make time to do this alongside study. *(Māori staff supporting Māori learners)*
- [I am going] Back to study next year, 3 more to go. Pretty confident because I have great support. *(Māori campus/online learner)*
- My first year I asked the tutor and class if I could bring my 9-month-old. As soon as he made a small sound my tutor would yell at me. *(disabled learner)*
- The tutors understand what we are going through, which is important. *(Māori campus/online learner)*
- The lady helped me very much. She took me through different courses. *(Māori campus/online learner)*
- We work in engagement. What works well is the face to face thing. That might be an old school thing. *(Māori staff supporting Māori learner)*
- You can get a lot out of a student when you connect to them. *(Māori staff supporting Māori learners)*
- A programme where older year 2 can come in and share their experiences ... that would be good. *(Māori campus/online learner)*
- An advantage that we have – graduates from "this" programme. *(Māori staff supporting Māori learners)*
- Mature students encourage young ones to want better. *(Māori staff supporting Māori learners)*
- Three-footed support integral – whānau, student, school. *(Māori staff supporting Māori learners)*
- My kura [hooked up the spot with (Business)], my kura has all the hook-ups these days. *(Māori campus/online learner)*
- Going from a dedicated space for Māori and Pasifika to a general space. *(Māori staff supporting Māori learners)*
- Where are Māori? *(Māori staff supporting Māori learners)*
- Success looks like: more staff (Kaitaunaki). Strong teams and strong relationships across teams. *(Māori staff supporting Māori learners)*
- This business "I don't feel Māori enough" – we challenge the perceptions. *(Māori staff supporting Māori learners)*
- 40% Māori/Pasifika students but employing staff in enrolment who are not Māori or Pacific. *(Māori staff supporting Māori learners)*

Opportunity I	In order to succeed, Māori staff and learners' cultural competencies, contributions and motivations must be valued as they navigate an environment that doesn't naturally reflect or recognise them. Factors such as comparisons with Māori-medium education can also influence their sense of empowerment.
	9. How might Te Pūkenga ensure that Māori staff and learners feel empowered to be Māori and that their contributions and successes are valued?

Statements

- Not as mature [then] as I am now. The people and environment helps. Different people, age groups, backgrounds, supportive tutor. *(Māori campus/online learner)*
- I did my research and wasn't keen on here [ITP]. It had a bad rep "If you were Māori here you weren't welcome." But my uncle said it had changed – there were 'real Māori' here (not rent-a-Māori) so I came down. *(Māori campus/online learner)*
- I haven't had too much experience of the pros and cons of learning. I came here to learn te reo for me and my father. *(Māori campus/online learner)*
- I think it's [staff member], he looks like one of the bros. *(Māori campus/online learner)*
- I put him [tutor] up there as a father figure. *(Māori campus/online learner)*
- We did it ... so you did it ... we encourage the students. *(Māori staff supporting Māori learners)*
- Those who come in confident and fluent are recognised as coming from a place of strength in that area, and we look to grow them in other spheres. *(Māori staff supporting Māori learners)*
- That they are enough to be here is a given, then it is our role to create a safe space for them to grow in that self-knowledge and connection to te ao Māori. *(Māori staff supporting Māori learners)*
- One of the biggest barriers for me was being scared of the change. A being here for one year you can see how different it is from high school. Taking me out of my comfort zone. *(Māori campus/online learner)*
- [Online learning] Once you can put a face to a name that was helpful – but otherwise you are a name on paper – so your ethnicity does not matter. *(Māori campus/online learner)*
- I now want to teach music and be a sound engineer. I want to do that in a Māori environment. *(Māori campus/online learner)*
- For me, being a tuākana next year, I want to help them through enrolment. *(Māori campus/online learner)*
- I developed a passion to want to help people, that helped me identify my pathway. *(Māori campus/online learner)*
- They compare themselves to students in other wānanga. *(Māori staff supporting Māori learners)*
- [Māori] students go to TWOA for that full Māori experience. *(Māori staff supporting Māori learners)*

Opportunity HI	Māori want to see themselves more in a variety of ways, such as staff make-up, learning spaces, curriculum and institutional events. Their identity as Māori and the cultural skills they bring with them must also be recognised and reflected.
	10. How might the learning experience and environment reflect the cultural norms of Māori staff and learners?

Statements

- Acknowledge te reo in curriculum *(Māori staff supporting Māori learners)*
- Māori and Pasifika don't see themselves in the people here when they come. *(Māori staff supporting Māori learners)*
- Our school teams are middle-aged, white 90% Māori & Pacific. *(Māori staff supporting Māori learners)*
- That they're relatable and that they're real. They rock up in their work boots and wipe their noses on their sleeves. *(Māori campus/online learner)*

- It takes so long, why? You have naturally gifted people, have respect for their life experiences, value them. *(Māori campus/online learner)*
- No funding for food for our wānanga. We supply food for ourselves. It's only slightly changed. *(Māori staff supporting Māori learners)*
- If you can assist someone in their journey that is my definition of success – it has a follow-on effect for them and their community. *(Māori campus/online learner)*
- It's about the community – whānau ora and fitness and how I can give back. *(Māori campus/online learner)*
- There was no RPL [recognition of prior learning] that recognised my contributions at home on my marae. *(community-based stakeholder)*
- Can we do the learning on the marae ... online? *(community-based stakeholder)*
- A whānau member asked can my life skills be recognised as practical credits towards a course? *(community-based stakeholder)*
- The kura system means there's a new bunch of skills and talent coming through – be prepared for them. *(community-based stakeholder)*
- At pōwhiri, our taura are gifted by their whānau into our care. *(Māori staff supporting Māori learners)*
- Students are handed back complete with their tohu – There is a commitment to whakamana in that process. *(Māori staff supporting Māori learners)*
- We do an assessment around identity as Māori. *(Māori staff supporting Māori learners)*
- Goes back to rewarding our students. *(Māori staff supporting Māori learners)*
- Māori & Pasifika space – want to shift space – take away identity. *(Māori staff supporting Māori learners)*

Opportunity	Tiriti-led relational approaches can lead to more authentic and meaningful examples of partnership. Working in partnership at all levels will lead to solutions and experiences that see Māori thrive and grow.
KI	11. How might we practice partnership with Māori (learners, staff, whānau, iwi/ hapū) to ensure their concerns, priorities and solutions inform mana ōrite decision making at all system levels?

Statements

- Relationships with Māori and Pākehā. Learn how to be in a partnership with each other. *(Māori campus/online learner)*
- There are always those tensions (between Māori and non-Māori). Building relationships with Māori and Pākehā. *(Māori campus/online learner)*
- [Te Pūkenga ELT] Rather [face to face] than emails and business cases, I would rather have a conversation. *(community-based stakeholder)*
- With the merger I hope there are still key players on that ground that we can have robust discussions with. *(community-based stakeholder)*
- Our learners should be able to rock up to the ELT and have a conversation. *(community-based stakeholder)*
- Who advertises in the paper for a kaumatua? *(Māori campus/online learner)*
- We need skills, the org. needs us to get money, we need each other. *(Pacific campus/online learner)*
- I utilise disability services more than [Māori services]. Maybe the 3rd time I went in there [Māori services] someone asked if there was something wrong with me. *(Māori/Pacific campus/online learner)*
- I do get Māori for te reo but most of my students are Pākehā. *(Māori staff supporting Māori learners)*
- I was asking, "Can I learn it my way?" The tutor said you'll have to do it their way. And I got used to that. *(Māori campus/online learner)*
- I was very surprised by how giving they are with the information that is needed to fulfil requirements and assignments. *(Māori campus/online learner)*

Opportunity	When learning experiences acknowledge what Māori learners bring and reinforce their aspirations for success, learners grow and flourish.
MI	12. How might we ensure a mana-enhancing learner experience that grows and protects ākonganga agency (both individual and collective) and self-determination?

Statements

- Sports was my 'go to'. I had mana in sport *(Māori campus/online learner)*
- I'm already successful. I'm rich in my whānau, my hapū, my whenua. I'm here so I can gain skills to manage money. *(Māori/Pacific campus/online learner)*
- I'm not used to that [positive affirmation]. *(Māori campus/online learner)*
- I got a bit of a not so great background – put me in a dark spot. *(Māori campus/online learner)*
- He [tutor] sees us eye to eye. *(Māori campus/online learner)*
- When everything is provided – if you stop – it's on you. *(Māori campus/online learner)*
- My tutor – I thought he would be mad because I was so late – but he was like "it's all good". *(Māori campus/online learner)*
- Mature taura are acknowledged for their life skills and time management. *(Māori staff supporting Māori learners)*
- One of my students got a job – A tuākana helped her to get one. *(Māori staff supporting Māori learners)*
- All kaimahi (from the Dean, down to kaiako and support) approach taura from the position that they are enough. They don't need to come in fluent in te reo, they don't need to be confident in their knowledge of their whakapapa. *(Māori staff supporting Māori learners)*
- Confidence does not come from us ... wear the cloak ... your identity. *(Māori staff supporting Māori learners)*
- Tuākana is part of our culture. When there is change, they still have that. *(Māori staff supporting Māori learners)*

Opportunity O	Māori learners thrive and grow when tutors/trainers are understanding, affirming and passionate about their learners succeeding.
	13. How might teachers and their practices role-model best practice for Māori learner achievement?

Statements

- Only been a māmā. I've only worked (Since 16 yrs old). A barrier – the age that I was. I didn't learn by the way I was taught. *(Māori campus/online learner)*
- One tutor will slam me for spelling and grammar and the other didn't care. *(Māori campus/online learner)*
- He's given me positive affirmation – he told me how good the work was even when it . *(Māori campus/online learner)*
- My tutor is passionate about us and our future. *(Māori campus/online learner)*
- He [tutor] wants us all to be good and give us all the opportunities. *(Māori campus/online learner)*
- By having a tutor that's understanding, it helps lessen the stress load. *(Māori campus/online learner)*
- He doesn't let an assessment be your downfall. *(Māori campus/online learner)*
- Tutor puts time and effort in, 50/50 deal. Meet him 1/2 way. Simple expectations but gives 2nd chances to complete it. You put the work in. He's really supportive. *(Māori campus/online learner)*
- Out on placement, they have tuākana who are graduates. *(Māori staff supporting Māori learners)*
- They start with tuākana-teina. Start as a teina, then move to a tuākana. *(Māori staff supporting Māori learners)*
- You are shifting to be an adult – that conversation can enable the student. *(Māori staff supporting Māori learners)*
- Understand who they are – a nurse, member of whānau – tika & pono. *(Māori staff supporting Māori learners)*
- We work from a strength-based model, not a deficit model. *(Māori staff supporting Māori learners)*

Opportunity HO	There is much diversity amongst Māori learners. The system needs to enhance not reduce Māori diversity. Māori value having space to relate to other Māori, to enhance their culture and identities. 'Space' can be created through people, policy and practices as well as places.
	14. How might we better reflect and foster Māori identity, culture and values in all their diversity?

Statements

- Indigenising te ao, so 7 generations from now can prosper. *(Māori campus/online learner)*
- Success is being Māori. I'm proud to be Māori. *(Māori campus/online learner)*
- The amount of Māori and Pacific staff we see makes us feel comfortable. *(Māori campus/online learner)*
- Tutors I can relate to – more like me, Māori – would be helpful. *(Māori campus/online learner)*
- Every single tutor makes an attempt at MM [mātauranga Māori]/te reo and I love that. *(Māori campus/online learner)*
- I have a whanaunga relationship with my tutors. *(Māori campus/online learner)*
- Having a whānau room here has helped me feel more normal. I went to a Māori boarding school. *(Māori campus/online learner)*
- We all catch up in the [X] room [as Māori] on a Wednesday. I feel lucky for that. *(Māori campus/online learner)*
- There's a sharing of info that occurs. We've got a group messenger. This is my learning whānau and I think it's important to have them around. I like that environment. *(Māori campus/online learner)*
- When I changed to include Māori frameworks in my teaching, our Māori attendance shot up. *(Māori campus/online learners)*
- Here at [provider] they incorporate Māori culture into our experience pretty good, even though I am white Māori. *(Māori campus/online learner)*
- There is not enough authentic Māori experience. *(Māori staff supporting Māori learners)*
- When I did nursing here, I was not supported as a Māori as I needed. *(Māori campus/online learner)*
- I have been embarrassed to let tutors know when I have a tangi because they don't get it. *(Māori campus/online learner)*
- [Māori] Students go to TWA for that full Māori experience. *(Māori staff supporting Māori learners)*
- I understand organisational culture and structure. I can't be a proud Māori here. *(Māori campus/online learner)*

Opportunity KO	'Māori' courses, programmes, and content are often under-supported and 'at risk'. The importance of mātauranga Māori and te reo within teaching and learning is recognised yet often not prioritised or can be deemed difficult to apply.
	15. How might we uphold our obligations to provide, protect and enhance mātauranga Māori in general and in Māori-medium pathways?

Statements

- Tika & Pono – learn walking in that stream – how it occurs. *(Māori staff supporting Māori learners)*
- My learning has been about manaakitanga, whanaungatanga. The values installed in me, what I know to be true. *(Māori campus/online learner)*
- I didn't know my pepehā. I wasn't brought up with it. *(Māori campus/online learner)*
- Came back to NZ from Australia. Learning some of the tikanga and practices. It's been a good experience but I notice the bumps along the road. *(Māori campus/online learner)*
- Those who come in confident and fluent are recognised as coming from a place of strength in that area and we look to grow them in other spheres. *(Māori staff supporting Māori learners)*
- I was surprised by the emphasis on Māori in the course – I didn't realise how important Māori knowledge is in business. You have to think about it and respect different iwi in terms of business. It has contributed to my success – I got a lot out of the course – I didn't know if I would get much out of the course. *(Māori campus/online learner)*
- STEM engage between kura kaupapa, kura and iwi, entrepreneurship embedded into growth mindset to enhance areas of taiao etc. *(Māori staff supporting Māori learners)*
- When I changed to include Māori frameworks in my teaching, our Māori attendance shot up. *(Māori staff supporting Māori learners)*
- I had a different experience, my course was threatened with closure. *(Māori campus/online learner)*
- They [tutors] were doing the paperwork to keep the course open. *(Māori campus/online learner)*
- Our tutors are committed to keep programme available. *(Māori campus/online learner)*
- We are the only Māori course in NZ with all 3 streams. *(Māori campus/online learner)*

- When I was teaching, the first half of my teaching – I hadn't learnt that stuff but I had Māori learners, so we didn't do so well in my first half of teaching. Then in starting the NCATT level 5, I learnt about Pacific and Māori framework – AND the importance to have the frameworks underpinning my lesson plans. *(Māori staff supporting Māori learners)*
- Here at [provider] they incorporate Māori culture into our experience pretty good, even though I am white Māori. *(Māori campus/online learner)*

Opportunity	Māori graduates have unique perspectives that can be strong sources of innovation in industry. Successful outcomes for Māori learners transpire when their unique outlook is fostered, validated and preserved.
MO	16. How might we nurture and protect Māori perspectives to think differently, innovatively and in ways that generate new ideas about vocational learning?

Statements

- Important to figure out how these two worlds can come together. Will be important for kids and future generations. *(Māori staff supporting Māori learners)*
- Require whānau to come to interviews – What it means to be a student – provide support ... Get buy-in from whānau at interviews so can contact whānau in community. *(Māori staff supporting Māori learners)*
- I have a whanaunga relationship with my tutors. *(Māori campus/online learner)*
- We need to recognise that people are hau kāinga in their communities that work informally. "Whaea, can you hook me up with that course?" Perhaps those iwi connections can be formalised. *(Māori staff supporting Māori learners)*
- I have been embarrassed to let tutors know when I have a tangi because they don't get it. *(Māori campus/online learner)*
- Designing a programme in chunks with a Māori focus is a good option. *(community-based stakeholder)*
- Tutors speaking Māori – It's mostly Ngāi Tahu reo, which is cool. But good to cater to all. *(Māori campus/online learner)*
- STEM engage between kura kaupapa, kura and iwi, entrepreneurship embedded into growth mindset to enhance areas of taiao etc. *(Māori staff supporting Māori learners)*
- It has been from a Māori kaupapa base. Even now, talking about merging Māori and mainstream arts. That would be detrimental to me and others. *(Māori campus/online learner)*
- A lot of Māori with learning disabilities don't have an assessment/diagnostic. Not all Māori need a diagnosis. It's having same understanding around how they learn/ *(Māori staff supporting Māori learners)*

Opportunity	Māori staff often contribute 'over and above' in a multitude of ways to the benefit of their learners. Māori learners and community experts/advisors often contribute similarly.
U	17. How might we recognise and enhance the mana and cultural capital of Māori staff, learners and community?

Statements

- When Māori staff are employed, they are on the lower end of the pay scale. If we are thinking about our students, we should think about that. *(staff supporting campus/online learners)*
- What we also need to put in staff recruitment and JDs, the focus of equity. The knowledge, the experience of Māori staff is not acknowledged. *(staff supporting campus/online learners)*
- The polytechs need more Māori staff in the influential roles. *(Māori campus/online learner)*
- We used to have a Māori and Pacific member on all interview panels, but they don't anymore. We need to look at recruitment strategies. *(Pacific staff supporting Pacific learners)*
- They [Māori staff] won't tell you how sweet they are ... The support they offer is huge. *(Māori staff supporting Māori learners)*
- That is only happening because of our tutors who are manaakitanga. *(Māori campus/online learner)*
- Our Māori tutors use Facebook. We message, have yarns. That is manaakitanga. *(Māori campus/online learner)*
- Sharing kai and stories and activities, support for pōwhiri with other students – Whakawhanaungatanga brought together. *(Māori campus/online learner)*
- No funding for food for our wānanga. We supply food for ourselves. It's only slightly changed. *(Māori staff supporting Māori learners)*
- Having our staff in the schools, community and making connections and relationships is key. *(Māori staff supporting Māori learners)*
- We strategically placed people with iwi connections into the initiative that worked. *(Māori staff supporting Māori learners)*
- Iwi can help = contribute to provide iwi mentors or pastoral support. *(community-based stakeholder)*
- Role-modelling or mentoring helps them see success for themselves. *(community-based stakeholder)*
- It becomes overwhelming and draining. Our other tutor got really railroaded by our old manager. He is a good tutor, but he's been hammered for years. The hours (he) worked were overwhelming and that impacted on our students. [He] said last week that it's just a job now. *(Māori staff supporting Māori learners)*

Opportunity	Mātauranga Māori, including te reo and tikanga Māori, can reside and thrive with regular practice affirmation, encouragement and promotion.
HU	18. How might we normalise Māori knowledge, language, tikanga and values within our everyday practices and environments?

Statements

- [Tutors speaking te reo]. However they pronounce, it's great! *(Māori campus/online learner)*
- We can use te reo without worrying. *(Māori campus/online learner)*
- One thing I would change – More te reo across *(Māori campus/online learner)*
- Learned te reo and business, then vice versa. *(Māori campus/online learner)*
- I go on my own to our Māori hub, or to see [Māori tutor] in another dept. *(Māori campus/online learner)*
- Whakatau – should give consistent info on how it works for the family. If you can't make it, can you settle in and connect? *(Māori campus/online learner)*
- Manaakitanga – 100% or nothing! *(Māori campus/online learner)*
- I wanted to do te reo and figured polytechnic was better for that. *(Māori campus/online learner)*

- My te ao Māori is woven all through my course. I take what I am learning and bring it into my everyday practice. It has surprised me how relevant it is and it is developing my mahi as I go along. *(Māori campus/online learner)*
- Yes, I do think that the emphasis on Māori contributes to my current and future success. I felt that I got a lot from the course and wasn't sure that I was going to. *(Māori campus/online learner)*
- I was surprised by the emphasis on Māori in the course. I didn't realise how important Māori knowledge is in business. You have to think about it and respect different iwi in terms of business. It has contributed to my success. I got a lot out of the course. I didn't know if I would get much out of the course. *(Māori campus/online learner)*
- For us, one of our classes had a lot to do with te ao Māori and having a Pākehā tutor was quite hard. *(Māori campus/online learner)*
- My learning has been about manaakitanga, whanaungatanga. The values installed in me – what I know to be true. *(Māori campus/online learner)*
- I was surprised by the emphasis on Māori. *(Māori campus/online learner)*
- We've done a bit of work around marae visits ... I would be OK with that, but how relevant is that to the course? *(Māori campus/online learner)*

Opportunity KU	Paternalism and racism undermine mana ōrite and power sharing. The system needs to take action to deconstruct victim blaming and reflect the growing number and percentage of Māori-medium graduates who want an education that allows them to flourish.
	19. How might we replace structural racism with mana ōrite and power sharing?

Statements

- A perception that they know best what we need *(Māori staff supporting Māori learners)*
- Get student permission to be able to contact their whānau. *(Māori staff supporting Māori learners)*
- Experienced kaimahi have lived with it so long they don't talk about it. The new staff know no different. *(Māori staff supporting Māori learners)*
- It's best to be humble and sit wahangū than challenge the lack of tikanga *(Māori staff supporting Māori learners)*
- Our ex-manager did that – isolation – to all of us. Institutional pressure led to no passion amongst some Māori tutors. It scares me that it's so easy to change [by a non-Māori manager]. *(Māori staff supporting Māori learners)*
- Barriers: [Change in 2018] – done by people who never asked the students or staff. *(Māori staff supporting Māori learners)*
- Funding models and intentions of these are outdated. Need to align to our changing evolving communities. *(Māori staff supporting Māori learners)*
- Success starts at the top. *(Māori campus/online learner)*
- Who advertises in the paper for a kaumatua? *(Māori campus/online learner)*
- Are we going to see more people walking with iwi at the front line? That is how we create better pathways for our Māori. *(Māori staff supporting Māori learners)*
- The environment I grew up [was] at the kura kaupapa Māori school, so it was hard for me to come in to Pākehā environment – support from the staff [gave me confidence]. *(Māori campus/online learner)*
- Māori and Pacific populations are growing rapidly. So how are we aligning tertiary education when the system is currently failing our people? *(Māori staff supporting Māori learners)*
- Tutors don't have self-awareness. *(Māori campus/online learner)*
- [Locking out late students means] our M&P students will miss out as they are always late. *(Māori campus/online learner)*
- More PD with tutors; they don't know why they do things. *(Māori campus/online learner)*
- Tutors aren't made accountable, and they are supposed to be educators. There are good models, but they're not disseminated. *(Māori campus/online learner)*

Opportunity MU	The funding model skews priorities and inhibits Māori voice. This acts against organisational commitment and accountability towards Māori learner success and is more likely to result in 'white streaming'.
	20. How might we embed and protect the mana of Māori voice, decision making and monitoring of outcomes throughout the structures of the organisation?

Statements

- Barrier. The funding model. The ratio of support is not in advantage of tauira needs. *(Māori staff supporting Māori learners)*
- 'Bums on seats' meant a lot of learners were not ready ... needed a lot of extra support. *(community-based stakeholder)*
- A barrier to the success of our tauira is the funding model, where the ratio of kaimahi to tauira is determined by a model used in every nursing/ health programme in our institution. Funding us to the same formula/ratio disadvantages our tauira, in that we are constantly having to prioritise tauira needs versus institutional ones. It is disheartening that there is no institutional recognition of this difference. *(Māori staff supporting Māori learners)*
- Immediately funding buckets are seen as buckets for interventions not to uplift oranga whānui for te iwi Māori. *(Māori staff supporting Māori learners)*
- More funding to be properly staffed, especially for our most at risk students. *(Māori campus/online learner)*
- The ratio of kaimahi and tauira is a barrier. It does not cut our time commitment to tauira. *(Māori staff supporting Māori learners)*
- This in the long run disadvantages programme growth and tauira *(Māori staff supporting Māori learner)*
- Kaimahi have to prioritise tauira over: research, professional development, resource delivery. *(Māori staff supporting Māori learners)*
- There has been a process of "white washing" – Māori and Pasifika gains. *(Māori staff supporting Māori learners)*
- I am the only student advisor [Māori]. I work across all campuses. *(Māori staff supporting Māori learners)*
- I don't come in until the afternoon if a night class, but they expect me to come in early for a pōwhiri. *(Māori staff supporting Māori learners)*
- We really need to look at what we know, funding constraints, budget constraints. *(Māori staff supporting Māori learners)*
- If we are trying to encourage them and support them, in terms of resourcing it's really hard. *(Māori staff supporting Māori learners)*

Opportunity NU	There are numerous barriers in the system. Barrier- and stigma-free access to the right information, service, support and outcomes at the right time are crucial to ākonga Māori success.
	21. How might equity of access, support and outcomes for Māori be structured into the system in positive ways?

Statements

- The way the funding is set up creates a barrier. Esp. for older students. They have to work to afford study and family but can't really do both. *(Māori staff supporting Māori learners)*
- As a full-time student with 5 tamāriki. I can't get a part-time job – For me it is either study or work. *(Māori campus/online learner)*
- There are too many steps for students to get sorted with online. We lose students to this. *(staff supporting campus/online learners)*
- [Enrolment] You can do it if you are tech savvy. But it is not easy if you don't have tech or Wi-Fi. *(community-based stakeholder)*
- It is hard, nearly impossible, to do enrolment on a phone [mobile]. *(community-based stakeholder)*
- I lacked info like timetable, Fees Free. *(Māori campus/online learner)*
- Even though students get all the info they need in an email, they still come in lost. *(staff supporting campus/online learners)*
- Trimester vs semester is a challenge. It does not align with school holidays. *(Māori staff supporting Māori learners)*
- We have 3–4 mums and class starts at 8.30 so people get there at 9.00. Morning routines, lots of kids in the house, not having a car, turning up late. *(Māori campus/online learner)*
- Change the starting time to 9.00am 'cos I take my little sisters to school. *(Māori campus/online learner)*
- We get an info overload in 3 days – who, what, where it can be overwhelming. *(Māori campus/online learner)*
- Access in terms of getting to campus. Options is arriving. Affordability of travel. *(Māori staff supporting Māori learners)*
- There's no one in my class in [another town] so I can't carpool and I'm getting on a bus early in the morning. *(Māori campus/online learner)*
- I know a lot of people who have dropped out because they couldn't get there. *(Māori campus/online learner)*
- A lot of us have to move across the North Island for placement for four months. *(Māori campus/online learner)*
- You're responsible for paying all costs for moving to your placement. *(Māori campus/online learner)*
- In Covid the M&PI students had disengaged by the time the tech fund was accessible. *(Māori staff supporting Māori learners)*
- It is the costs, they have risen. Many have not managed. *(Māori staff supporting Māori learners)*
- I am not entitled to a student allowance. *(Māori campus/online learner)*
- I was welcomed in and set up with meetings to meet tutors which I really appreciated. *(Māori campus/online learner)*
- Maybe during orientation some work could be done to show people what to expect. *(Māori campus/online learner)*
- Going through a planner for the year. *(Māori campus/online learner)*
- Every student should get an income. *(Māori campus/online learner)*
- The online aspects allow them to stay home. *(Māori staff supporting Māori learners)*
- Need to have people available to do enrolment face to face, not waiting on the phone or online. *(community-based stakeholder)*
- A personal education plan gets developed by the enrolments team which we run. *(staff supporting campus/online learners)*

Opportunity PU	Processes and/or guidance can be demoralising and inhibiting and cause barriers to feeling fully welcome, engaged or safe and supported.
	22. How might we embed structures and systems that are empowering to/for Māori?

Statements

- Application: When I rang to follow up they said no-one had looked at it – every time! *(Māori campus/online learner)*
- I had nothing from tech but was being chased by Studylink. *(Māori campus/online learner)*
- You almost need a package that helps students get ready for the enrolment process. *(staff supporting campus/online learners)*
- We joke that the first three weeks of semester we just deal with withdrawals. *(staff supporting campus/online learners)*
- [Enrolment] disclosure of convictions – feel like I am out. *(community-based stakeholder)*
- In the enrolment process when you have had an addiction in the past you have to disclose this. *(Māori campus/online learner)*
- It can be daunting to have your past signed off by someone else (disclosing past addiction in enrolment). *(Māori campus/online learner)*
- Having to verify a document can be a block. *(staff supporting campus/online learners)*
- If you haven't lived with your family for 10 years who can sign it [enrolment]? It is complex for our youth. *(community-based stakeholder)*
- Having enrolment staff sit with students with issues is a big help. *(staff supporting campus/online learners)*
- Some students are anxious about doing the pre-enrolment reading and writing test. I tell them not to worry, explain it is just to help identify their support requirements. *(staff supporting campus/online learners)*
- My first week of study I didn't go (level 3). I wasn't told fully and my anxiety. *(Māori campus/online learner)*
- A lot of students are unaware of the support available. *(Māori campus/online learner)*
- I went straight in without knowing the timetable. I had to ask other students. And then it was information overload. After 4–5 years of not studying. *(Māori campus/online learner)*
- Support the need to do something early with learners. *(Māori staff supporting Māori learners)*
- Engage with whānau earlier. They should be well informed. *(Māori staff supporting Māori learners)*
- I think the uncertainty making timely decisions that don't impact our students. *(Māori staff supporting Māori learners)*
- The other day I took my son to enrol because you want to make enrolments active, need to come into campus. He walked into the front office & he struck the question "Why are you here, why didn't you enrol online?" Many learners don't have support like that around them. They are going into an environment that is disadvantaging them. *(Māori staff supporting Māori learners)*

Opportunity	Time is of the essence. Education and training for ākonga Māori that is inequitably longer than it should be, inhibits ākonga ability to fully participate in society, to flourish economically and to maintain oranga whānui.
RU	23. How might we ensure timely and equitable training and qualification completion timelines for ākonga Māori?

Statements

- Our kids are in education from 5-17 = 14 years of learning, then diploma and degree, another 7 years ... that is 20 years! (Māori campus/online learner)
- One year at level 1 is often too long – and trying. (Māori staff supporting Māori learners)
- "I wish I'd done this 6 months ago" is a common learning. (Māori campus/online learner)
- Uni was too scary. After a year I decided not to go back. (Māori campus/online learner)
- More work up front to support transition early. (Māori staff supporting Māori learners)
- Initially I did a course at a time. Not working toward a degree. That wasn't clear to me. (Māori campus/online learner)
- This put me off and felt like it was a waste of 30 credits. Feel like I've had to catch up. (Māori campus/online learner)
- Now I am keen to get into primary school teaching, 8 years on. (Māori campus/online learner)
- I hear colleagues were RPLd [given recognition of prior learning] papers. I got none. (Māori staff supporting Māori learners)
- I can bypass level 4 and go straight into diploma. (Māori campus/online learner)
- Enrolment was OK, easy because I was a prior learner. (Māori campus/online learner)
- I wanted to cross-credit my UC papers but got told it cost money. (Māori campus/online learner)
- I decided to do it all – shortening my path would have been good. (Māori campus/online learner)
- In a safe environment where students can tell you what their needs are, rather than getting a call 3 months into the course to find out students are not coping. (Māori staff supporting Māori learners)
- Put the work in with students at the beginning – transition plans. (Māori staff supporting Māori learners)
- For L3 students, the bulk of jobs come Sept/Oct, but they are still doing their course. (Māori staff supporting Māori learners)

Opportunity	Ākonga Māori may come with negative previous experiences or low confidence, but they continue to demonstrate strength, resilience, intelligence, agility and generosity. Access to quality services that support their autonomy and maintain their mana are really important.
TU	24. How might we institutionalise a culture of Māori strength, resilience, autonomy and agency?

Statements

- I was a 2nd chance learner, previously a poor student with no connection to education. (Māori campus/online learner)
- I've studied before and felt uncomfortable and unsupported, but not this time, studying with my cousin beside me helps. (Māori campus/online learner)
- The bridging course gave me confidence. I can actually pass. (Māori campus/online learner)
- [First day] we were nervous and excited. We just knew it was going to benefit us in the long run. (Māori campus/online learner)
- But the changes are hard ... the lecturers change ... you get to know them and then they leave. (Māori campus/online learner)
- I wanted to know my timetable but couldn't do that to the degree I wanted. (Māori staff supporting Māori learners)
- [Our systems] can marginalise Māori. E.g., some punitive behaviour like locking them out of class if late (Māori staff supporting Māori learners)
- The polytechs need more Māori staff in the influential roles. (Māori campus/online learner)
- I am the only student advisor [Māori]. I work across all campuses. (Māori staff supporting Māori learners)
- The support has no barrier, we can get it for anything. (Māori campus/online learner)
- Students know that there are support systems here, but students need to move that shame of asking. Its normal and its OK to ask for help. (Māori campus/online learner)
- In my first weeks, what made it easier was having tutors who were passionate. (Māori campus/online learner)
- They want everyone to succeed – they don't want you to fail – they take 1:1 with you. (Māori campus/online learner)
- [helpful tutor] When she marks she explains and gives 2 paragraphs comment – very encouraging. (Māori campus/online learner)
- I wanted to 'pump him up'. Let him know he has skills etc from work experience. (Māori staff supporting Māori learners)
- A tutor wanted him off the course, but with support he was away. (Māori staff supporting Māori learners)

Opportunity	Some ākonga would benefit from having more flexibility in their learning environment to shape their own programme of learning based on their interests, strengths, passion, circumstances or aspirations.
Ako I	How might learning environments (and/or resources) be designed to be flexible enough to meet diverse learner drivers, contexts, confidence and competence levels?

Statements

- I'm glad I made that great leap into what I wanted to do, not what my family wanted me to do. (Māori campus/online learner)
- I was working in the legal sector. I was applying for jobs in social services and I was not getting them. So I knew I needed to do something. (Māori campus/online learner)
- Stuff happened, 20 years later and the councillor said I should consider going back into learning. (Pacific campus/online learner)
- I had been studying here in early 90's. Nursing. But stuff happened and I didn't finish it. (Pacific campus/online learner)
- Studylink was real hōhā, other than that it's all good. If they just did their stuff on time it would be sweet. (Māori campus/online learner)
- The system does a great job of limiting what learners can do. (Māori staff supporting Māori learners)
- Need to simplify the IT set-up. There are too many blocks for a student to get started online. (staff supporting campus/online learners)
- Designed around the credits that they want to do, young people are changing their mind all the time (community-based stakeholder)

- Probably transport. Some of us have to cross great wall of China to get here. I walk here every day – takes an hour. *(Māori campus/online learner)*
- You have to be interested in what they're teaching. *(Māori campus/online learner)*
- You get easily distracted at home; not always a good environment. *(Māori campus/online learner)*
- [Zoom during Covid] was really effective and awesome but you need that classroom time, aye. Plus it's easier with the kids. *(Māori campus/online learner)*
- A 3 hour class is too long and need a gap between classes. *(Māori campus/online learner)*
- My laptop broke down just before lockdown, nothing was done so I had to do it all by writing. *(Māori campus/online learner)*
- I didn't have a laptop to do work at home – now I do thanks to [subsidiary]. *(Māori campus/online learner)*

Opportunity	Māori learners can feel disconnected or isolated from their peers, trainers and content, but when they are connected and engaged, learners thrive.
Ako II	II/26. How might learning experiences be designed to amplify learner engagement with the content, the context, their teachers and their peers?

Statements

- Online learning is a double-edged sword – I can work it around mahi – but at times there is a sense of isolation – at times I feel isolated. *(Māori campus/online learner)*
- [Online learning] It can feel a bit of trepidation waiting for feedback or results from my tutor – I rely on the feedback from the tutor to know if I am on track. *(Māori campus/online learner)*
- It is a lonely journey, no luxury to chat with others or make decisions with others or do group work. *(Māori campus/online learner)*
- You have to be interested in what they're teaching. *(Māori campus/online learner)*
- I nearly quit on my first day, actually it was my 2nd day ... it was on the stock market ... I'd never thought about that. *(Māori campus/online learner)*
- More PD with tutors – they don't know why they do things – there is no connection with students *(Māori campus/online learner)*
- When we are working on a topic we get to do things in the lab – it's relating back to study. Without that it would be harder to learn. *(Māori campus/online learner)*
- It's easier to apply what we learn in class because 2x per week we train actual clients – real ones at the gym. It's good experience for the real world. *(Māori campus/online learner)*
- Our tutors need to connect to our young learners, relate to them, pronounce their name right, build trust. *(Māori campus/online learner)*
- We're a bit intimidated by our tutor, she's a bit of a bully, but I see why. *(Māori campus/online learner)*
- Tutors I can relate to – more like me, Māori – would be helpful. *(Māori campus/online learner)*
- Students are more likely to listen to their peers than anyone else. *(Māori staff supporting Māori learners)*
- I had peer support when I started here; it was great. I had an older tutor – it was fantastic – but the institution took that away; what a loss. *(Māori staff supporting Māori learners)*
- There's a sharing of info that occurs. We've got a group messenger – this is my learning whānau and I think it's important to have them around. I like that environment. *(Māori campus/online learner)*

Structure

- Block courses provide opportunities to fill gaps in workplace learning. However, improvements need to be made to the model to remove barriers. *(Māori staff supporting Māori learners)*
- Less theory and more kanohi ki te kanohi means I learn interactively with others and stay on track. *(Māori campus/online learner)*
- Reading and paperwork can be boring. Consider modern ways to engage learners. *(Māori staff supporting Māori learners)*
- The course structure, timing, speed and location should provide options and flexibility. *(Māori staff supporting Māori learners)*
- Learning can be better when it is in front of me and hands on. *(Māori campus/online learner)*
- I think one thing that becomes a bit frantic and could possibly have a smoother path is to provide block training courses that provide opportunities to fill gaps of what is not available in the workplace. *(staff supporting work-based learners)*
- If you're a Māori/PI you're used to kanohi ki te kanohi, but she helped during lockdown. Sometimes having some people providing encouragement really helps to keep you going. *(Māori campus/online learner)*
- I realised that if they weren't keeping in touch as often that I would disengage. *(Pacific campus/online learner)*
- I stopped reading the paperwork because I got bored. *(Māori campus/online learner)*
- It would be ideal to have some training videos that cover off the units – rather than just having to read it. *(staff supporting work-based learners)*
- We need the ability for more part-time to help create success. Part-time can happen for a couple of semesters then move back to full-time. We have seen a lot of success with this. *(Māori staff supporting Māori learners)*
- A 3 hour class is too long and need a gap between classes. *(Māori campus/online learner)*
- I can't sit there and read a book. I need to do something physical to learn. *(campus/online learner)*

Opportunity	It can be overwhelming for learners when the transition into and through levels of learning is too fast or too steep. The pathway into learning and the transitions between levels of learning need to be designed with a view to enabling learner success.
Ako III	III/27. How might learners best be scaffolded and/or transitioned into new experiences and/or higher levels of learning?

Statements

- I nearly quit on my first day, actually it was my 2nd day ... it was on the stock market ... I'd never thought about that. *(Māori campus/online learner)*
- I didn't even know what a reading was. A good thing was my tutor; she helped a lot – told me to stop thinking about other stuff and try the readings. *(Māori campus/online learner)*
- I'm not computer literate. *(Māori campus/online learner)*

- We come from different backgrounds and they rush everything and don't give us time to learn. *(Māori campus/online learner)*
- In hairdressing if you fail one course, you fail the whole thing – with that pressure I feel like I am a bit slow sometimes and I really don't want to fail this, and then I won't want to keep continuing. *(Māori campus/online learner)*
- The jump from what is expected at a level 4 to level 5 in an Open Polytechnic course is too much. None of my level 4 Māori students would stand a chance at this course. No way at all. *(Māori campus/online learner)*
- The carpentry students use online portfolios that require too many steps to even get set up. *(staff supporting campus/online learners)*
- Prepare us for placement, help us to develop a portfolio. *(Māori campus/online learner)*
- There's too much focus on getting students 'work ready'. They become disengaged. *(Māori staff supporting Māori learners)*
- I started this year thinking I am only going to do level 3, but now I am thinking about level 4. *(Māori campus/online learner)*
- I am thinking about doing level 4 mostly because I have been offered a tuākana role. *(Māori campus/online learner)*

Opportunity	Experienced, relatable, engaging and credible trainers, delivering relevant curriculum can lead to profound and enjoyable learning experiences.
Ako IV	IV/28. How might the curriculum (and the teaching practice) better prepare the learner for life-long learning?

Statements

- I don't want to be taught by someone who doesn't know. I want to know that they have industry experience. We have one tutor who doesn't have as much experience and it's noticed *(Māori campus/online learner)*
- Changes in the lecture times, the assignments, changing the messages. I think that some of the professional standards have gone by the wayside. *(Māori campus/online learner)*
- Tutors aren't made accountable, and they are supposed to be educators. There are good models, but they're not disseminated. *(Māori campus/online learner)*
- In my opinion the content is not that good. We should have full scope of all the issues ... rainbow ... suicide ... disabilities ... not just theories but the real things that are happening. *(Māori campus/online learner)*
- I work full-time and study part-time. I am inching my way through slowly. It will take longer, but that has allowed flexibility. *(Māori campus/online learner)*
- Most everything that we're learning is applicable to the job. *(Māori campus/online learner)*
- Every other degree has been for self-interest or something I'll use later; but I'm literally using aspects of this course in my work daily. Even though you don't have the qual yet, you're still using the skills. *(Māori campus/online learner)*
- The ease of learning, they show you how. Learning how to disable an airbag instead of blowing one up. *(Māori campus/online learner)*
- I'm here to walk alongside you ... you need to stand and go for it. *(Māori staff supporting Māori learners)*
- Polytech has helped me massively. I'm loving the experience and journey. *(Māori campus/online learner)*
- Pretty profound learning experience. *(Māori staff supporting Māori learners)*



Te Pūkenga