

---

# Tamaiti Whangai 2009 Evaluation

---

Review of 2009  
programme  
outcomes

---

Dr Amanda Torr

---

## Contents

Executive summary .....	3
2009 Evaluation of the Tamaiti Whangai Tertiary Academy .....	5
Introduction .....	5
Background .....	6
Changes to the programme introduced in 2009 .....	7
The 2009 Participants .....	8
Evaluation method .....	9
Evaluation results .....	10
Participant feedback .....	13
Reflections on 2009 achievements and improvements for 2010 .....	19
The costs of running the programme .....	19
The 2008 cohort .....	20
Recommendations .....	20
Conclusion .....	21

## ***Executive summary***

In 2009, Wellington Institute of Technology in partnership with Te Runanganui o Taranaki Whanui operated the Tamaiti Whangai programme for the second year. This programme provides mentoring and support to young Maori to assist them to develop skills and gain academic qualifications.

In 2009 the Tamaiti Whangai programme was expanded to include 39 students studying toward a variety of vocational qualifications. The programme ran two cohorts of students, a sports academy cohort supported by a kaiwhakahaere and a common kaupapa (sport) for 25 students and a trades cohort of 14 students who received scholarships but had no additional intensive mentoring. The common kaupapa for this cohort was trades skills development.

Results from the 2009 evaluation show a significant difference in the academic achievements of the two cohorts. The sports academy students had consistently better retention, course completion and qualification achievement statistics which were also higher than results achieved in 2008.

Students in the trades cohort achieved high retention rates however course completion rates were similar to 2008 achievements. Some of these results were due to students actively deciding which parts of their programme of study they would complete and which ones they wouldn't. Similarly some programme structures and teaching practices did not fully support achievement.

Twenty five of the 35 students retained to the end of their study were interviewed as part of the evaluation. They reported that academic and sporting achievement were the most important things for them. They also identified that gaining skills to support their future employment was extremely important with many of the skills developed being "soft" life or personal development skills. Skills rated highly by the students included time management, socialization, people skills, communication, life skills, independence, self confidence, personal responsibility and the ability to take constructive criticism.

Factors identified by people interviewed for this evaluation that helped students to achieve include:

1. An active mentor - Dave
2. Helping each other and being together
3. Learning Support – Tui
4. Good, knowledgeable tutors
5. Good working environments including getting out of the classroom an on-site
6. Susan and Hinemoa – actively following up and providing motivation
7. Having older people around
8. Extra tuition e.g. for maths
9. Being there for each other and working together
10. Setting goals and achieving them
11. Being successful
12. Having a place to hang out
13. Allowing the students to be Māori

Factors identified as hindering achievement include:

1. Not starting at the same time as the main group
2. Not being able to get to WelTec due to transport issues
3. Not having deadlines
4. Having “outsiders” come into the class and disrupt learning
5. Sport
6. Losing motivation
7. Balancing other commitments including work and travel.

Costs of operating the programme have been identified along with potential sources of funding.

Review of the medium outcomes for the 2008 cohort demonstrate that the programme impact is ongoing.

Recommendations for changes to the programme in 2010 include:

1. Introducing sufficient mentors to provide a 1:20 ratio.
2. Having female mentors to support young women in the programme.
3. Having inclusive kaupapa that meet the interests of the students. Suggested kaupapa include sports, music and kapahaka.
4. Building the Tikanga and kawa components to ensure the whānau meets its responsibilities of providing a gateway to Te Ao Māori.
5. Building on the use of business links in 2009 to ensure responsibilities in relation to whānau as economic unit are met.
6. Having sufficient space in Te Whare Awhina to ensure Marae protocol and kawa can be maintained.

# 2009 Evaluation of the Tamaiti Whangai Tertiary Academy

## *Introduction*

Tamaiti Whangai is an iwi-based programme<sup>1</sup> operated by Te Runanganui o Taranaki Whanui based at Waiwhetu Marae in Lower Hutt. Now in its sixth year of operation, the programme aims to develop strong whānau using a whole of community approach that embeds "the practice of supporting and nurturing children – remembering we are all children – responsible to, and for, each other"<sup>2</sup>. It has four main dimensions of activity based on the age of rangatahi.

For tamariki aged 0 to 5 years, the programme builds strong and healthy whānau through supportive parenting and the provision of health services, while for tamariki and rangatahi aged 5 to 25+ it supports education achievement using a range of initiatives namely:

### **1. For tamariki aged 5 to 16:**

- Holiday programmes based in Wainuiomata, Naenae and Pomare which have been operating for up to 6 years;
- Homework centre's for after school support – two are in operation and have been in place for 3 years; and
- A "Futures" mentoring programme operating within Wainuiomata High School and Taita and Naenae Colleges aimed at maintaining student engagement with learning.

### **2. For rangatahi aged 16 to 25:**

- A rugby league/ sports academy operating in partnership with Wellington Institute of Technology (WelTec), now in its second year, and aiming to develop skills and a link to on-going tertiary study;
- Rangatahi Maia scholarships that provide support for specific trades training; and
- A mentoring programme that is based on kaupapa whānau models.

### **3. For rangatahi aged 25+:**

- The development of Tamaiti Whangai mentors/advocates and role models to support rangatahi development. These participants complete level 3 to 5 programmes to develop their skills as mentors/leaders. Mentor/advocates work with rangatahi to increase engagement with education and sport to develop skills leading to employment. In addition to this, mentors/advocates support whānau development by assisting rangatahi to actively participate within their whānau, hapu and iwi and provide a healthy and safe environment for whānau and tamariki.
- Providing parenting skills development and support for young parents

Mason Durie<sup>3</sup> and Joan Metge<sup>4</sup> recognise that in modern urbanized society whānau are broader than whakapapa whānau – "families" linked by common ancestry and include kaupapa whānau – "families" linked by a common interest or mission. Kaupapa can include

---

<sup>1</sup> In this document programme refers to the integrated, interdisciplinary health, education and community development services provided by the Runanga

<sup>2</sup> Translation of the Tamaiti Whangai principles Kara Pukatapu

<sup>3</sup> Durie, M. (2001). *Mauri Ora: The Dynamics of Maori Health*. Oxford University Press; Auckland.

<sup>4</sup> Metge, J. (1995). *New Growth from Old: The Whānau in the Modern World*. Victoria University Press; Wellington, NZ.

sport, education, religion, culture and music just to name a few. The Tamaiti Whangai programme builds both whakapapa and kaupapa whānau relationships to strengthen social cohesion and social development. This is consistent with the emerging work of the Whānau Ora Taskforce principles<sup>5</sup> particularly those of nga kaupapa tuku iho, whānau opportunity and whānau integrity.

Durie states that whānau have six roles and responsibilities, namely being:

1. Carriers of the culture;
2. Models of lifestyle;
3. Portals to community;
4. Gateways to Te Ao Māori;
5. Guardians of the land; and
6. Economic units.

In developing whānau all six dimensions need to be reflected. This thinking has been integrated in the work of the Whānau Ora Taskforce that is looking at ways to support whānau to meet these responsibilities. The Tamaiti Whangai academy operated in partnership with WelTec, when fully supported by skilled kaiwhakahaere and a common kaupapa and kawa, operates as a kaupapa whānau meeting all six roles and responsibilities to at least some degree.

This report tells the story of the second year of the programme that supports rangatahi in the 16 to 25 age group. It comments on the evolution of the programme, the results achieved by participants and looks back on the 2008 cohort to determine medium term impacts of the programme.

## ***Background***

In 2008, a pilot Tamaiti Whangai Rugby League Academy programme was developed as part of the broader Tamaiti Whangai model. Thirteen students participated in this pilot programme. The students all took part in rugby league training supported by a skilled rugby league coach and mentor. At the same time, these students studied full-time towards vocational qualifications in subjects including carpentry and electrical trades, exercise science, computing and business. Where students had additional learning requirements, for example developing their language, literacy and numeracy skills, these needs were met by the Learning Support staff at WelTec. All 13 students lived in the home of the mentor/coach.

Evaluation of this pilot programme in 2008 showed that it was successful with 83% of participants retained in the programme and doing well in terms of both academic and sporting achievement. In addition, participants gained life skills including communication, self management, confidence, leadership, resilience (ability to deal effectively with disappointment), self awareness, teamwork, time management and ability to socialize without excessive reliance on alcohol or drugs. Eighty two percent went on to employment or further study. Two participants left the programme prior to its completion, one to pursue employment opportunities and one through personal reasons.

Evaluation of the 2008 programme identified five interdependent factors that were critical to its success. These were:

---

<sup>5</sup> Whānau Ora Taskforce (2009). Whānau Ora: A whānau-centres approach to Maori wellbeing. Ministry of Social Development; Wellington, NZ.

1. A skilled programme leader or kaiwhakahaere with mana and experience, in this case in the rugby league sporting arena;
2. A kaitiaki or guardian of the vision, in this case the Runanga;
3. A kaupapa or common purpose, in this case rugby league;
4. A programme pedagogy based on whangai whānau principles;
5. An expert partner in the field of the endeavour, in this case an education partner – Wellington Institute of Technology.

The evaluation identified that these collectively formed the basis of a kaupapa whānau that supported students to succeed.

The 2008 evaluation proposed a number of recommendations aimed at improving the programme operation for 2009. Integrating these recommendations with the Whānau Ora frameworks has been useful for the development of the programme.

### **Changes to the programme introduced in 2009**

In 2009, the Tamaiti Whangai programme was expanded to include 25 sports academy students (including 3 females), and 14 trades training students on a range of scholarships from Te Puni Kokiri (TPK), the Electrical Trades Industry Training Organisation (ETITO) and the Tertiary Education Commission (TEC – Rangatahi Maia scholarships) giving 39 students in total. This signaled a move away from using a solely sports-based kaupapa as a means of supporting learner engagement.

Taking into account the lessons learnt from the 2008 pilot changes were made to the way the programme was supported including:

- Te Whare Awhina staff establishing a weekly monitoring regime that enabled them to identify and follow-up students who were either not attending or who were not succeeding in their study.
- Establishing a broader Tamaiti Whangai Steering Committee that met seven times throughout the year to monitor progress and plan for future programme development.
- The inclusion of two business mentors to assist the students prepare for employment and to connect them with employers in the community.
- Use of a dedicated Learning Support tutor in the Learning Commons (who is also Māori) to support the students.
- Embedding the programme within emerging Whānau Ora practice to ensure the focus of future development supports Iwi aspirations.
- Developing a costing model that identified the full costs of operating the programme.

Two mentors were employed by the Runanga to support the students. Dave Lomax was given oversight of the 22 male sports students and Julie Wilson was given oversight of the three female students. The remaining 14 students were not assigned a dedicated mentor but did receive support and follow-up from the Te Whare Awhina and Learning Support staff. This effectively gave the 2009 programme two cohorts of students who could be compared to determine which interventions were most effective in supporting students to remain engaged in their study and to achieve.

As in 2008, a formal evaluation of the 2009 programme was undertaken in October/November 2009 to determine the impact of the changes on the programme's success.

## **The 2009 Participants**

The 39 participants involved in the Tamaiti Whangai in 2009 were enrolled to study a range of disciplines ranging from exercise science to business studies. The majority of the students (72%) were enrolled to study a pre-trade programme, preparing them for an apprenticeship.

Thirty six of the 39 students received a scholarship covering at least their student fees. The scholarships were received from WelTec (12), TPK (5), the ETITO (5) and TEC – Rangatahi Maia (14).

The majority of the students were Māori (72%) with a further 21% of Pacific Island descent and 5% Pakeha. The students ranged in age from 16 to over 30 with the 25 students on sports academy scholarships, being at the younger end of the range, aged between 16 and 19. Nine of these students were billeted in the home of Dave Lomax – the sports academy mentor. The remaining 30 students lived in their own home, some living in the Wairarapa as far away as Masterton. Three students, all in the sports academy – were female. The remaining 36 were male. This was change from 2008 where all 13 participants were male.

All students were interviewed prior to their selection on the programme to determine their goals and commitment to study and, for those on the sports academy, their goals and commitment in relation to their sport. This information was used to assess student's suitability for the programme and as a motivational tool to support their engagement with learning.

Eleven of the students (28%) had no prior educational achievement while a further two had limited credits towards NCEA level 1. Nine had achieved NCEA level 1 and the remaining students (17) had achieved at least NCEA level 1 and 2 and one of these had also achieved NCEA level 3.

Early in their study programme, the students were assessed using WelTec's personal Education Planning tool (PEP) and provided with strategies to support their learning styles. Additional learning support was provided through a dedicated learning support tutor, who was also Māori. He set up study groups with the students to encourage them to work together and support each other.

Te Whare Awhina and the Sports Academy facilitated the development of kaupapa whānau amongst the students using the Te Whare Awhina facilities as a focal point and holding a whakatau on the first day. Collectively these allowed students to be Māori within the WelTec environment and contributed to their retention and success.

What made the programme successful? Allowing the students to be Māori and to learn as Māori in this environment. Knowing it is OK not to pass the first time so knowing they can have another go if they fail. Having whakatau on first day helped, it allowed them to be Māori.

Four students left the programme during the year due to personal reasons. One of these students withdrew within a month of enrolling, with the other three leaving at various times during the year. One of these students passed one course before withdrawing. Two other students, while remaining in the programme and studying, did not complete or successfully complete any courses.



For the purposes of this evaluation, the students have been divided into two kaupapa whānau cohorts – sports or trades. The breakdown of these cohorts in terms of programmes enrolled in and funding support is shown below.

Kaupapa				
Sports			Trades	
	Programme	Scholarship	Programme	Scholarship
1	Cert in Exercise Science L5	None	Cert Pre-trade Carpentry	Rangatahi Maia
2	Cert in Exercise Science L5+	WeiTec	Cert Pre-trade Carpentry	Rangatahi Maia
3	Cert in Exercise Science L5*	WeiTec	Cert Elect & Elec Ind Skills L2	Rangatahi Maia
4	Cert in Exercise Science L5	WeiTec	Cert Elect & Elec Ind Skills L2	Rangatahi Maia
5	Cert in Exercise Science L5	WeiTec	Cert Elect & Elec Ind Skills L2	Rangatahi Maia
6	Cert in Exercise Science L5	WeiTec	Cert Elect & Elec Ind Skills L2	Rangatahi Maia
7	Cert in Exercise Science L5+	WeiTec	Cert App Mech Eng L2	Rangatahi Maia
8	Exercise & Rec Study Skills L3+	WeiTec	Cert App Mech Eng L2	Rangatahi Maia
9	Exercise & Rec Study Skills L3+	WeiTec	Cert Elect & Elec Ind Skills L2	TPK
10	Hairdressing L2*	WeiTec	Cert Elect & Elec Ind Skills L2	TPK
11	Hairdressing L2*	WeiTec	Cert Elect & Elec Ind Skills L2	TPK
12	Cert App Mech Eng L2+	WeiTec	Cert Elect & Elec Ind Skills L2	ETITO
13	NZ Dip Business+	WeiTec	Cert Elect & Elec Ind Skills L2	ETITO
14	Cert Plumbing	None	Cert Elect & Elec Ind Skills L2	ETITO
15	Business Admin	None		
16	Cert Pre-trade Carpentry	Rangatahi Maia		
17	Cert Pre-trade Carpentry	Rangatahi Maia		
18	Cert Pre-trade Carpentry+	Rangatahi Maia		
19	Cert Pre-trade Carpentry+	Rangatahi Maia		
20	Cert Pre-trade Carpentry+	Rangatahi Maia		
21	Cert Elect & Elec Ind Skills L2	Rangatahi Maia		
22	Cert Elect & Elec Ind Skills L2	TPK		
23	Cert Elect & Elec Ind Skills L2	TPK		
24	Cert Elect & Elec Ind Skills L2	ETITO		
25	Cert Elect & Elec Ind Skills L2	ETITO		

\* Female students

+ students billeted with programme mentor

**Table 1 – The student cohorts for 2009**

Dividing the students into two cohorts enables a comparison of the groups in terms of outcomes achieved.

### ***Evaluation method***

The evaluation method involved interviewing 25 of the 35 participants still engaged in study and triangulating the "stories" from these interviews with interviews with tutors, and programme administrators and with quantitative data in relation to the student's academic and sporting achievements.

The interviews with the student participants were held in a group format enabling the participants to reflect on each other's input. The interviewer was independent of the programme. Notes were taken at the interviews but the sessions were not recorded. This was felt to be important to ensure that the interviewees would participate freely. No names were recorded and themes from the interviews were extracted and grouped

Questions focused around four themes:

1. Academic achievement
2. Skills development
3. Personal development
4. Programme operation

Interview responses were summarized and organized to support thematic analysis. An evaluation framework based on these themes was used to analyse the interview data. This framework is described below:

Question theme	Response theme	Interview group	Triangulated with
Academic achievement	Passing courses	Students	Academic results
	Gaining credits/ qualifications		
Skills development	Practical skills	Students	Interview with mentor, learning support and administration staff
	Social skills		
	Sporting skills		
Personal development	Future orientation	Students	Interview with mentor, learning support and administration staff
	Self awareness		
	Independence		
Programme operation	Barriers	Students	Interview administration staff, mentors, learning support
	Supportive factors		
	External factors		

Table 2 – Analysis framework

## Evaluation results

Evaluation results take into account information obtained with respect to course and qualification achievement, self reported achievements from students and perceptions from tutors and other staff associated with the programme against the four dimensions outlined in Table 2.

### *Academic achievement*

Course completion and successful completion data was obtained from the Student Management System (SMS) in December 2009. A summary of the results is shown in Table 3 below.

Cohort	Programme of study	Courses enrolled	Courses completed	Courses successfully completed	Courses not successful	Qualification achieved
Sports **	Cert in Exercise Science L5	11	11	11	0	Yes
Sports <sup>6#</sup>	Cert in Exercise Science L5	4	3	1	2	No
Sports	Cert in Exercise Science L5	11	11	11	0	Yes
Sports	Cert in Exercise Science L5	10 <sup>7</sup>	3	0	3	No
Sports	Cert in Exercise Science L5	11	0	0	0	No
Sports	Cert in Exercise Science L5	11	9	8	1	Yes
Sports <sup>#</sup>	Cert in Exercise Science L5	11	11	11	0	Yes
Sports <sup>#</sup>	Exercise & Rec Study Skills L3	7 <sup>8</sup>	7	6	0	Yes
Sports <sup>**#9</sup>	Exercise & Rec Study Skills L3	5	0	0	0	No
Sports	Hairdressing L2	8	8	8	0	Yes

<sup>6</sup> Withdrawn 2<sup>nd</sup> trimester

<sup>7</sup> Includes 1 course from Cert in Recreation and Sport L2 paper

<sup>8</sup> Includes 2 courses from Cert in Exercise Science L5

<sup>9</sup> Withdrew before completing

Cohort	Programme of study	Courses enrolled	Courses completed	Courses successfully completed	Courses not successful	Qualification achieved
Sports	Hairdressing L2	8	8	8	0	Yes
Sports <sup>#</sup>	Cert App Mech Eng L2	6	5	3	2	Yes
Sports <sup>#</sup>	NZ Dip Business	5	1	1	0	No
Sports <sup>**</sup>	Cert Plumbing	4	4	4	0	Yes
Sports <sup>**</sup>	Business Admin	4	4	4	0	Yes
Sports	Cert Pre-trade Carpentry	2	2	1	1	No
Sports <sup>#</sup>	Cert Pre-trade Carpentry	2	2	1	1	No
Sports <sup>**</sup>	Cert Pre-trade Carpentry	2	2	1	1	No
Sports <sup>#</sup>	Cert Pre-trade Carpentry	2	2	2	0	Yes
Sports <sup>#</sup>	Cert Pre-trade Carpentry	2	2	2	0	Yes
Sports	Cert Elect & Elec Ind Skills L2	5	5	5	0	Yes
Sports	Cert Elect & Elec Ind Skills L2	5	5	2	3	Yes
Sports	Cert Elect & Elec Ind Skills L2	5	5	2	3	Yes
Sports <sup>**</sup>	Cert Elect & Elec Ind Skills L2	5	5	2	3	Yes
Sports	Cert Elect & Elec Ind Skills L2	5	5	1	4	No
<b>Cohort Total</b>		<b>134</b>	<b>120</b>	<b>90</b>	<b>24</b>	<b>16</b>
Trades	Cert Pre-trade Carpentry	2	2	2	0	Yes
Trades <sup>**</sup>	Cert Pre-trade Carpentry	2	2	0	2	No
Trades <sup>**</sup>	Cert Elect & Elec Ind Skills L2	5	0	0	0	No
Trades	Cert Elect & Elec Ind Skills L2	5	5	4	1	Yes
Trades <sup>**</sup>	Cert Elect & Elec Ind Skills L2	5	5	4	1	Yes
Trades <sup>**</sup>	Cert Elect & Elec Ind Skills L2	5	5	2	3	Yes
Trades	Cert Elect & Elec Ind Skills L2	5	5	3	2	Yes
Trades	Cert Elect & Elec Ind Skills L2	5	1	0	1	No
Trades <sup>**</sup>	Cert Elect & Elec Ind Skills L2	5	5	5	0	Yes
Trades <sup>10 **</sup>	Cert Elect & Elec Ind Skills L2	5	0	0	0	No
Trades <sup>**</sup>	Cert Elect & Elec Ind Skills L2	5	5	3	2	Yes
Trades	Cert Elect & Elec Ind Skills L2	5	5	4	1	Yes
Trades <sup>11</sup>	Cert App Mech Eng L2	6	0	0	0	No
Trades	Cert App Mech Eng L2	6	4	1	3	No
<b>Cohort Total</b>		<b>66</b>	<b>44</b>	<b>28</b>	<b>16</b>	<b>8</b>
<b>Total</b>		<b>200</b>	<b>164</b>	<b>117</b>	<b>39</b>	<b>24</b>

<sup>\*\*</sup> no NCEA credits on entry

**Table 3 – Tamaiti Whangai course results**

These results show there is a significant difference in the achievements of the two cohorts. The sports cohorts achieved a retention rate (course completion/course enrolment) of 89.5% while the trades cohort achieved a 67% retention rate. Successful course completion rates (no. courses successfully completed/no. courses completed) also showed a significant difference with the sports cohort having a 75% successful course completion rate against 64% for the trades cohort. If the results of those students who withdrew before completing their study are removed from the calculations, the retention rate for all students was 89% with retention rates for the sports and trades cohorts being 93% and 80% respectively. Similarly, the overall successful course completion rate becomes 71%, with results for the sports and trades cohorts being 74% and 64% respectively. Sixty eight percent of students retained in their programme gained a qualification.

These results compare favorably with WelTec's 2008 course retention and completion results for all Māori students of 80% and 69%. 2009 results show 75% retention and 57% completion rates. The two year qualification achievement rate for all students of 34.8%.

<sup>10</sup> Withdrew after 1 month

<sup>11</sup> Withdrawn due to personal reasons. Currently unemployed.

Tutors interviewed as part of this evaluation said that many of the students “had figured out what they needed to do to pass and did it”. Any parts of their study programme that were seen as extraneous to what was required for the qualification they were after, i.e. the National Certificate, weren’t completed. An example of this was the Certificate of Electrical and Electronic Industry Skills L2, a WelTec qualification that contains the national certificate plus additional courses in communication and computer skills. Students chose to complete the requirements for the national certificate but not the additional 2 courses required to obtain the WelTec certificate.

Similarly, the WelTec pre-trade carpentry programme has a theory course and a practical course that contain unit standards towards the national certificate. Students have to pass both the theory and practical courses to gain the WelTec certificate but even those students not completing these courses can gain significant credits towards their national certificate. Of the 7 students studying this programme, 3 passed both the theory and practical courses, 2 passed the theory but not the practical, 1 passed the practical but not the theory and 1 didn’t pass either.

Discussion with the tutors on this programme showed that there was little integration of delivery across the two courses, with student performance on each course being considered independently of the other. There appears to have been little communication between the tutors of the two courses and no attempt to use student achievement in one course, for example the theory course, to leverage achievement in the other. This approach limits the tutor’s toolbox of skills to maintain student engagement with learning and the student’s opportunities to succeed.

These programme delivery aspects were reflected in student interview comments when asked if they could change one thing what it would be. Typical responses included:

Some of the ways they teach. We have four tutors and they all have different ways. There is too much theory sometimes – more than 4 pages is too much. Maybe restrict theory just to the morning.

More practical would be good – hands-on stuff like wiring a house. I pick up more doing the practical. Theory separate from practical doesn’t always work  
We need more time between theory and tests

Having said that, academic achievement – “passing” – was seen by most of the students interviewed as the highlight of the year.

### ***Sporting achievement***

The 22 young men in the Rugby League part of the Sports Academy have achieved considerable sporting success with 6 going on to rugby league contracts in Australia in NRL clubs (3) and country teams (3), five making the New Zealand Māori under 18s team, 7 making the Wellington under 18s and 3 making the Wellington mens team.

Of the three young women in the programme, one has made the Wellington representative netball team and the other two have made the Hutt Valley National League Softball team. One of these female softball players was successful in making the side that played in a major trans-Tasman tournament.

Sporting achievement was a highlight for a number of students interviewed for this evaluation. When asked “what has been most important to you this year”, typical responses from these students included “developing my rugby league skills” and “making the Wellington Rugby League side”.

The three female students in the programme missed the close mentoring and support provided to the boys. This came out clearly in the interviews with them where comments made included:

I wish Dave had helped us – if we had our own trainer it would have been better.

Dave concentrated on the boys not us. We felt left out and lost a lot of interest in coming.

Had Julie – but yeah it didn't quite work out

Students commented on the sport component of the programme saying that “training was hard some mornings and took a while to get used to”. Other comments included:

What's been most important this year? Being healthy, eating good and training good.

At the start going to the gym was hard. But its been worth it – have felt really good.  
Worth it in the mornings

### ***Employment outcomes***

As at December 2009, it is unclear how many students have gained employment following their programme. Contact has been made with 23 of the 39 students. Of these, 9 have moved to Australia to play rugby league and work. Of these 7 have NRL or Country team contracts and 2 are on trial with NRL rugby league teams.

Of the other students, two have sought employment in Australia and one has returned to the Cook Islands. Five have employment in New Zealand and one has gained a scholarship to study physiotherapy at Otago University. Four others are looking for work in Wellington. This gives an employment rate of 83%, an outstanding result in a time of economic recession.

The two business mentors who are part of the Tamaiti Whangai steering Committee have provided coaching on writing CVs and participating in employment interviews. They have worked closely with local businesses to find employment for the graduates. They are hopeful of assisting the graduates of the programme to find work.

### **Participant feedback**

Participant interviews focused on three major domains:

1. Achievements
2. Things that have helped or hindered achievement
3. Areas for improvement.

### ***Achievements***

During interviews participants commented often on their achievements. Interview data showed that there were four domains of achievement recognised by the students. These were:

- a. Academic and skills development

- b. Social development including socialization and social development
- c. Personal development and awareness; and
- d. Future orientation.

Participants rated academic achievement and the acquisition of practical skills highly with the majority of respondents saying that passing their courses and/or developing skills to help them get a job was a highlight for the year.

Typical statements provided by the respondents illustrating this are:

Passing my first course and progressing to a higher level – that’s an achievement.

I’ve learned heaps – electricity knowledge – where it comes from, hydro, wind, wire colours, which ones not to touch, motors – how to wire them up – it’s been good.

What’s been the best achievement this year? – Learning all the stuff there is to learn. Learning to learn – I know there’s still more stuff to learn.

What have I achieved? Actually doing something (plumbing) and getting really good at it

Skills acquired by the students and highly rated include computer skills, maths, problem solving, technical skills including using tools and equipment, writing including CV writing, assignment writing and note taking, Te Reo, time management and self management.

Social development and the ability to work with a wide range of people were rated highly by the respondents. Statements from the interviews included:

I’ve met with a whole lot of people – my people skills are much better. I’ve had to mix with a whole lot of different people – different ages and stuff.

I’ve learned how to work with people – in a positive environment.

Communication with other workers – I can relate to anyone

We have a good time together – have a laugh and push through the shit – agro lasts about 10 minutes. Everyone gets on so well. All of us have found it hard at some point – but we’re all wanting the same thing.

There’ve been a couple a punch ups but they’ve sorted them out and got over them. Going outside my comfort zone – socializing with others – got to know a lot of different people, mix of age groups, a wide variety of people.

Personal development was also highlighted as a significant achievement for participants through the year. The development of independence, responsibility, self confidence and the ability to live with others are all highlighted in responses.

I’m more independent – I’m the only one on the course that plays league.

Learning not to have to rely on others, if you don’t do it yourself, you’re stuffed.

I know now when you can muck around and when you can’t. I’m more responsible now. Before I came here if I went flatting I would have just lived on takeaways. Now I can see what I have to do if I go flatting, buying and cooking my own food and stuff

(Self) confidence – that would be my big one. Working by myself – I'm confident to work by myself now and can ask for help when I need it

Developing living skills – respecting people in your space, cleaning up, cooking, dishes, working in groups, hygiene.

I haven't drunk as much as used to. Whenever we drink we just have fun, its just a laugh and chance to meet other people. Sportswise I can't drink, well I can, but it's in your own willpower not to drink or smoke weed – yeah I've changed.

I can take constructive criticism.

Developing a future orientation and setting goals for the future have been significant outcomes of the programme for many students. Being on the programme has enabled them to see a future for themselves and to begin to take the steps necessary to achieve this.

I have a better understanding of what I want to do after the course. It is preparing me for the future. Having a career path, that's most important to me.

I chose courses for a career path and now I have a career path. I see myself as a builder.

I didn't know what I wanted to do when I came here – I wasn't doing well at school. I was getting into trouble. I came down here looking for the academy thing.

If I wasn't here I'd be a bum like my mates. I wouldn't be playing sport, I'd be on the piss before and after the game – not good. I wouldn't be looking at going on to uni or looking to get a job or an apprenticeship.

At the start of the year I was interested in engineering – now I'm not sure. I don't want to be stuck in a workshop doing the same thing over and over. I want to be somewhere else, maybe out there with these other guys doing other things – not stuck in a workshop doing the same thing.

Seeing old friends is funny – they're doing the same old shit when I go back there. Living the same shitty lifestyle. All my mates – they have no goals or ambitions It's good to be around people with goals and who want to better themselves

Staying out of trouble has been a positive. I was a bit of a mischief at school. Now I've started to think about the future and what I want to do.

### ***Things that have helped or hindered achievement***

Participants interviewed were asked to identify the factors that helped them to achieve and the things that hindered them. Overwhelmingly the students on the sports programme identified the contribution made by their mentor David to their achievement. The three female participants did not have such a close relationship with their mentor and they felt this.

It would be cool if we had a female mentor. If we had a girl's trip it would be cool. They wanted us to go to Taranaki but we were just going to be water-girls so we didn't go.

The role of learning support was also noted as very important in supporting students to succeed. Having a "brown" face in the Learning Commons that the students could relate to was seen as a positive by both students and the programme support team. The learning support tutor, Tui, commented that PEPing the students at the beginning of the programme

was useful as it enabled him to get a gauge on the students. He also commented that setting up study groups assisted the students to learn.

Setting up study groups at the beginning was a good thing, they're still in them. I see them up in the library in their groups – they're studying now. The stronger ones have helped the weaker ones. The weaker ones are the ones that struggled – I think that struggling is an early indicator of failing.

Other factors helping achievement relate to study at a tertiary institution where students see they “have choice” in what they study and are dealing with real life situations. Students enjoyed studying “something new” and courses they saw as relevant to their future. They saw this as being different from school, which for many was a negative experience.

I'd practice on my class mates and then have to do it on real clients. I was so scared when I had my first client – I practiced all morning – then when I did it for real it was cool.

Students were asked “what was the most important factor to supporting their achievement”. Factors identified included:

1. An active mentor - Dave
2. Helping each other and being together
3. Learning Support – Tui
4. Good, knowledgeable tutors
5. Good working environments including getting out of the classroom an on-site
6. Susan and Hinemoa – actively following up and providing motivation
7. Having older people around
8. Extra tuition e.g. for maths
9. Being there for each other and working together
10. Setting goals and achieving them
11. Being successful
12. Having a place to hang out
13. Allowing the students to be Māori

Good tutor. He has patience. Tutors are great – pick up heaps from them – they help us finish off work. Tutor's attitude towards us – it's respectful. If they respect us we respect them back.

Tutors are really good. They do everything they can to help us pass.

Good working environment – cheerful, as everyone got closer the working environment improved. It's a better environment, better than school – that's strict and boring. Here I can learn in my own way. Here I'm learning stuff I want to learn. The tutors don't treat you like kids – they respect you and shit.

Learning support – Tui is a top guy, he's good, helps a lot. He goes out of his own way. He PEPed us, that was useful, it pointed out some things that help us and some things to work on

Hinemoa and Susan have been a good help. They see if we're slacking off and tell us to get it sorted. They follow up to ensure we're in class. If they've heard we're doing well they tell us. Their support really helps.



Dave and his family have been the most important. He has been a great help. He's helping us create those paths into the future. Dave – top man – he invited us to his home. The boys have respect for him – he knows how to treat us – more like a friend. He has supported us to sort out our study. He lets us know he's there to look after you. We're his priority; he's a "big papa".

Like the students, Hinemoa and Susan saw that the success of the programme came from all the positives coming together .. "It's an amalgamation of a lot of things. Dave and Tui, Whare Awhina learning support tutors – all together have made the difference."

Factors that have hindered achievement include:

1. Not starting at the same time as the main group
2. Not being able to get to WelTec due to transport issues
3. Not having deadlines
4. Having "outsiders" come into the class and disrupt learning
5. Sport
6. Losing motivation
7. Balancing other commitments including work and travel.

I have to work to pay the rent – it's hard to balance work and study. I work as a retail assistant – it's helped get better communication skills and stuff.

Not turning up to class. I have transport issues – I live in Wainui and don't have transport.

I travel from Masterton every day on the train. Its 1hour 20 minutes each way and costs heaps. Sometimes that has stopped me from coming.

Not having deadlines, just cruise along and don't get things done.

One week we had to share a class with workers – it slowed down our learning. The stop and start slowed us down and the talking shit and stuff. Then we had to rush to finish.

Sports – sport has stopped us from going to class, when we have had to travel to games and stuff. Tutors were good about it.

Losing motivation – sometimes I can't be bothered. Then aunty Susan is on my back, she growls at me. She used to come to my house and get me out of bed.

Support staff to the programme also commented on perceived barriers to student success. Things they identified as barriers to achievement included financial constraints for the students, programme delivery not fully supporting students, poor communication between tutors and programme support staff which enabled students to play tutors off against support staff, not enough mentors and not having enough space to provide a base for all students. Comments included:

The tutors can put them off – teaching methods could be better in some areas. Some tutors are boring. This was also reflected in the comments from the Focus Group.

I did better in the first year with my relationship with the tutors. This year I took it for granted and let the tutors drive the relationship which created some problems. I need to sit down with the tutors on a regular basis and convey that to the students i.e. that I have a relationship with the tutors and know what is going on. Not having the full picture hurt my credibility a bit this year.

### *Areas for improvement*

When asked about areas for improvement, student's responses fell into two categories – things they could do themselves and things that could be improved in relation to the programme.

Things they would change about themselves included applying themselves more, not leaving everything till the last minute, turning up all the time and giving 100% and training harder.

I'd do better – study and everything really. I'm sure I could do better than this, it's been a big relief to pass but getting a pass of 100% would be better

I'd get into training – I was just being lazy.

Things they would change about the programme included being able to go straight to an apprenticeship on completion, having a female mentor and more opportunities to get together as a group.

Comments from the tutors and support staff identified the following areas for improvement:

- Better screening of the students to ensure they were in a programme suited to their abilities;
- Being proactive in mentoring students and following up students who may be struggling;
- Having a closer relationship with tutors
- Having more space to work in.
- Having better support for the female students.

Comments:

Have a tighter grip on them academically – weekly/fortnightly reporting on progress  
Susan and Hinemoa need to put themselves in the face of the tutors. That is one thing I have learnt from being a parent, you have to put yourself in the face of the teachers. Teachers will only look after those kids whose parents or caregivers are in their face.

Increasing our space. It has been too cramped for the 37 students this year. If we have the carpentry boys in here and the electrical boys come there is no room for anyone else. A big open space would be good. In a bigger space we could do more things, meet with other students and create whānautanga.

Its been really hard not having my own space. The boys come to see me and I don't have somewhere where I can meet with them that is my own. I lose some credibility with them because of that. Next year it would be great if I had my own base here.

We need to involve the tutors more. We talked about doing that last year. Tony has been great this year and is taking the boys to his place for a barbeque to finish the year off.

What would be really good would be them all having the same time off so we could get them all together. We had good intentions of that this year but it just didn't happen. We didn't have the space. We tried the Fireman's Arms but they had us spread across two rooms so theta didn't work. It needs to be close by – maybe the Working Mens Club.

The girls were a bit hard. I didn't pay them enough attention. I didn't know how to approach situations and so I didn't get their respect. I think getting a female mentor for next year will be important

## **Reflections on 2009 achievements and improvements for 2010**

Overall both staff and students believe the programme has been a positive experience and a success. This is supported by the achievements of the students in passing their courses, developing their personal and life skills and attaining sporting success. Comments included:

It's been a perfect year.

There have been more positives than bads.

The whole programme has been a real big help for the future – I have a big debt (to family and others) I have to pay off.

The best thing about the year has been:

- The sporting opportunities
- The experience of hanging out with these guys and with Dave
- Those paths we've created
- My tutor hooked me up with work experience

Staff have felt that the programme has evolved positively and that with the planning for the future, it is well positioned for 2010.

I think we provided the students with a safer environment than last year. We were more organized so things worked better. We had better processes and we got to know the students better personally. We also bridged a lot of gaps with staff here at WelTec. The Steering Committee worked better, it was more proactive and this was positive.

The programme is an opportunity for WelTec to work with the Runanga in more meaningful ways – not tokenism. The Runanga feel like they are part of it all and they are.

## **The costs of running the programme**

As part of the programme operation in 2009, a costing model was developed that identified the full costs of running the programme. This shown in table 4 below.

Model components	Costs \$ per annum					
	1 to 20 students	21 to 40 students	41 to 60 students	61 to 80 students	81 to 100 students	101 to 120 students
WelTec scholarships 10 @ \$6,000/student	60,000.00	60,000.00	60,000.00	60,000.00	60,000.00	60,000.00
Mentor/advocate @ \$60,000/mentor	60,000.00	120,000.00	180,000.00	240,000.00	300,000.00	360,000.00
Mentor training @ \$6,000/person	6,000	12,000	18,000	24,000	30,000	36,000
Administration support @ \$55,000	18,333	36,667	55,000	73,333	91,667	110,000
Learning support @ \$65,000	16,250	32,500	48,750	65,000	81,250	113,750
Te Whare Awhina hub + house @ 50 hours/week	37,000	37,000	37,000	37,000	37,000	37,000
Gym facilitates @ 10 hours/week	405	620	620	620	620	620
Cell phone @ \$10/mentor/week	500	1000	1500	2000	2500	3000
Transport @ \$450/month/mentor	4,500	9000	13500	18000	22500	27000
Orientation retreat @	10,000	20,000	30,000	40,000	50,000	60,000

Model components	Costs \$ per annum					
	1 to 20 students	21 to 40 students	41 to 60 students	61 to 80 students	81 to 100 students	101 to 120 students
\$100/person/day						
Meal allowance @\$10/person/week	8000	16000	24000	32000	40000	48000
Computers & internet @ 6 base	12,000	12,000	12,000	12,000	12,000	12,000
Steering committee 10 x meetings with 6 people @ \$2000/meeting	20,000	20,000	20,000	20,000	20,000	20,000
Evaluation and reporting	5,000	5,000	5,000	5,000	5,000	5,000
Governance/management	20,000	20,000	20,000	20,000	20,000	20,000
<b>Sub total</b>	<b>277,988.00</b>	<b>401,787.00</b>	<b>525,370.00</b>	<b>648,953.00</b>	<b>772,537.00</b>	<b>912,370.00</b>
Contribution to overheads @ 10% of costs	27,798.80	40,178.70	52,537.00	64,895.30	77,253.70	91,237.00
<b>Annual costs</b>	<b>305,786.80</b>	<b>441,965.70</b>	<b>577,907.00</b>	<b>713,848.30</b>	<b>849,790.70</b>	<b>1,003,607.00</b>

Table 4 – Tamaiti Whangai costing model

This costing model has included all costs associated with the programme regardless of the source of funding. As a partnership programme, to date funding has come from a range of sources inkling TEC, TPK, WelTec and the Runanga.

When considering the value of funding the programme on an on-going basis consideration should be given to the medium-term impacts on past students in addition to the short-term outcomes. For this reason a brief comment is made here on the 2008 cohort one year on.

### The 2008 cohort

Follow up on the 2008 cohort of students suggests that the personal growth experienced by the students in their year of study is sustained once they leave. Of the 13 students in the programme in 2008, 4 are in Australia playing rugby league, 2 are studying and 5 are working in New Zealand. One has returned to Hamilton and is unemployed while the thirteenth boy has returned to the Hutt Valley from Australia but it is unknown whether he is working.

Whānau relationships developed through the programme have been maintained through the establishment of a “Facebook” community that includes a “Dave Lomax Appreciation Page”. Dave comments that it is “hard case seeing my sayings being repeated by the boys”. He comments that the Facebook community is great way of staying in touch with everyone once they leave. This is an example of what Mason Durie calls a virtual whānau – a whānau that meets in cyberspace due to geographical separation.

### Recommendations

Recommendations for further development in 2010 to further build this capability have already been discussed by the Steering Committee and include:

1. Introducing sufficient mentors to provide a 1:20 ratio
2. Having female mentors to support young women in the programme
3. Having inclusive kaupapa that meet the interests of the students. Suggested kaupapa include sports, music and kapahaka
4. Building the Tikanga and kawa components to ensure the whānau meets its responsibilities of providing a gateway to Te Ao Māori

5. Building on the use of business links in 2009 to ensure responsibilities in relation to whānau as economic unit are met.
6. Having sufficient space in Te Whare Awhina to ensure Marae protocol and kawa can be maintained.

### ***Conclusion***

The Tamaiti Whangai programme represents an exciting example of the use of kaupapa whānau to engage young people in education and to develop sustainable communities. It is a useful example of the strength of the integrated approach to iwi development proposed under the Whānau Ora concept currently under development.