Tertiary Education Commission
Te Amorangi Mātauranga Matua

Guidance to achieve TES Priority 3: *Boosting achievement of Māori and Pasifika*

This *Guidance to achieve TES Priority 3: Boosting achievement of Māori and Pasifika* (the Guidance) provides further information to help you respond to the Tertiary Education Strategy (TES) Priority 3: Boosting achievement for Māori and Pasifika.

This Guidance is primarily for SAC funded providers: the University, ITP, and Wānanga subsectors, and only the largest PTEs (the Top 15) during this investment round. However, it's a resource for all providers and we encourage you to use it even if your organisation is exempt from submitting an Investment Plan this round. It is comprised of three sections:

Section 1: Māori and Pasifika Assessment Framework

We will use the *Māori and Pasifika Assessment Framework* (the Assessment Framework)[1] to evaluate your Plan's response to TES Priority 3. Section 1 of this Guidance is the Assessment Framework, for your information. The Assessment Framework and this Guidance are designed to work together. The Assessment Framework is for us to use and this Guidance is for you.

We also recognise that some of the indicators may not be applicable to your subsector, so please indicate in your Plans which ones do not apply and we will update the Assessment Framework accordingly, for future rounds. With this in mind, a dedicated framework and specific guidance (like this one) will be released for the ITO subsector ready to use during their next Investment round.

Section 2: Guidance

Section 2 provides guiding questions aimed at stimulating discussions within your organisation about your current delivery for Māori and Pasifika. It will help you to highlight things you are good at, and to identify points for improvement. It also encourages you to develop actions to strengthen identified gaps. You don't need to submit this as part of your Investment Plan, but it will help our engagements when we come to talk to you about your Māori and Pasifika learners.

Appendices: The Indicator Frameworks from *Doing Better for Māori and Doing Better for Pasifika*

We have drawn on our literature reviews, *Doing Better for Māori in Tertiary Settings* (2013) and *Doing Better for Pasifika in Tertiary Settings* (2014), to develop this Guidance and the Assessment Framework. These Reviews focus on key structural elements that enable Māori and Pasifika learners to succeed in tertiary settings. The Indicator Frameworks from the two literature reviews provide overviews of those elements and how they influence better outcomes for Māori and Pasifika learners. We've included these so you can see why we have chosen these particular indicators.

The full literature review, *Doing Better for Māori in Tertiary Settings* can be found here.

[1] The Māori and Pasifika Assessment Framework is not publicly available and is intended for internal use only.

Section 1: Māori and Pasifika Assessment Framework Indicators

1. Contribution to the Tertiary Education Strategy Outcomes sought by the Tertiary Education Strategy	
Contribution to achieving the goals of the Tertiary Education Strategy	1.1. **Parity of participation and achievement** Clear and achievable performance commitment targets (EPIs) to achieve parity of participation and achievement (especially at levels 4 plus). 1.2. **Employment outcomes** Provision that support Māori and Pasifika attain the skills and qualifications that lead to sustainable employment outcomes. 1.3. **Initial Teacher Education** Clear strategies in place and actions being implemented to improve the quality of teaching and provision for Māori and Pasifika. 1.4. **Mātauranga Māori** Clear strategies in place and actions being implemented to grow Mātauranga Māori research and development. 1.5. **Te Reo Māori** Clear strategies in place and actions being implemented that will increase participation and completion in Māori language courses at higher levels.

2. Quality Provision Leadership, teaching and learning supported by effective governance	
Leadership, management and governance committed to Māori and Pasifika learner success	2.1 Evidence of strong leadership, governance and management committed to delivering equitable outcomes for Māori and Pasifika learners across the organisation. 2.2 Evidence of a commitment to raising organisation wide accountability for improving Māori and Pasifika education outcomes.
High quality teaching and learning that are culturally responsive to the needs of Māori and Pasifika learners	2.3 Evidence of a commitment to delivering quality teaching and learning (practices, programmes and content) that are responsive to the needs of Māori and Pasifika learners and their stakeholders. 2.4 Evidence of a commitment to recruiting and developing culturally responsive staff. 2.5 Evidence of providing culturally relevant learning environments, spaces and support for Māori and Pasifika learners.

3. Strong Engagement Supporting Māori and Pasifika to engage in tertiary education, and contributions from key stakeholders in the success of Māori and Pasifika learners	
Supporting effective transitions into tertiary study	3.1 Evidence of working with schools to encourage successful transitions of Māori and Pasifika learners into higher levels of tertiary education, e.g. i. provide quality information that helps learners and their families to set goals, plan, and to choose NCEA subject that lead to tertiary pathways. ii. deliver outreach initiatives aimed at raising Māori and Pasifika learners' school achievement. 3.2 Evidence of collaborations with key stakeholders (e.g. whānau/aiga, iwi and Māori organisations, community groups, churches, industry, business, employers).
Equity initiatives that support successful engagement and achievement	3.3 Evidence of a commitment to deliver academic and social support via equity initiatives across the organisation for Māori and Pasifika learners. 3.4 Evidence that equity initiatives are helping Māori and Pasifika learners to successfully complete their courses, qualifications, programmes. 3.5 Demonstrates an organisational wide understanding and application of knowledge to address Māori and Pasifika needs.

4. Contribution to Te Ao Māori	
Mātauranga Māori and te reo Māori	4.1 Strong actions to grow research and development of mātauranga Māori, e.g. increasing number of theses written in te reo Māori, theses on mātauranga Māori, and or research based degree completions by Māori students. 4.2 Māori research staff employed and hold an excellent PBRF ranking. 4.3 Evidence of actions to grow the number of students participating and completing te reo Māori programmes, particularly at higher levels, and to support improved cultural competencies within initial teacher education.

5. Unique Contribution	
The unique contribution made by each organisation	5.1 The extent to which an organisation is paying particular attention to advancing Māori and Pasifika student participation/achievement/outcomes in subject areas where it has particular expertise (e.g. areas that may not be widely taught elsewhere). 5.2 The extent to which an organisation is paying particular attention to advancing Māori and Pasifika student participation/achievement/outcomes in fields of study linked to career paths in which Maori/Pasifika are particularly under-represented. 5.3 The extent to which an organisation's plans for future Maori and Pasifika developments are ambitious, well developed, and endorsed by senior management.

Section 2: Guiding Questions

Judgements:
0 = We have not started this; 1 = We have made a start, but there is much scope for improvement; 2 = We do this well, but there are aspects we need to improve; 3 = We do a lot of this and we do it very well.

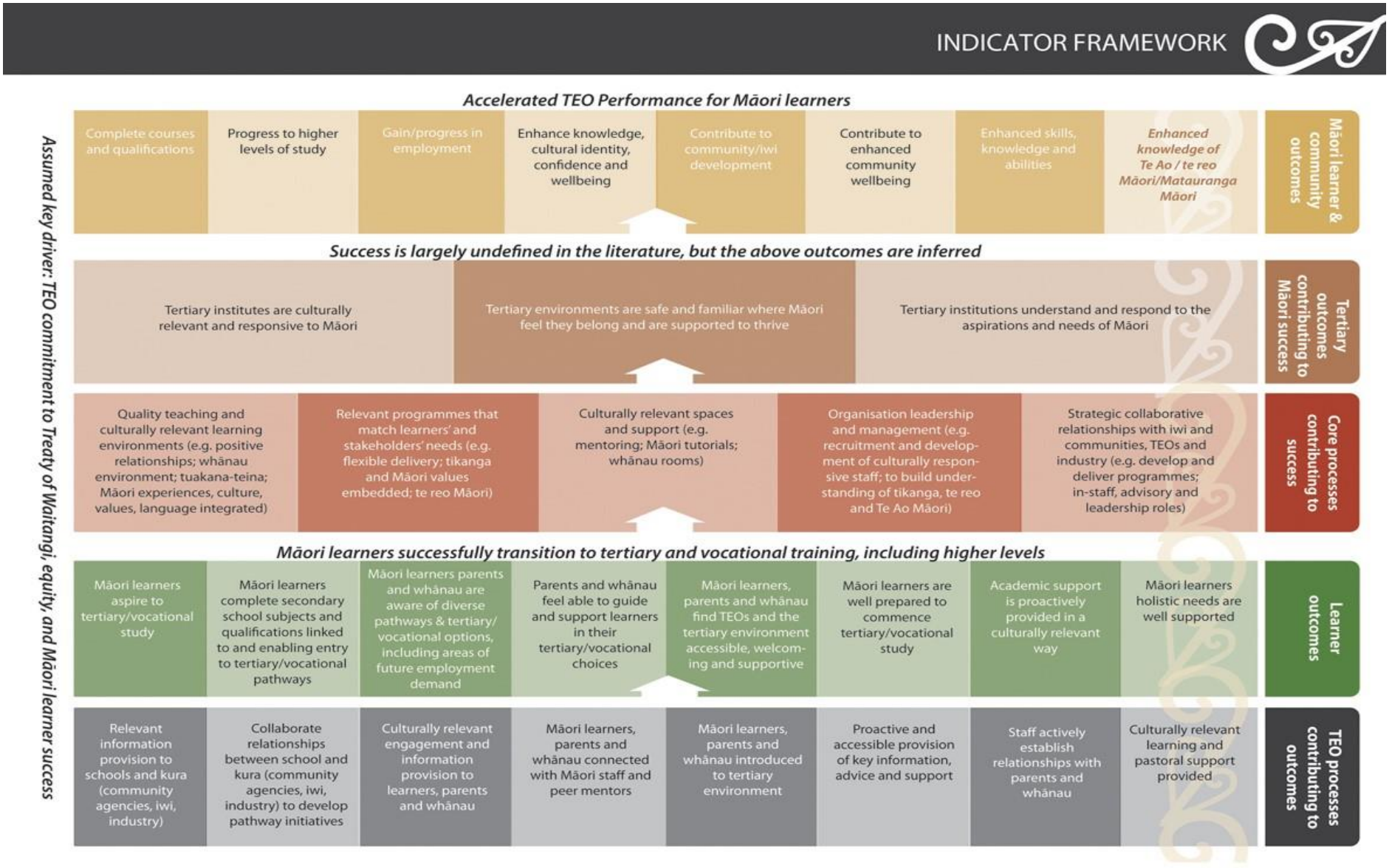
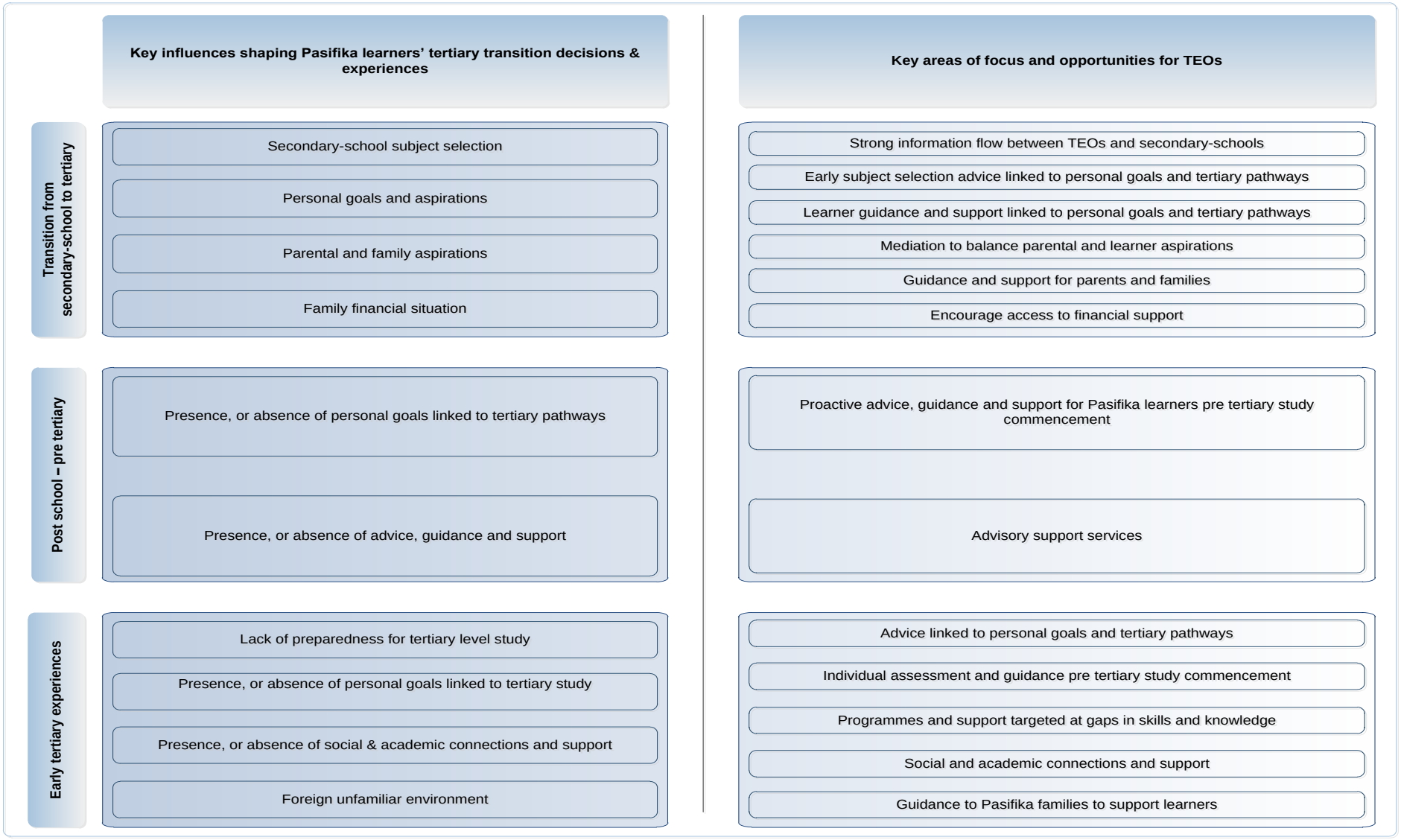
Topic Area		What is good practice?	Prompting Questions	Judgement 0	1	2	3
Quality Provision	Leadership	Leadership, governance and management committed to delivering equitable outcomes for Māori and Pasifika learners across the organisation.	What are your organisation's strategic objectives that support and contribute to Māori and Pasifika learner success? How does your organisation demonstrate its commitment to Māori and Pasifika learner success?				
	Accountability	Clear accountability mechanisms are in place to identify and improve areas of poor performance.	How does your organisation ensure its strategic objectives for Māori and Pasifika learners are being met? How does your organisation identify and improve departments or faculties that are not performing well for Māori and Pasifika learners?				
	Teaching and learning	High quality teaching and learning that are culturally responsive to the needs of Māori and Pasifika learners.	How is your organisation's commitment to Māori and Pasifika learner success reflected in its teaching practice, programmes and curriculum? How does your organisation ensure teaching staff has the capability, skills and knowledge needed to teach Māori and Pasifika learners effectively? Does your organisation provide quality culturally relevant learning environments and spaces for Māori and Pasifika learners?				

Evidence of good practice in our organisation on Quality Provision: leadership, accountability, and teaching and learning committed to Māori and Pasifika learner success:
Critical Actions to be taken in your organisation to improving the Quality of Provision focused on Leadership; Accountability; Teaching and Learning:

Topic Area		What is good practice?	Prompting Questions	Assessment 0	1	2	3
Strong Engagement	Supporting more transitions into higher levels of tertiary study	TEOs work with schools to support informed decision making by providing advice and information about subject choices and standards linked to tertiary pathways; providing support during enrolment periods; and outreach focused on academic performance at school etc.	How does your organisation currently support Māori and Pasifika learners to transition into tertiary? What advice and information does your organisation currently provide? How accessible is it and do Māori and Pasifika learners and their whānau /aiga use it? What relationships does your organisation currently have with local schools, community groups, churches, iwi, employers or other groups that have a stake in Māori and Pasifika learner outcomes? How are stakeholders involved in Māori and Pasifika learner education?				
	Equity initiatives that support successful engagement and achievement	TEOs understand the needs of Māori and Pasifika learners and are committed to addressing those needs by providing proactive equity support.	How does your organisation understand the needs of Māori and Pasifika learners? What initiatives does your organisation currently deliver to help Māori and Pasifika learners engage and achieve? How are those initiatives performing, what impact do they make?				
Contribution to Te Ao Māori	Mātauranga and te reo Māori	TEOs contribute to the growth of mātauranga Māori through research and development; and have strong participation and completion rates in te reo Māori programmes at high levels.	How does your organisation contribute to the growth and development of Māori knowledge? How does you organisation build the research capability of your Māori learners? How does your organisation contribute to the growth of te reo Māori?				

Evidence of good practice in our organisation in regards to the way we encourage and facilitate strong engagement among Māori and Pasifika learners and their whānau/aiga with our organisation: transitions, equity and support, mātauranga and te reo Māori:
Critical Actions to be taken in our organisation in to improve the way we encourage and facilitate strong engagement among Māori and Pasifika learners and their whānau/aiga with our organisation: transitions, equity and support, mātauranga and te reo Māori:

Appendices: *Doing Better for Māori* Indicator Framework



Appendices: *Doing Better for Pasifika* Indicator Framework