



# Whakapiki Ake Evaluation Report

Evaluating what works when recruiting  
Māori students into health career pathways



Dr Frances Hancock and Dr Fiona Cram

### **For more information**

Associate Professor Elana Curtis (Te Arawa)  
Director, Vision 20:20  
Te Kupenga Hauora Māori  
Faculty of Medical and Health Sciences  
University of Auckland  
E: e.curtis@auckland.ac.nz  
M: +64 21 671 292

© Whakapiki Ake 2021

### **Disclaimer**

All care and diligence were used in extracting, processing, analysing, and interpreting the data and information in this publication. The Ministry of Health, University of Auckland, Ardra Associates and Qiane Media + Photography Ltd give no warranty it is error free and will not be liable for any loss or damage suffered by the use, directly or indirectly, of the information in this publication.

### **Citing this report**

Hancock, F., & Cram, F. (2021). *Whakapiki Ake: Evaluating what works when recruiting Māori students into health career pathways*. Unpublished report commissioned by the University of Auckland and the Ministry of Health. Available at:  
<http://whakapikiake.com>

### **Report Summary**

A separate report summary is available at <http://whakapikiake.com>  
Hancock, F., & Cram, F. (2021). *Whakapiki Ake Evaluation Summary: Understanding what works when recruiting Māori students into health career pathways*. Unpublished report commissioned by the University of Auckland and the Ministry of Health.

### **About the authors**

Frances Hancock (Irish Pākehā) has a PhD in education from the University of Auckland, where she is an Honorary Academic. She is a critical researcher and an evaluation and engagement specialist.

Fiona Cram (Ngāti Pahauwera) has a PhD in social and developmental psychology from the University of Otago. She is a kaupapa Māori researcher and evaluation specialist.

### **He Mihi Aroha**

Whakapiki Ake gratefully acknowledge the students, whānau, University of Auckland staff and collaboration partners contributing to this evaluation.



## Matua Rawiri Wharemate – He Poroporoaki

23 January 1951 – 25 June 2021

I katakata katoa rā ngā Pūriri o Tautoro i te ngarohanga o Matua Rawiri Wharemate ki roto ōna tūpuna mātua i te urupā o te Hunga iti, i te raorao o Tautoro.

I papā te whatitiri, i hikohiko te uira, i rū te whenua i te aroha mō te matua nei i ngaro atu i a tātou i ngā whā wiki kua pahure ake nei.

He kaumātua a Rāwiri, i aroha nuitia rā e ōna iwi, hapū maha, e tōna whānau, e tōna hāhi Moromona, e Waipapa Taumata Rau, e ngā rōpū, kāhui, kura maha, nānā i ārahi, nānā i napinapi.

He toka tūmoana i ngā moana pōkākā, he tīrama i ngā pō pōkerekere.

E te Matua e Rāwiri, e tangi mapu ana te whānau o Waipapa Taumata Rau, o Te Kupenga Hauora Māori. Kua mokemoke tō marae o Waipapa, kua pau te orooro o tō reo ki roto Tāne-nui-a-Rangi whare.

E kore e tineia te muramura o te kāpura o tōu aroha ki te tangata.

Noho wairua atu ki roto te iwi nui, ō tupuna, ō mātua, te hunga hakapono, te hunga kua poto ki te pō.

Waiho mātou kia noho maarika i te mahara reka ki a koe me ō tini mahi.

## Contents

First words.....	5
Part 1 – Executive Summary.....	7
Recommendations.....	13
Part 2 – Overview.....	14
Introduction.....	15
Evaluating Whakapiki Ake.....	16
Part 3 – Context.....	17
History of Te Kupenga Hauora Māori.....	18
The need for Whakapiki Ake.....	19
Key government strategies.....	20
University of Auckland strategies.....	21
Part 4 – How Whakapiki Ake works.....	22
The whakapapa of Whakapiki Ake.....	23
Whakapiki Ake Theory of Change and Programme Logic .....	25
Kaupapa Māori .....	28
Comprehensive integrated pipeline model .....	29
Programme interventions.....	30
Marketing, communications, recruitment and registration.....	34
Governance and operations.....	35
Stakeholder engagement and collaborations.....	37
Research, evaluation and feedback.....	38
Student and whānau perspectives on Whakapiki Ake.....	39
Part 5 – How well Whakapiki Ake works.....	41
Who Whakapiki Ake reaches and works with.....	42
Whakapiki Ake outcomes – Secondary school.....	44
Key Whakapiki Ake outcomes - University years to graduation .....	49
Key Whakapiki Ake outcomes – Programme infrastructure .....	56
Whakapiki Ake strengths.....	60
Whakapiki Ake challenges .....	66
Possible improvements, innovations or opportunities .....	71
What stakeholders’ value most and why .....	75
Part 6 – Whakapiki Ake stories.....	76
Part 7 – What all this means.....	84
Looking back – What makes the difference in delivering Whakapiki Ake outcomes?.....	85
Looking forward – Future directions.....	87
Last words .....	88
Glossaries, references and appendices .....	89



## First words

By Whakapiki Ake Kaumātua Rawiri Wharemate and Dolly Paul

*Tuia te pō, tākiri te ao kapohia te awatea*

*Align our yesterday, as a platform for today to secure our tomorrow*

If we want Māori students to succeed in the health sciences and become health professionals, we have to create the conditions for their success. New Zealand's education system must provide a cultural context for who they are and why they are here. Rangatahi also need knowledge, opportunities, pathways and relational connections that can help them to overcome the barriers and gaps that get in the way of their academic achievement, including the Pākehā system.

As a society we are way behind in overcoming Māori health disparities and building the capacity of our Māori health workforce. We desperately need more Māori health professionals, but the bureaucratic system rolls over our people and separates culture and core values from academic work. Our mokopuna struggle to get into maths and sciences at school, and face hurdles transitioning into university. They are stifled by an inability to do maths and sciences well because they don't have the support they need and the curriculum doesn't relate to their world, te ao Māori. Their parents may not know how to navigate the system or have conversations that open up their moemoeā (vision) and wawata (aspirations) so they can understand why maths and sciences matter. Often no-one in their whānau has been to university, so it's not on their radar. Some mokopuna are unaware they carry the mana of their tupuna; they don't know who they are or where they're going, and they don't believe in themselves.

As a society we can move in a direction that focuses on Māori wellbeing and that better reflects commitments to Te Tiriti o Waitangi. The answers lie not only in how we cut the budgets and deal with power but also in building the presence of Māori students and health professionals who are willing to make Māori wellbeing the dedicated focus of their lives. It's an uphill battle and we make progress step-by-step, but our aim should always be to restore the mana motuhake of our people.

Whakapiki Ake responds to this challenge. It is a Māori student recruitment programme that opens up pathways in secondary school and wharekura that lead to health professional programmes at the University of Auckland. The name *Whakapiki Ake* is a doing word. *Piki Ake* means to climb, to ascend, and in this case, to increase the mana, vision, aspirations, knowledge, and opportunities of whānau moving forward. Whakapiki Ake eases the way for whānau to release their rangatahi into a place within the university that works inside a genuine Treaty partnership, upholds tikanga and mātauranga Māori and nurtures their identity as Māori. Te Kupenga Hauora Māori provides a home base for Whakapiki Ake in the Faculty of Medical and Health Sciences.

Whakapiki Ake works weaves the strands of kaupapa Māori – who are you and why are you here – with enriching whakawhanaungatanga experiences, disciplined academic study and exposure to a variety of health career options. It unleashes the power of whakapapa, restoring ancestral connections that strengthen identity. The students explore and practise core Māori values that become part of who they are.

The programme encourages rangatahi and their whānau to visualise and explore possibilities for their future. Rangatahi must answer this question, 'What am I going to do when I leave school?' Their moemoeā and wawata are built on and from the light and wisdom put in their path by Whakapiki Ake. When the lights go on, rangatahi are challenged to kapohia (snatch up) the opportunities before them. When rangatahi grasp an opportunity and step forward, another step lights up to help guide their journey. Distractions along the way test the resilience needed to get to their target. Mistakes become an opportunity for growth.

The real business of this programme is supporting students to be themselves, *as Māori*, and to uncover their karanga tapu mō kai (speciality or gift) so they can help others in whatever field of health they choose. This process creates a legacy that builds integrity over time, enabling rangatahi to confidently say, “I know who I am. This is the path I want to take.” Whakapiki Ake goes above and beyond to support the coming generation to believe in themselves, so they can play a role in the future of Aotearoa as kaitiaki willing to exercise kaitiakitanga (spiritual stewardship) in the field of health.

The foundation of Whakapiki Ake is whānau. All along the way, whānau are at the centre of the kōrero and walking beside their student. Whakapiki Ake starts early and builds a journey over a long time in which certain themes remain constant. The wisdom of whānau ake is revealed; no matter what happens, whānau is forever. Building real relationships with/in whānau maintains the power and energy that comes through those connections and through education. Whakawhanaungatanga within and across student rōpū (groups/cohorts) builds relationships for life. At a deeper level, it startles the ability of our rangatahi to do the best they can with the gifts they’ve been given. It supports them to uphold the integrity of who they are as tangata whenua by exercising their gifts to help others. Whānau recognise its value and want their other children to have the Whakapiki Ake experience.

Whakapiki Ake is authentic, upright and guided by core Māori values. Applying their academic research, Whakapiki Ake leaders have developed safe and effective pathways that support rangatahi and their whānau to step into and successfully navigate the university. Our Whakapiki Ake team is well trained in the methodologies of invitation and our kaiako (teaching staff) are highly skilled in providing workshop experiences that enable rangatahi to realise ‘this might be possible for me’. Kaumatua ignite the spiritual aspect of that connection, nourish values that inform good choices, and bring hope to the process. We ensure safety for everyone and support kaiako to pass over knowledge to the students in a positive and gentle manner. The marae keeps everyone grounded; we all feed from the marae, acquire and share cultural knowledge and te reo Māori. Hauora (emotional, spiritual, physical, and psychological health) is a priority in our tikanga and without that exposure our rangatahi would struggle to know themselves and complete the journey.

Whakapiki Ake is contributing to holistic and transformational change within our education and health systems as well as within rangatahi and whānau. Our mokopuna thrive in the programme because of the beauty of aroha, the beauty of whanaungatanga, the beauty of manaakitanga and the beauty of kaitiakitanga. There’s a shared determination to make Whakapiki Ake the best it can be, so our mokopuna can succeed. Every day, all round us, we see evidence of its success. This kaupapa is good for rangatahi and whānau, good for schools and wharekura, good for the university and good for the country.



# Part 1

## Executive Summary



**Focus:** Whakapiki Ake is a pioneering, research-based, Māori (Indigenous peoples of Aotearoa New Zealand) recruitment programme that works within kaupapa Māori to support rangatahi Māori in secondary schools and wharekura across much of the North Island. Through diverse interventions, Whakapiki Ake promotes health as a career, opens up academic pathways and supports entry into health professional programmes offered in the Faculty of Medical and Health Sciences (Faculty of Medical and Health Sciences/Faculty) at the University of Auckland (UoA/the University) and other institutions. But, as this evaluation shows, it achieves so much more.

**Purpose and audience:** This report provides an independent in-depth evaluation of Whakapiki Ake. It offers rigorous evidence to inform funder decision-making and programme developments. While the main audience is the Ministry of Health (the programme funder), and the Whakapiki Ake team, the report and a summary narrative will be available to key stakeholders.

**Background:** In 2003 the Ministry of Health contracted University of Auckland through the Māori Provider Development Scheme to develop and deliver Whakapiki Ake. Whakapiki Ake is a component of the Vision 20:20 initiative at the University of Auckland which also includes the Māori and Pacific Admission Scheme (MAPAS) and the Certificate in Health Sciences (CertHSc). Vision 20:20 originated in the 1990s with an original aim to increase the proportion of Māori and Pacific health professionals to 10 percent by the year 2020. Whakapiki Ake is currently funded by the Ministry of Health Workforce Development stream through a three-year, fixed term contract.

**Aim:** This evaluation traces the development of Whakapiki Ake and assesses its approach, operations, outcomes, value and effectiveness. It explores wide-ranging stakeholder perceptions of Whakapiki Ake and ideas for improvements.

**Design:** Guided by Kaupapa Māori methodology, the evaluation sought to centre Māori approaches, experiences, aspirations and outcomes. The evaluation team worked with Whakapiki Ake leaders to codesign the evaluation and document a Whakapiki Ake Theory of Change and Programme Logic. The evaluation offers a ‘360’ view of Whakapiki Ake and fills a gap in data collection by focussing on stakeholder perceptions. The evaluation generated new qualitative data by doing digital storywork with four students and their whānau (presented separately) as well as a focus group and 11 in-depth interviews with internal (UoA) and external stakeholders. Most stakeholders interviewed had been involved in Whakapiki for eight years or more. In addition, we include evidence from the analysis of quantitative data by the Whakapiki Ake team.

**How Whakapiki Ake works:** Since 2012, when the programme was redesigned, Whakapiki Ake has developed an integrated comprehensive recruitment pipeline model that extends from Year 9 through to the first-year of tertiary study, with support to graduation. Whakapiki Ake offers rangatahi early exposure to health career options and academic pathways to a health career through a suite of interventions. These include: school and university visits, academic enrichment opportunities, individualised advice, support and planning, contact with tuākana role-models, cultural growth and leadership development activities, social media and whānau engagement as well as assistance with university applications, pastoral care and some financial support.

Whakapiki Ake works mainly with mainstream secondary schools across much of the North Island and seeks to engage wharekura. Other key stakeholders include the Ministry of Health, marae/iwi organisations, District Health Boards (DHBs), other recruitment programmes and Whakapiki Ake/MAPAS tuākana. Whakapiki Ake has developed collaborations to support programme delivery and partner recruitment goals for health workforce development.



With institutional support from the University of Auckland, two senior academics Professor Papaarangi Reid and Associate Professor Elana Curtis provide intellectual and cultural leadership, governance oversight, strategic direction and moral support. Curtis is the Vision 20:20 Director and leads a significant research programme that is used to inform and strengthen the six principles underpinning the Whakapiki Ake innovations. These principles are:

- Frame recruitment initiatives/interventions within an Indigenous/Māori worldview
- Demonstrate an institutional commitment to Indigenous health workforce equity
- Identify barriers to Indigenous health workforce development to help frame recruitment initiatives within a local context
- Incorporate a comprehensive pipeline model
- Increase engagement with whānau and communities
- Incorporate quality data tracking and evaluation

The Development Manager has led programme development, innovation and ongoing incremental changes. She is responsible for programme delivery and guides/supports two Kaimahi. Their work is multi-layered, multi-focussed, relationship-based and time-intensive. Another FTE staff allocation is included in the 2021-23 Ministry of Health contract. The University provides facilities and administration support. Academic and professional staff across the Faculty of Medical and Health Sciences and in other University service units actively support the programme, and previous Whakapiki staff have contributed to the development of the pipeline and interventions.

**How well Whakapiki Ake works:** Whakapiki Ake is an innovative, highly regarded, high performing Māori student recruitment programme contributing to increasing numbers of Māori students and graduates in the Faculty of Medical and Health Sciences. Evidence shows that early exposure opportunities, other critical interventions and clear academic and health career pathways support Māori students to enter and thrive at university. Whakapiki Ake also has positive impact on whānau, schools, wharekura, teaching staff, the university, and the health sector.

#### Key outcomes – across the pipeline through to graduation

Whakapiki Ake creates a way to access and engage rangatahi so that more Māori students can consider a health career. Wide-ranging and uplifting exposure opportunities have an eye-opening effect, awakening rangatahi to new possibilities for their future. Whakapiki Ake catalyses student interests and aspirations, introduces new relationships and offers access to the campus so students can experience first-hand what university is like. Students also gain first-hand experience of different health career options.

Whakapiki Ake has a positive impact on student cultural growth and identity, confidence, self-esteem, self-respect and self-belief. Students also develop life-skills and strong, enduring relationships within/across cohorts and with university staff.

Increased knowledge of NCEA, health career options and academic pathways not only benefits the student but also opens up horizons for the whole whānau. Through their engagement with Whakapiki Ake, whānau build knowledge, skills, connections, confidence, agency, and aspirations. Witnessing their students go through university is uplifting for them and their communities.

Rangatahi achieve academic success and top achieving students are setting higher goals. Rangatahi gain entry into first-year tertiary study towards health professional careers. For some students, a positive outcome may be the realisation that university is not for them. Whakapiki Ake maintains an open-door approach in case students change their minds or need support to find their next step.

The growth in Māori students across the university years is life-changing on many levels and is attributed to their journey through the programme. Personal growth and student support networks expand through their engagement with MAPAS. Acting as tuākana, students become powerful Whakapiki Ake role-models who demystify the university journey for rangatahi and whānau. With the support of Whakapiki Ake and other Vision 20:20 programmes, Māori students in the Faculty of Medical and Health Sciences gain qualifications for health professional careers and leave university aspiring to make a difference for Māori in their chosen health career.

#### A snapshot of numbers

- 2337 students engaged in Whakapiki Ake from 2012-2019, with 40% from low decile schools (1-3) and nearly 75 % female.
- Over 10,000 Year 9-11 students have attended Hui-ā-Kura since 2014 to 2019.
- 709 rangatahi have attended Hui-ā-Rohe from 2014 to 2019.
- 589 Year 10 and 11 rangatahi attended Te Whē from 2014 to 2019.
- Around 80% of students attending MASH and COACH (catering for 60 rangatahi each since 2014) were from medium to low decile schools.
- Nearly 600 students (256 in Year 12 and 329 in Year 13) attended Study Wānanga from 2012 to 2019.
- Study Wānanga students were from all North Island DHBs, with Auckland (n=68) and Waikato (n=53) the most well-represented and Hutt District (n=2), Whanganui (n=1) and Wairarapa (n=1) the least represented.
- Just over 1200 students in the Whakapiki Ake cohort (n=1207) finished school in 2011 to 2018.
- Whakapiki Ake rangatahi who finished school in 2011-2018 earned on average 63.6 Level 3 NCEA credits in science rich subjects including an average of: 19.6 Level 3 Biology credits, 20.4 Level 3 Chemistry credits; 19.8 Level 3 Physics credits.
- Data modelling shows that early exposure interventions provide a scaffold for rangatahi that helps ensure their attendance at transitioning interventions that then lead to positive Level 3 NCEA outcomes and attaining University of Auckland entry outcomes.
- The odds of a Whakapiki Ake student who attended COACH enrolling in the UoA in the year after Year 13 were, on average, 2.5 times higher than a Whakapiki Ake student who did not attend COACH. The odds of a Whakapiki Ake student who attended Study Wānanga enrolling in University of Auckland in the year after Year 13 are, on average, 3.3 times higher than a Whakapiki Ake student who did not attend Study Wānanga.
- Half of the rangatahi from the Whakapiki Ake cohort enrolled at a New Zealand university after finishing high school from 2012 to 2018.
- 43-69 rangatahi were given assistance to complete UoA applications in the Faculty of Medical and Health Sciences between 2016 to 2019, each year.
- Of those rangatahi who were engaged with WAP in Year 13, 10% enrolled in the UoA CertHSc in the following year and of these, nearly two-thirds (61.5%) went on to enrol in a UoA Bachelors in the year after completing the CertHSc, while 35 of these students (20.1%) enrolled into UoA degree level study at a later date.
- Of the 255 rangatahi who enrolled in a UoA Bachelors' degree in the year after they finished Year 13, most (84.3%) enrolled in programmes in the Faculty of Medical and Health Sciences.
- On average, students' GPA increased 0.4 points for every additional UoA (Vision 20:20) intervention they attended
- Of Whakapiki students who completed school in 2012-2018 and went on to UoA, 84 completed Bachelor degrees and 108 are currently completing/active in their Bachelors. Other Whakapiki Ake graduates finished school before 2012 or missed Year 13.
- Of these, 13 completed their MBChB degrees and 46 are active; one completed their BOptom degree; two completed their BPharm degree and two are active; 6 students completed a BNurs and four remain active; 11 completed a BHSc and 16 are active; two completed other FMHS programmes or conjoint programmes and two are active; 20 completed their BSc (in. conjoint) and 38 are active; and 29 completed other Bachelor degrees at UoA.
- 397 WAP students from 2012 to 2018 enrolled into a Bachelor degree at another university with most enrolling as school leavers following completion of their Year 13.

### Key outcomes – Programme infrastructure

Whakapiki Ake has developed necessary infrastructure to support programme delivery. A functioning database was developed and has been refined over time. Whakapiki Ake now has well-developed offerings across all school years as well as effective transitioning opportunities. These pipeline opportunities produce powerful flow-on effects for schools, building a student culture of engagement, learning and achievement.

Research, evaluation, openness to change and a learning culture are now well-embedded in and are hallmarks of Whakapiki Ake. Along with ongoing evaluation, a significant and growing body of academic research informs programme decision making, incremental changes and any innovations.

Internal (UoA) and external stakeholders expressed a deep appreciation and growing understanding of Whakapiki Ake. All agreed their awareness of and engagement with rangatahi and Māori students has been significantly enhanced through their involvement with Whakapiki Ake. Non-Māori lecturers/teachers highlighted transformative impacts on their own learning, teaching and engagements with Māori.

Whakapiki Ake has forged strong connections within the Faculty of Medical and Health Sciences and with other university services to enable wrap around support for students. High functioning collaborations extend beyond the university and are crucial to engaging students in regional areas. Whakapiki Ake works effectively to transition and connect students to Vision 20:20 programmes, as well as introduce students into the wider University.

### Strengths, challenges, improvements and value

The evaluation highlighted significant strengths, including the longevity of Whakapiki Ake, its kaupapa-Māori positioning, new possibilities opening up across the pipeline, effective engagement with students, whānau, teachers and university staff, and strong peer-to-peer and tuākana-teina relationships. Other strengths derive from being situated in the university environment, with easy access to information, people and other student services as well as a high performing team that demonstrates strategic, academic, cultural and shared leadership.

Challenges include various issues arising when engaging with mainstream schools and wharekura, a science curriculum that centres Western knowledges and ignores mātauranga Māori, significant pressures on Māori students, teaching challenges, ensuring whānau are well-informed, operating a Māori recruitment programme within large Pākehā institutions, staffing workloads, current funding arrangements, and pandemic disruptions. In providing interventions, there's also the challenge of balancing capability, capacity, and available human and physical resources.

The evaluation generated promising and practical ideas for programme improvements and growth. These include: new strategies and additional support to enable Whakapiki Ake to reach more students/schools/wharekura and offer new or expanded interventions; ways that institutions can better support kaupapa Māori recruitment programmes; ways to enhance pedagogical experiences; and improvements to current data collection, management, evaluation and reporting. There is a need to focus more on early exposure opportunities as well as to develop an iwi engagement strategy to build Māori health workforce development

Finally, the evaluation shows strong concordance in respect of what students, whānau and other stakeholders' value most about Whakapiki Ake and why, suggesting a very high level of satisfaction with their engagement with and outcomes from the programme. They value what they learn through their engagements with Whakapiki Ake and the diverse, enduring and supportive relationships (among students, across and within the University as well as with whānau and other organisations) that thrive throughout the

programme. They value the tangible outcomes – seeing Māori students’ progress through the programme and become health professionals who are committed to serving Māori whānau and communities. They highlighted the positive changes in the education and health systems through increased Māori presence and success. They also drew attention to the kaupapa Māori positioning of Whakapiki Ake that puts whānau at the centre and activates core Māori values that make the whole programme work.

**Conclusions:** Aotearoa New Zealand urgently needs a Māori health professional workforce that can contribute to Māori health gains and the elimination of Māori health inequities. Research shows that “Māori treating/helping Māori results in better health outcomes for Māori” but Māori remain significantly underrepresented in the health workforce (MoH 2019b, p. 1) and underserved by the current health workforce (Curtis, 2018). The critical Māori health workforce shortage is compounded by Māori educational underachievement and lower Māori tertiary education participation.

Our country needs Whakapiki Ake to keep doing what it has been doing over many years because it works. Whakapiki Ake is helping diverse rangatahi/Māori students to explore ‘their why, what and how’ in a supportive learning environment that focusses on all-round success. It is supporting Māori students into tertiary studies and health professional careers. Positively influencing the life trajectory of one student uplifts the whole whānau and grows aspirations in communities and across generations. Good/respectful engagement with students and their whānau coupled with culturally responsive practices and pedagogies support behaviour and systems-level change.

Programme developments are based on principles from international ‘best practice’ literature and research and grounded in the lived experiences of students and whānau. What’s the difference that makes the difference? A high-level, long-term strategic commitment to Māori student recruitment, retention and completion; high-calibre, shared leadership, *by/for Māori*; being intellectually rigorous and evidence-based; Māori values and ways of working that ensure cultural integrity; a pipeline model with carefully crafted interventions that actively engage rangatahi and encourage students and whānau to go on a journey together; being nestled within Vision 20:20, which enables a smooth transition to university within a strong support structure; an open, innovative, agile and responsive outlook focussed on good/best practice; valuing people, relationships and collaborations; and a productive partnership with government through the Ministry of Health that acts as a critical enabler.

The journey to date provides a compelling roadmap for future directions. This evaluation encourages Whakapiki Ake to keep exploring opportunities to strengthen and expand rangatahi/student/whānau/school/wharekura/iwi/DHB engagements, keep innovating critical interventions, keep developing existing and new collaborations, keep strengthening its infrastructure and internal capacity/capability, and keep doing research and evaluation to inform ongoing developments.

All of that mahi will come at a cost and existing funding arrangements do not meet current programme needs. But key stakeholder reflections alongside the digital stories of students and whānau that accompany this written evaluation powerfully reinforce that Whakapiki Ake offers a high return on the government’s current investment.

This independent evaluation demonstrates the intrinsic value, innovative approach, significant outcomes, and strategic contribution of Whakapiki Ake in helping the Ministry of Health to achieve the goals for Māori health expressed in Whakamaua: Māori Health Action Plan 2020-2025. Whakapiki Ake is also supporting the government’s response to its tertiary education priorities for Māori. Given that tertiary education, health care, and health workforce inequities disproportionality impact Māori and that Whakapiki Ake is a high performing programme helping to address these inequities, the government should immediately review and increase the funding for Whakapiki Ake.



## Recommendations

Recommendations for the Ministry of Health are to:

1. **Provide sustainable, full cost funding for Whakapiki Ake**, to demonstrate a long-term government commitment
2. **Increase the scope and the funding for Whakapiki Ake**, to reach more Māori students
3. **Support Whakapiki Ake to develop an iwi engagement strategy**, to build Māori health workforce development

Recommendations for the Whakapiki Ake team and the University of Auckland are to:

4. **Continue programme enhancements**, in light of the new stakeholder suggestions
5. **Strengthen engagement, marketing, and partnerships**, to enhance engagement with rangatahi, whānau, mainstream schools and wharekura
6. **Review data collection, use, tracking and management**, to ensure that permissions for data collection and use are secured, and that student enrolment in academic institutions other than the University of Auckland can be tracked.
7. **Support academic leadership, research, and writing**, to ensure that Whakapiki Ake remains an evidence-based, outcomes-focused, kaupapa Māori recruitment programme.



## Part 2

### Overview



## Introduction

The University of Auckland established Whakapiki Ake in 2003 as a Māori student recruitment programme in secondary schools, with funding from the Ministry of Health's Māori Provider Development Scheme. The initial focus of Whakapiki Ake was to increase the number of Year 13 rangatahi entering the Certificate in Health Sciences (CertHSc), a bridging/foundation pathway to health professional programmes within the Faculty of Medical and Health Sciences at the University of Auckland. Whakapiki Ake now includes recruitment programmes for rangatahi and their whānau, from Year 9 onwards, and continues to provide support to students to enter the CertHSc or degree-level health study until completion. Whakapiki Ake is currently funded through the Ministry of Health Māori Workforce Development stream and represents one of three components of *Vision 20:20* - the Faculty of Medical and Health Science's Māori and Pacific workforce initiative. This timely evaluation provides an independent rigorous assessment of Whakapiki Ake.

In Part One we present an executive summary of the evaluation.

In Part Two we outline the structure of this report as well as the reasons for the evaluation, its scope, and our approach.

In Part Three we offer context and background for this evaluation. We situate Whakapiki Ake within the history of Te Kupenga Hauora Māori (The Department of Māori Health and Office of Tūmuaki) which is located in the Faculty of Medical and Health Sciences. We address the interwoven problems of Māori health and educational inequities, and an under-represented Māori health professional workforce. We outline University of Auckland and government strategies that seek to address these problems.

In Part Four we provide a detailed overview of how the Whakapiki Ake works. We scope its whakapapa. We review research and writing that has informed the theory of change, programme logic and interventions underpinning Whakapiki Ake programme development and delivery. We briefly explain its Kaupapa Māori positioning, pipeline model and suite of interventions. We overview Whakapiki Ake strategies for marketing, communications, recruitment and registration, stakeholder engagement and collaborations. We review programme leadership, staffing and funding. We also outline ongoing feedback, research and evaluation. We include here a review of existing qualitative data on student and whānau perceptions of the strengths, challenges and future opportunities of/for Whakapiki Ake.

In Part Five we present evaluation findings that show how well Whakapiki Ake is performing as a pipeline for Māori students into tertiary study in medical and health sciences, who Whakapiki Ake reaches and works with; evidence and perceptions of key outcomes; evidence and perceptions of the extent to which Whakapiki Ake has contributed to improvements in desired outcomes for participating Māori; strengths and challenges; ideas for improvements, innovations or new opportunities and, to finish, a range of views on the value of Whakapiki Ake.

In Part Six we offer stories that show a range of engagements with and impacts of Whakapiki Ake, exploring diverse perspectives: a Whakapiki Ake graduate who at the time of the interview was also working as a Whakapiki Ake Kaimahi, a high school teacher, a university lecturer, a university administrator and a collaboration partner.

In Part Seven we provide an independent view of how well Whakapiki Ake is performing as a Māori recruitment programme. We *look back* to consider what makes the difference in delivering key outcomes and *look forward* to consider its future.

## Evaluating Whakapiki Ake

So, why an evaluation? And why now? Following an extensive review of literature and programme delivery in 2012, Whakapiki Ake was redesigned as a pipeline model and has continued to evolve. This evaluation is needed to inform future planning for Whakapiki Ake as well as Vision 20:20.

### Overview of evaluation design

The main aim of this evaluation was to produce rigorous evidence to help guide future funder decision-making and Whakapiki Ake developments. A secondary aim was to use the evaluation as a resource for educational, marketing and recruitment purposes.

The evaluation design was strongly aligned to the Whakapiki Ake Kaupapa Māori world view. It centred Māori approaches, experiences, aspirations and outcomes, and ensured high Māori participation. Grounded in the Whakapiki Ake theory of change and programme logic, the evaluation used mixed-methods to conduct a systematic review of existing data (compiled and analysed) from various sources. It also generated, analysed and interpreted new qualitative data produced through key stakeholder interviews, which filled a gap in existing research. In-depth story work, involving four students and some whānau members, added to a growing archive of Whakapiki Ake stories. Student and whānau comments drawn from another study strongly align with stakeholder views recorded in the evaluation and together provide a '360' view of Whakapiki Ake.

Quantitative data was used to assess the Whakapiki Ake's reach, trends and outcomes. Qualitative data was used to trace the Whakapiki Ake development, research foundations, approach, and operations as well as assess outcomes, value, effectiveness and future possibilities. Background information was sourced, and critical insights gleaned, from a separate Whakapiki Ake self-review project.

### Key evaluation questions

1. **Why did Whakapiki Ake develop?** What problem did/does Whakapiki Ake seek to address? How does Whakapiki Ake align to UoA and government strategies that seek to address this problem?
2. **How does Whakapiki Ake work?** What is the whakapapa of Whakapiki Ake? What theory of change and programme logic guide its work? What kind of recruitment approach is taken, what interventions does Whakapiki Ake offer, who is involved, and how does the programme operate?
3. **How well does Whakapiki Ake work?** Who does Whakapiki Ake reach and work with? Evidence and perceptions of Whakapiki Ake key outcomes (reflected in its theory of change and programme logic)? Evidence and perceptions of the extent to which Whakapiki Ake has contributed to improvements in desired outcomes for participating rangatahi? Strengths and challenges? Ideas for improvements, innovations or new opportunities? What do stakeholders' value most and why?
4. **What does all this mean?** Looking back, what is the difference that makes the difference in producing outcomes that matter to rangatahi and their whānau, the University and the Ministry of Health? Looking ahead, possible future directions?

For more detail on the evaluation design and implementation see Appendix One (p. 95). For ethical protocols see Appendix Two (p. 98).



“It is the right of every Māori child to have access to the whole menu of career options – without being limited by circumstances of colonial history, the educational outcomes of their parents, the decile of their school and its curriculum, the competence of their teachers, or their socioeconomic position.”

Professor Papaarangi Reid  
Tūmuaki



## Part 3

### Context



## History of Te Kupenga Hauora Māori

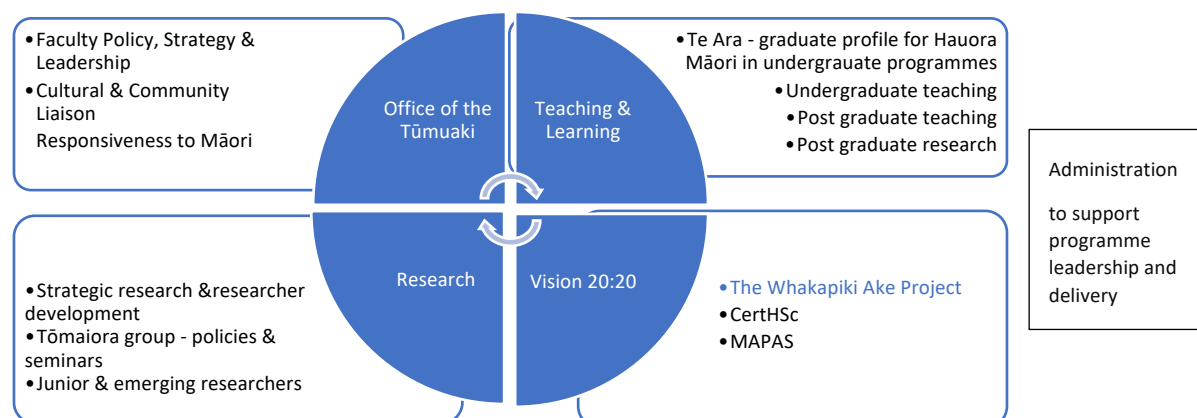
From the 1980s, Māori staff were active in the Faculty of Medical and Health Sciences. In the 1990s, under the leadership of Professor Colin Mantell (Ngāi Tahu) and external consultant Rob Cooper (Ngāti Hine), the Faculty developed a strategic position on Māori health development. In 1996, Professors Ranginui Walker (Whaktōhea) and Mason Durie (Rangitāne, Ngāti Kauwhata, Ngāti Raukawa) conducted a Tiriti o Waitangi Audit that led to significant change. A Department of Māori and Pacific Health was established in 1996. A Health Research Council grant led to the establishment of the Tōmaiora Māori Health Research Centre in 1997-98.

Policy work on Māori and Pacific health workforce development produced *Vision 20:20* in 1997. The Faculty of Medical and Health Sciences enhanced the existing successful Māori and Pacific Admission Scheme (MAPAS), which continues to offer Māori and Pacific student support, and created a new bridging foundation programme, the Hikitia te Ora – Certificate in Health Sciences in 1999. The secondary school Māori recruitment programme, Whakapiki Ake Project, was established in 2003.

A Tiriti-based approach supported Māori leadership. In 2001 the Faculty of Medical and Health Sciences established the role of Tūmuaki (Deputy Dean – Māori) as a member of the Executive Leadership Team. Professor Colin Mantell was the first appointment, followed by Professor Papaarangi Reid (Te Rarawa) in 2006. With the restructuring of the Faculty into Schools in 2005, the Department of Māori and Pacific Health was disestablished and Te Kupenga Hauora Māori was established as an academic unit with accountability through the Tūmuaki, to the Dean.

In 2011 Te Kupenga Hauora Māori workstreams were organised into four directorships: the Office of Tūmuaki; Vision 20:20; Teaching and Learning, and Research. The diagram below shows that Whakapiki Ake is situated within Vision 20:20 and is connected with other key Te Kupenga Hauora Māori workstreams.

### Te Kupenga Hauora Māori key work programmes



Te Kupenga Hauora Māori now provides academic and service functions for the Faculty:

- Senior Māori academic leadership and advice on policy and practice
- Academic functions related to teaching, learning and assessment of Māori Health
- Academic research functions such as Tōmaiora Māori Health Research Centre
- Academic and service functions that support Vision 20:20
- Cultural and community liaison
- Functions related to the responsiveness to Māori in research (Vision Mātauranga).

Whakapiki Ake not only addresses the imperative of achieving outcomes for Māori students but also achieves standards for teaching and research.

## The need for Whakapiki Ake

Aotearoa New Zealand urgently needs a Māori health professional workforce that can contribute to Māori health gains and the elimination of Māori health inequities.

*“From a pharmacy perspective, we need to reflect the population and we desperately need so many more Māori pharmacists, so anything that helps us achieve those goals is fantastic. More Māori pharmacists are needed to better address health inequities and provide opportunities for culturally concordant care that supports a safe space for whānau”. (Dr Trudi Aspden, Senior Lecturer, School of Pharmacy, UoA)*

Māori remain significantly underrepresented in the health workforce (MoH, 2019b) and also underserved by the existing health workforce (Curtis, 2018). Whakapiki Ake responds to this urgent need with a pipeline to encourage and support Māori students to become health professionals. This programme is important because research shows that “Māori treating/helping Māori results in better health outcomes for Māori” (MoH, 2019b, p.1).

*“We want [rangatahi Māori] to become health professionals and go back to their communities with their lived experiences and their knowledge of the university and other places outside their smaller communities at home. ... We won’t be able to say that the health of Māori is in a really good position until we see our people represented in health professional roles.” (Liz Peretira, Whakapiki Ake Kaimahi)*

The critical Māori health workforce shortage is compounded by tertiary education participation and educational achievement rates for Māori. While Māori participation in tertiary education and completion is increasing, their participation rates remain below average. According to the Ministry of Education Tertiary Education Strategy “16% of Māori under 25 participate in study at level 4 and above, compared to 23% of the total population” (MoE, 2014, p. 13). Māori completion rates are also lower; “62% of Māori completed a qualification at level 4 or above within five years after beginning full-time study in 2007, compared to 74% of the total population” (MoE, 2014, p. 13).

*“Of the approximately 250 MAPAS applicants interviewed each year for entry to the Faculty of Medical and Health Sciences at the University of Auckland, approximately two thirds are not academically prepared to succeed and lack depth in science subjects at senior secondary school level for health professional programmes of study.” (Associate Professor Elana Curtis, Vision 20:20 Director)*

Māori students and whānau not only experience health and educational inequities that are directly connected with being Māori (especially an institutional willingness to allow poor outcomes) but also are exposed to prejudice, stigmatisation, stereotyping and criticisms of special treatment (especially when receiving scholarships or entry into degree courses) (Bryers et. al, 2021). Unequal access to opportunities and differing outcomes due to ethnicity demonstrates that racism is a contributing factor and operates across structural, institutional, interpersonal spheres as well as in internalised actions, beliefs or attitudes. Whakapiki Ake is flipping the switch on this, so that Māori patients and whānau encountering Māori health professionals becomes commonplace.

*“When it is commonplace to go to hospital and see a Māori doctor, with a mouth that speaks Te Reo, then our tamariki will see this and think ‘I can do that’.” (Dr Eruera Bidois, Whakapiki Ake/Medical Graduate)*



## Key government strategies

Whakapiki Ake is strongly aligned to current government strategies for Māori health and Māori Health workforce development as well as for Māori tertiary education.

### Māori health strategy

Aotearoa-New Zealand's Māori health strategy, *He Korowai Oranga*, promoted a vision of Pae Ora (healthy futures) for Māori health (MoH, 2019a) that is being carried into 2020-2025 by the Ministry of Health in *Whakamaau: Māori Health Action Plan*. The strategy weaves interrelated concepts of mauri ora (healthy individuals), whānau ora (healthy families) and wai ora (healthy environments), as well as supporting whānau-centred initiatives. It commits to reducing health inequities by improving information, access, effectiveness and appropriateness of services for whānau, and by addressing systemic barriers including institutional racism. The strategy includes a pathway to support Māori leadership and Māori workforce development. Whakapiki Ake is working to increase the Māori health workforce to help ensure the elimination of health disparities and improved Māori health outcomes.

### Māori health workforce development

The Ministry of Health wants to ensure “that long-standing issues and critical workforce shortages are progressed alongside the delivery of the government's health priorities” (MoH, 2019c). The workforce strategic priorities and a workforce development framework (MoH, 2019b) emphasises existing Māori Health Strategy concepts: *capability*, which focuses on the skills needed now and in the future; *capacity*, which ensures a workforce that can meet population demands; *culture*, which highlights the environment required for workforce success; and adds *criticality*, which addresses current challenges alongside longer-term workforce development. These are also incorporated into the *Whakamaau: Māori Health Action Plan 2020-2025*. Importantly, for Whakapiki Ake, this highlights the need for training pipelines, career pathways, appropriate models of care / health systems underpinned by Te Tiriti o Waitangi, equity and wellbeing.

### Māori tertiary education strategies

A key priority of New Zealand's Tertiary Education Strategy is boosting the participation and achievement of Māori in tertiary education (Ministry of Education & Ministry of Business, Innovation and Employment, 2014). The strategy expects tertiary education organisations to provide the necessary information, support and advice to individual rangatahi and their whānau so they can receive the benefits from taking a pathway to higher education. The strategy also expects systems-wide performance improvement to underpin strategic priorities for “*how* teaching and research is delivered, *who* is taught, and *what* is taught and researched” (2014, p. 21). For Māori, this requires improving access, achievement and outcomes as well as revitalising Māori language, sustaining Māori culture and progress mātauranga Māori.

The recently updated Ministry of Education's (MoE) Māori Education Strategy, *Ka Hikitia – Accelerating Success 2013-2017*,<sup>1</sup> aims to rapidly change the education system so rangatahi Māori can gain the knowledge, skills and qualifications needed for academic success and future pathways (MoE, 2020). This strategy requires a culturally responsive approach and emphasises the principles of: Te Tiriti o Waitangi/Treaty of Waitangi, recognising and affirming Māori potential, Ako (a two-way teaching and learning process incorporating diverse Māori perspectives and research-based practice), the importance of identity, language and culture, as well as productive partnerships that affirm the critical role of parents, whānau/hapū/iwi, and communities alongside teachers and schools in supporting rangatahi to learn and achieve academic success (MoE, 2018).

---

<sup>1</sup> The current strategy builds on an earlier strategy, *Ka Hikitia – Managing for Success 2008-2012*. Accessed on 16 October 2020 at: <https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-ka-hapaitia/ka-hikitia-history/ka-hikitia-managing-for-success-2008-2012>



## University of Auckland strategies

The University of Auckland's strategic plan (2013-2020) overlaps the time period covered by this evaluation.<sup>2</sup> Strategically, the University is committed to upholding Tiriti principles, developing meaningful partnerships with Māori, and promoting Māori presence and participation in all aspects of university life, as well as encouraging teaching, learning, and research that is important to Māori. It seeks to provide “programmes that attract Māori students and recognise their aspirations to participate fully within their chosen disciplines” (UoA, 2013, p. 13). University measures of success include the proportion and achievement of Māori students, numbers of students who successfully transition into university through student equity support initiatives, as well as strategies to improve Māori student participation, success, retention, and completion rates (pp. 4 & 13).

These University commitments and measures intersect with government commitments (discussed earlier). They provide support for Whakapiki Ake interventions and ongoing innovations, as well as for an ongoing strategic partnership with the Ministry of Health and Tertiary Education Commission. Whakapiki Ake seeks to deliver on University aspirations to increase Māori participation, success, retention, and completion in health-related fields.

## Vision 20:20

Vision 20:20 is the Faculty of Medical and Health Sciences' commitment to increasing the number of Māori and Pacific health professionals to 10 percent of the health workforce. Developed in the late 1990's and underpinned by social justice, Tiriti o Waitangi and equity commitments, today Vision 20:20 programmes achieve outcomes that contribute to the University's strategic goals for Māori (and Pacific) achievement. Dedicated staff across the Faculty and the University support Vision 20:20 activities. Te Kupenga Hauora Māori coordinates three flagship Vision 20:20 initiatives. In addition to Whakapiki Ake, these are:

- **Hikitia Te Ora – The Certificate in Health Sciences (CertHSc):** Established in 1999, this one-year foundation programme prepares Māori and Pacific students for tertiary study in health.
- **Māori and Pacific Admission Scheme (MAPAS):** Established in 1972, MAPAS is an equity admission and retention programme that provides academic and pastoral support for Māori and Pacific students within the Faculty of Medical and Health Sciences. The goal is to support the transition, retention and graduation of MAPAS students while on their cultural and academic journey, and to assist them to successfully graduate from their health professional programme.

Vision 20:20 supports Māori and Pacific student engagement with and achievement within the Faculty and across the University of Auckland. This evaluation will feed into a review of Vision 20:20 that will consider current aspirations and future goals.

Ultimately, Whakapiki Ake is about ensuring that a higher proportion of our health workforce is Māori in order to provide a pathway to better health access and health outcomes for Māori.

---

<sup>2</sup> A new University of Auckland strategic plan was launched 2021.

"We offer a faculty that is committed to helping Māori and Pacific students find the right pathway for their health career development and a learning environment that supports their all-round success."

Professor Papaarangi Reid  
Tūmuaki



# Part 4

## How Whakapiki Ake works



## **The whakapapa of Whakapiki Ake**

From 2003-2011 Whakapiki Ake targeted 20 and eventually 31 North Island schools, recruiting Year 13 students into health science careers. Interventions included expos, school visits and a school-to-university transitioning programme (COACH) as well as support for MAPAS initiatives and some financial support for tertiary study at the University of Auckland. Whakapiki Ake students were guaranteed entry into the CertHSc, a bridging/foundation course that prepares Māori students for further health study within University of Auckland. While this approach increased numbers recruited to the CertHSc programme, rangatahi did not achieve as well as expected due to minimal science and health exposure at high school.

Academic leaders recognised that Whakapiki Ake had to respond to the critical issue of supply of Year 13 rangatahi with Level 3 applied science subjects. Achievement in the applied sciences was needed for a successful pathway into and through a health-related programme within the Faculty of Medical and Health Sciences or similar tertiary programmes. They produced a report in 2012 that led the Ministry of Health (the programme funder) to agree to a change in direction. Changes were made to CertHSc entry requirements – rangatahi were required to have passed at least two Year 13 science subjects – and guaranteed entry for Whakapiki Ake students was eliminated.

Whakapiki Ake was also restructured to enable earlier exposure to health career options and academic pathways from Year 9. To inform programme design and decision making, Whakapiki Ake academic leaders reviewed the literature on best practice for Indigenous recruitment into health-related tertiary programmes (Curtis et al, 2012a). The review identified five phases across a development pipeline for strategic recruitment interventions: pre-secondary, secondary or entry by second chance, tertiary education, workforce transition and the workforce (Curtis et al, 2012a). Strategies (and potential barriers) at each stage in the pipeline were identified, including the importance of interventions that prepare students to enter the next pipeline phase.

## **What international ‘best practice’ literature says works?**

Research informed principles were used to enhance and expand Whakapiki Ake:

- Frame recruitment initiatives/interventions within an Indigenous/Māori worldview
- Demonstrate an institutional commitment to Indigenous health workforce equity
- Identify barriers to Indigenous health workforce development to help frame recruitment initiatives within a local context
- Incorporate a comprehensive pipeline model
- Increase engagement with whānau and communities
- Incorporate quality data tracking and evaluation

The research said what worked but didn’t say how to put ‘best practice’ ideas into action. The creative, innovative application of ideas to practice was led by the Whakapiki Ake Development Manager. Under her leadership, staff and academic leaders embarked on developing an evidence-informed, integrated, and comprehensive recruitment pipeline model. The writings of Māori Marsden and Keita Walker also informed their work. The intention was to offer interventions from Year 9 to the first year of tertiary study, with continued support through to graduation.

A new strategic plan outlined four goals:

- To *engage* with whānau/hapū/iwi and community to encourage and support Māori success in education and health careers
- To *provide* Māori students with opportunities for an education that will support them to become a health professional
- To *support* the cultural growth of Whakapiki Ake students to enhance their Māori leadership potential to becoming positive future leaders to support the transformation of whānau
- To *achieve* equitable Māori participation and success in tertiary health education.

A programme logic was developed for interventions. Relationship building with FMHS and other University of Auckland staff and external staff, was also fundamental to the development of Whakapiki Ake interventions, to gain buy in and engagement.

In developing a pipeline model, Whakapiki Ake reviewed its interventions in light of the best practice principles and the outcomes in the strategic plan. It expanded initiatives or created new ones, focusing first on trying to increase the capacity of the Year 13 cohort, then moving down the school years, focussing next on Year 12, Year 11, and so on.

Whakapiki Ake broadened school visits to the University of Auckland to include rangatahi in Years 10-13 and Whakapiki Ake visits to schools engaged with rangatahi across more school years. Whakapiki Ake added a Year 12 intervention (MASH), piloted study wānanga and introduced individualised plans for rangatahi.

Year 12 interventions developed out of need to increase the pool of Year 13 students who met the eligibility criteria of two or three applied sciences. The number of students taking these subjects was/is very low due to significant barriers. Another challenge was/is that the entry criteria for the UoA is also high. Rangatahi who want to enter UoA/FMHS programmes are required to have a higher level/result coming out of Level 3 NCEA.

Study Wānanga were introduced to help rangatahi successfully navigate academic barriers that Year 12 and 13 rangatahi faced/still face. Māori success in external exams was low and, given the rank score requirements for the FMHS programmes, necessary. A report showed that low Māori achievement rates for NCEA level 3 (<35% success) and UE (<20%) (NCEA Annual Report 2018).

Whakapiki Ake extended its recruitment pipeline to support rangatahi transitioning to university. It introduced new programmes (Next Steps to Uni), formalised support (for MAPAS Interviews and Semester One and Two check-ins) and created new opportunities for whānau engagement (Handover Dinners).

From 2013, Whakapiki Ake continued to increase interventions across years 9 to 13 and pilot new online tutorials in some NCEA subjects. Whakapiki Ake also strengthened support for transitioning into university with increased engagement with CertHSc. It began using online technologies: a registration form, online tutorial support, and social media platforms to engage with rangatahi and whānau.

During 2015-2017 Whakapiki Ake offered a programme for rangatahi in Years 10-11 (Te Whē) in Whakatane, Auckland and Tauranga. Academic support was formalised for Year 12 and 13 students and the online tutorials pilot continued.

In 2017 Whakapiki Ake initiated Hui-A-Kura Years 9 to 11, to engage students in earlier high school years, and more work is still needed to support this early exposure. The focus also shifted towards building the capacity of Year 11 to be eligible to take up the subjects in Year 12 (NCEA Level 2).

Since 2017 Whakapiki Ake has focussed on consolidating its existing interventions and developing collaborations with recruitment programmes, communities and schools to deliver a more comprehensive programme.

Whakapiki Ake activities and interventions are now firmly embedded in its pipeline model. The programme also remains responsive to changing rangatahi and whānau aspirations and needs as well as community interests. Feedback and evaluation processes as well as academic research and writing support ongoing critical review of Whakapiki Ake programme delivery, incremental changes, and, ensure best practice.

### **Whakapiki Ake Theory of Change and Programme Logic**

The Whakapiki Ake Theory of Change (p. 25) and Programme Logic (p. 26) are informed by multiple knowledges: Mātauranga Māori, Kaupapa Māori theory and practice, ‘best practice’ research on Indigenous recruitment for health programmes, and evaluation data. They reflect extensive and wide-ranging lived experiences in Māori health, Māori (and Pacific) health workforce development, and Kaupapa Māori initiatives. The ‘lived’ experiences of students, whānau and other stakeholders also informed the development of these tools.

The Whakapiki Ake Theory of Change creates a pathway that shows how programme provision can support the development of a Māori health professional workforce that reflects Māori health rights and contributes to Māori oranga.

The Whakapiki Ake Programme Logic illustrates wide-ranging resources, interventions and partner participation that are carefully interwoven to deliver an innovative Māori recruitment programme producing a range of outcomes over time. This programme logic draws attention to internal assumptions informing programme delivery and external factors impacting on Whakapiki Ake outcomes.

Both tools provide the basis for this evaluation. When considering how well Whakapiki Ake works, we direct our attention to evidence and perceptions of the outcomes outlined in these tools.

#### **What is a theory of change?**

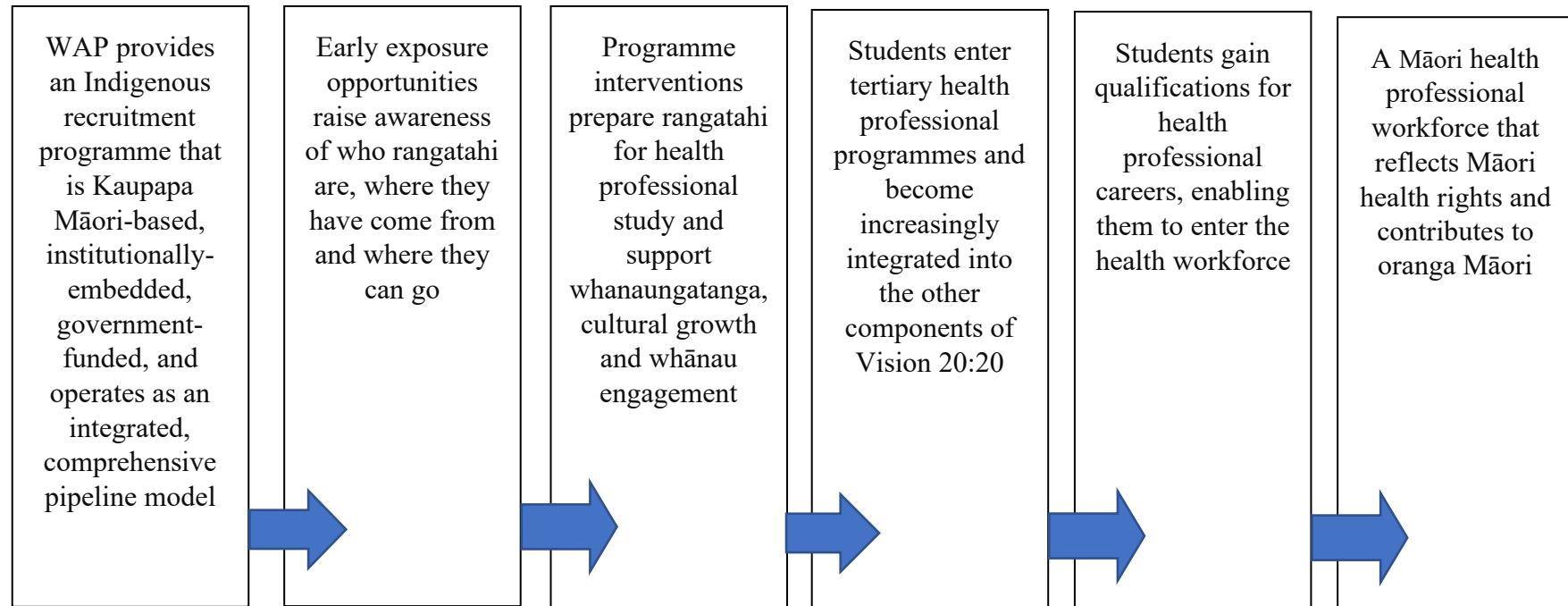
A theory of change provides a pathway for desired change. It presents thinking on about how and why a programme works. It works on the premise that if you take certain action, then you will achieve certain outcomes. It draws on various forms of knowledge and provides an overall view of how a programme seeks to make a difference. It is often used as an engagement tool to build understanding among key stakeholders and for evaluation purposes.

#### **What is a programme logic?**




A programme logic is based on and extends the theory of change. The model details kinds of investment (resources), who participates (stakeholders/partners), what the programme does (activities or interventions) to make a difference (short, medium and long-term outcomes) towards achieving the overall impact or vision. Importantly, a programme logic provides a transparency by identifying key assumptions informing the programme and external factors affecting it. It is also used as an engagement tool for key stakeholders and for evaluation purposes



## Whakapiki Ake Theory of Change



## Whakapiki Ake Programme Logic

Resources	Activities	Contributor	Outcomes			Vision
<p><b>Financial resources</b></p> <ul style="list-style-type: none"><li>• MoH contract (3FTEs)</li></ul> <p><b>Human resources</b></p> <ul style="list-style-type: none"><li>• Kaumātua</li><li>• Tuākana</li><li>• FMHS (Vision 2020) &amp; TKHM</li><li>• Collaboration/s</li></ul> <p><b>Physical resources</b></p> <ul style="list-style-type: none"><li>• UoA home with office space, amenities, resources</li></ul> <p><b>Kaupapa Māori</b></p> <ul style="list-style-type: none"><li>• Valuing whakapapa</li><li>• Whakawhanaungatanga</li><li>• Whānau engagement</li><li>• Principles of ata</li><li>• Whakamana ia tangata</li><li>• Tuākana/Teina</li></ul> <p><b>Comprehensive Pipeline Model</b></p> <ul style="list-style-type: none"><li>• Kaupapa Māori</li><li>• Institutional commitment to equity</li><li>• Framing interventions to address barriers to Māori health workforce</li><li>• Student-centred initiatives from Year 9 to first-year university, with ongoing support to graduation</li><li>• Whānau/community engagement</li><li>• Data tracking and evaluation</li></ul>	<p><b>Early exposure: Years 9–11 Te Whe (Potential) to Te Kune (Developmental) to Wao Nui (Choices)</b> – Rangatahi are supported to see their potential for development &amp; understand their choices will influence their future</p> <p><b>Enrichment: Years 12–13 Te Rea (Growth) Te Aka (To Reach out)</b> – Rangatahi are supported to make informed choices enabling them to continue to grow and have the opportunity to reach out for help to achieve their future goal towards a career in health.</p> <p><b>Transitioning: Year 13–1<sup>st</sup> Year Uni Te Weu (Take root)</b> – Students are supported to achieve their goal of entering a first-year tertiary programme that begins the journey towards becoming a future Māori health professional</p> <p>Database and programme development, evaluation, research and publication</p> <p>Programme marketing and stakeholder engagement</p> <p>WAP integrated operational support</p>	<p>Rangatahi and their whānau</p> <p><b>Collaborations:</b></p> <ul style="list-style-type: none"><li>• MoH</li><li>• Secondary schools</li><li>• Communities</li><li>• Marae/iwi organisations</li><li>• Other recruitment programmes</li><li>• DHBs</li></ul>	<p><b>Across school years</b></p> <ul style="list-style-type: none"><li>• Increased access to &amp; engagement with rangatahi</li><li>• Increased rangatahi exposure to and awareness of possible futures, uplifting opportunities, relational connections &amp; other environments</li><li>• Increased whanaungatanga</li><li>• Enhanced rangatahi cultural growth and confidence</li><li>• Enhanced rangatahi and whānau knowledge of NCEA, health career options &amp; academic pathways</li><li>• Rangatahi achieve academic success</li></ul> 	<p><b>University years</b></p> <ul style="list-style-type: none"><li>• Māori students gain entry into first-year tertiary study towards health professional careers</li><li>• Increased Māori student engagement with MAPAS</li><li>• Enhanced Māori student self-efficacy, cultural growth and connectedness</li><li>• Enhanced whānau engagement</li><li>• Tuākana give back to W</li></ul> 	<p><b>Graduation &amp; beyond</b></p> <ul style="list-style-type: none"><li>• Māori students gain qualifications for health professional careers</li><li>• Māori health graduates aspire to make a difference for Māori in their chosen health career</li></ul> 	<p>A Māori health professional workforce that reflects Māori health rights and contributes to oranga Māori</p>
<p><b>WAP assumptions</b></p> <ul style="list-style-type: none"><li>• A Kaupapa Māori approach, comprehensive pipeline model, and local/regional collaborations will maximise outcomes for rangatahi/whānau/communities <i>and</i> support Māori health professional workforce development</li><li>• Stakeholder understanding of WAP is crucial to recruiting eligible rangatahi</li><li>• WAP operations, sustainability and growth depends on permanent funding (that takes into account student numbers &amp; living costs) <i>and</i> skilled, adaptable Māori staff leadership (with te reo/cultural knowledge, able to retain/grow relationships &amp; collaborations with existing &amp; potential stakeholders)</li><li>• UoA/FMHS support <i>and</i> senior Māori academic leadership, research &amp; advice is vital to WAP’s success</li><li>• Promoting rangatahi/whānau impact stories will support rangatahi recruitment/retention/completion &amp; strengthen/attract stakeholder collaborations</li><li>• Ongoing data collection, evaluation &amp; academic research is vital for programme integrity and effectiveness</li></ul>			<p><b>External Factors</b></p> <ul style="list-style-type: none"><li>• Māori are significantly underrepresented in frontline health professional roles in Aotearoa. Evidence suggests that a lack of cultural concordance between patients &amp; health professionals may reduce patient satisfaction, access and adherence to treatment, and health outcomes.</li><li>• Barriers prevent equity in education. Low Māori Years 11-13 participation, achievement and retention in relevant subjects hinders entry into tertiary-related health programmes</li><li>• MoH workforce development commitments align with UoA Vision 20:20 aspirations for Māori health workforce equity, however, funding constraints and fixed-term contracts limit WAP delivery especially where it’s needed in the early exposure years</li></ul>			

## **Kaupapa Māori**

Whakapiki Ake operates within Kaupapa Māori that centres on Māori ways of knowing, being and doing, recognises diverse Māori identities and realities, and is whānau-centred. Working across multiple sites, regions, and education levels, Whakapiki Ake seeks to demonstrate key elements of:

- Whakapapa – establishing links within whānau, hapū and iwi;
- Whakawhanaungatanga – developing respectful relationships;
- Whānau engagement – strengthening relationships, building shared understanding, and supporting informed decision making;
- Principles of āta – nourishing the critical consciousness and awareness needed for taking the time to listen, look and then do;
- Whakamana ia tangata – respecting and uplifting each person; and,
- Tuākana-teina learning relationships – enabling those who have learnt experiences to inspire, teach and guide those towards positive future experiences.

Kaupapa Māori nourishes cultural, academic, social and spiritual growth. Whakapiki Ake interventions reaffirm, cultural knowledge, enhance cultural identity, promote te reo Māori me ōna tikanga, and strengthen the connection or reconnection to te ao Māori.

Whakawhanaungatanga is a core principle in the design and implementation of all interventions. This supports rangatahi connectedness and wellbeing through whanaungatanga that strengthens relationships with whānau and builds supportive, sustainable connections with peers within a student cohort. Cohort relationships foster the collective determination, perseverance and courage to move forward together.

The practice of tuākana-teina enables and acknowledges the diversity of relationships. Connections across cohorts are nurtured through relationships. Diverse tuākana role models are identified within rangatahi groups. They may be Whakapiki Ake alumni, practicing health professionals, rangatahi, Faculty members or others. Tuākana share their stories, knowledge, experience and aspirations to encourage, support and guide teina – younger students or those who have not had the experiences. The practice provides an opportunity to give back to the Kaupapa.

Interventions also focus on growing awareness and understanding of different forms of racism as well as developing strategies that build resilience.

Wrap-around pastoral support, including guidance, counselling, and positive social media messages also helps to nurture the students.

Woven together, all these interventions, alongside academic programmes, aim to build relationships, knowledge, strategies and skills that will support the self-esteem, self-confidence and well-being of rangatahi *as Māori* as well as enable their academic and life success.

## **Comprehensive integrated pipeline model**

A comprehensive, integrated pipeline model operates across secondary school and university years to support rangatahi recruitment, retention and completion. This model also supports engagement with secondary, tertiary, community and workforce stakeholders.

### **Early Exposure – Years 9 – 11**

#### **Te Whē (Potential) to Te Kune (Developmental) to Wao Nui (Choices)**

Early exposure helps rangatahi to see their potential as Māori, reaffirm their cultural identity and understand that their choices will influence their future. Activities aim to broadly introduce rangatahi in secondary school to science subjects, health careers and academic pathways. Interventions focus on ensuring that rangatahi have access to the necessary academic building blocks for later movement into health professional programmes.

### **Enrichment – Years 12-13**

#### **Te Rea (Growth) to Te Aka (To Reach out)**

Building on early exposure opportunities, enrichment activities aim to offer timely and comprehensive information that will support rangatahi and whānau to make appropriate subject choices during secondary school and do other preparation to ensure tertiary health study success. Whakapiki Ake promotes Faculty of Medical and Health Sciences study options and requirements for entry. Academic support, a key priority during these years, is focussed on supporting achievement of NCEA science subjects needed for entry into tertiary-level health studies. Enrichment programmes and career guidance also support rangatahi to focus on and plan a pathway that will allow them to achieve their aspirations.

### **Transitioning – Year 13 to First Year of Tertiary Study**

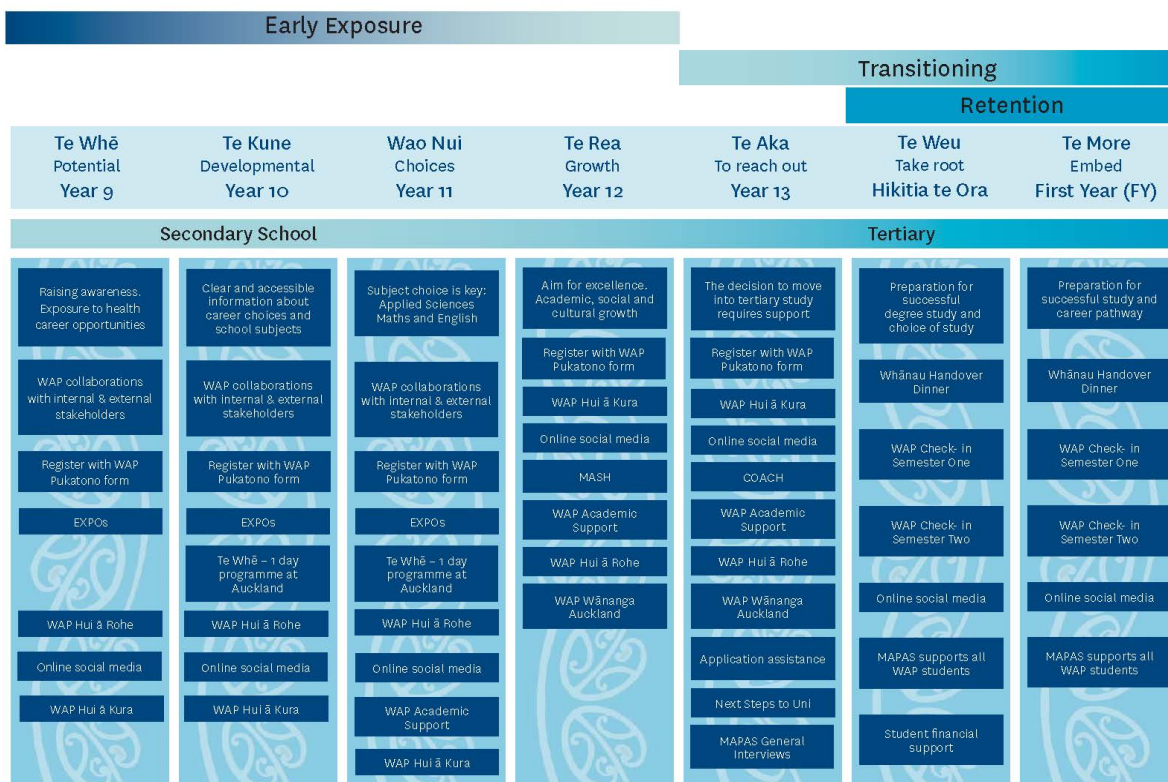
#### **Te Weu (Take root) to Te More (Embed)**

Transitioning activities assist rangatahi to successfully enter a tertiary study programme aligned to their goals. Whakapiki Ake offers rangatahi the support they need to apply for entry into Faculty of Medical and Health Sciences programmes as well as completing applications for university scholarships and university accommodation. Some financial assistance is available for successful applicants. Bridging/foundation programmes (in particular the CertHSc), enrichment activities and career guidance provide comprehensive transitioning support. The aim is to address gaps in educational achievement and, from a pastoral perspective, ensure students are equipped to succeed.

### **Retention and completion**

University-level activities seek to support student success in their chosen tertiary health professional programme. Whakapiki Ake encourages students to connect with MAPAS and become integrated into wider Vision 20:20 initiatives. Ongoing enrichment opportunities offer cultural growth experiences and vital connections with tuākana. Students also have access to pastoral support until they graduate.

## Whakapiki Ake Recruitment Pipeline



## Programme interventions

### Hui ā-Kura – Year 9-11

Whakapiki Ake visits Year 9–11 rangatahi between July and September. Interactive workshops are designed to encourage rangatahi to think seriously about cultural identity, sense of self, choices, decision making and learning to learn, to help uncover their future potential. These topics are key prerequisites to career decision making. Ideally rangatahi are already enrolled in the Applied Sciences (such as Biology, Physics, Chemistry), Maths and English.

### Te Whē – Year 10 and 11

Te Whē provides exposure to science as an academic subject, tuākana role models and potential career choices and health pathways. The goal is to raise awareness about the importance of the core secondary school subjects and the choices rangatahi are making in these early years. During this one-day interactive programme, academic staff deliver 40-45-minute interactive workshops that introduce students to Physics, Biology, Anatomy, Optometry and Vision Science, and Chemistry. Te Whē also reaffirms the importance of cultural identity and supports rangatahi to aspire to fulfil their future potential. Kaumātua provide a culturally grounding presence, increasing cultural knowledge and supporting students to perform karakia, mihi whakatau, waiata and other cultural protocols. Year 10 and 11 programmes are held in Auckland and Tauranga, and a Year 11 is held in Whakatane.



### Hui ā Kura – Year 12 and 13

The Whakapiki Ake team visit schools and wharekura across the North Island to present to Year 12 and 13 rangatahi who indicate an interest in career in health and are ideally taking two or three applied sciences (Biology, Chemistry, Physics) at Level 2 or 3 (IB or CIE equivalent), Mathematics and an English-rich subject. These presentations are student-centred and focus on academic pathways to a career in health

### Hui ā-Rohe – Year 9-13 visits

Whakapiki Ake hosts regional-based Hui ā Rohe in collaboration with iwi, schools, district health boards and others. Schools provide a venue and promote the event. Whakapiki Ake staff reconnect with rangatahi and their whānau, ensuring information gets to those involved in the student's educational journey. Hui focus on NCEA achievement – in particular the academic subjects to choose and retain in Levels 2 and 3 that support pathways to health careers, as well as information to support a positive transition to tertiary study at the Faculty of Medical and Health Sciences. Whakapiki Ake staff address whānau expectations and resource them to help their rangatahi create career goals. Tuākana share inspirational stories.

### Expos

Expos typically expect a tertiary institution to pay for a booth to promote their programmes to school students. This activity was a dominant feature of pre-2012 Whakapiki Ake offerings but is no longer a major priority, mainly because expos lack focus. If a relevant opportunity presents (such as a smaller, specifically-focussed expo hosted by a school) and staffing workloads allow, Whakapiki Ake staff will attend.

### MASH (Māori Achieving Success in Health) – Year 12

Whakapiki Ake offers a four-day academic enrichment programme at Waipapa Marae, at the University of Auckland, for Year 12 rangatahi. Rangatahi who are interested in a career in health and have had exposure to NCEA Level 2 applied sciences (Biology, Chemistry, Physics), Mathematics and English (or IB or CIE equivalent) are eligible to apply. MASH encourages students to pursue a health career and exposes them to the university environment. Secondary school teachers deliver NCEA Level 2 workshops in Biology, Chemistry, Maths, Physics, and English. Academic staff from across the Faculty of Medical and Health Sciences also contribute. Auckland DHB staff lead a two-day programme for rangatahi that offers exposure to health professionals and interactive activities in the clinical education centre at Auckland Hospital. Kaumātua provide a culturally grounding presence and an overview of pōwhiri kawa/rules, enabling rangatahi to take up a kaikōrero or kaikaranga role and perform waiata tautoko. Whakapiki Ake/MAPAS students are employed as tuākana during the programme.

### COACH (Creating Opportunities for a Career in Health) – Year 13

COACH is a transitioning wānanga held at Waipapa Marae, at the University of Auckland. Year 13 rangatahi who are interested in a career in health and have had exposure to NCEA Levels 2 and 3 in applied sciences (Biology, Chemistry, Physics), Mathematics and English-rich subjects (or IB or CIE equivalent) are eligible to apply. Rangatahi attend lectures and tutorials within the Faculty of Medical and Health Sciences, introducing them to tertiary content, delivery and expectations. Te Kupenga Hauora Māori Kaumātua give rangatahi an overview of the pōwhiri kawa and offer cultural guidance that supports them to perform key roles. Whakapiki Ake/MAPAS students are employed as tuākana.

### Whakapiki Ake Academic Support – Year 12–13

Whakapiki Ake offers personalised academic support for rangatahi in Years 12-13 who have attended MASH and COACH and are enrolled in NCEA Levels 2–3. Academic support includes credit mapping, study planning, learning styles testing and online academic assistance (Physics, Chemistry, Mathematics NCEA Levels 2 and 3 and English NCEA Level 2). Individualised planning helps rangatahi plan their studies and select the right courses for their tertiary academic goals.

### Study Wānanga – Year 12 and 13

Whakapiki Ake offers a four-day study wānanga at the University of Auckland prepare Year 12 and 13 rangatahi for their NCEA external examinations. Secondary school teachers cover all achievement standards by subject. This wānanga aims to support rangatahi to achieve NCEA Level 2 and 3 Chemistry, Biology, Physics, Maths and English subjects, and continues to motivate their interest in a health career. Year 13 students also receive assistance with university applications and are introduced to the ‘Next Steps to Uni’ programme (below) and the Whakapiki Ake specific MAPAS General Interview Day (below).

### Whakapiki Ake Application Support – Year 13

Whakapiki Ake staff identify and support Year 13 students seeking to apply for a Faculty of Medical and Health Sciences programme through MAPAS. This support includes helping students navigate and complete programme, accommodation and MAPAS applications in preparation for the MAPAS General Interview.

### Whakapiki Ake/MAPAS General Interviews

MAPAS General Interviews are held over five days in December each year, involving a large team of Te Kupenga Hauora Māori staff, many volunteers and supporters from across the university and health sector. Nearly 60 Māori or Pacific (and whānau if they choose) spend a structured interview day with MAPAS via a designated interview day with Whakapiki Ake. Rangatahi and whānau are welcomed with a pōwhiri led by Kaumātua and senior staff. Rangatahi do a multiple mini-interview to assess their career choices, preparedness for tertiary study, potential transitioning issues, living arrangements, and extramural expectations such as sport, family, church and community. Rangatahi complete tests to assess academic literacy and numeracy at levels to support success at foundation level or bachelors level study. They connect with MAPAS students from different backgrounds, studying in all programmes.

A whānau session provides information on Vision 20:20, Whakapiki Ake/MAPAS support systems, study options and academic/career pathways, and ways to support their student. Whakapiki Ake students act as tuākana, sharing experiences so whānau can gain insight into the everyday realities of life as a university student.

Rangatahi receive personal feedback about available options for their career goals and applications for alternative study programmes may happen on the day. Verbal feedback is supplemented with a written summary and formalised in January when NCEA marks are released. For those not yet equipped for university study, MAPAS General Interview staff suggest options and a small percentage return after gaining science credits at another institution.

### Next Steps to Uni – Year 13

The 'Next Steps to Uni' programme targets rangatahi who have completed an application to a Faculty of Medical and Health Sciences programme and agreed to attend the MAPAS General Interview Day. Next Steps runs over two nights. Whānau have the opportunity to travel the night before the MAPAS interview day, stay at a University of Auckland halls of residence, with all meals provided. Whakapiki Ake staff provide transport to and from the MAPAS General Interviews and support rangatahi and whānau both before and after their MAPAS General Interview. This opportunity enables whānau to meet and enjoy whakawhanaungatanga with other whānau and rangatahi, feel relaxed, prepare for the interview, and have a sense of what the day holds. The second night provides for reflection, offering clarity on what has gone on at MAPAS interviews and ensures whānau and rangatahi leave knowing what the next steps are as they await January recommendations.

### Whānau Handover Dinner

Whakapiki Ake hosts a Whānau Handover Dinner in February for students accepted into the Faculty of Medical and Health Sciences (either in the CertHSc or for Bachelor degree studies). In 2021 Tertiary Foundation Certificate (TFC) and science enrolled students who attended MAPAS interviews and whose intention is health via an alternative pathway were also invited. The essence of the whānau handover dinner is literally a handover to MAPAS and CertHSc and degree staff. This is an opportunity for the student and their whānau to meet kanohi ki te kanohi with those who will be partially responsible and involved in their new chapter. This event marks the transition to university life and reminds everyone that the journey of whānau does not stop when rangatahi go to university. The aim is to enable whānau to share and celebrate the tertiary journey with their student/s.

### Student Financial Support

This support aims to reduce financial barriers associated with tertiary study and requires course enrolment. From 2012 to 2017, it covered course fees, textbooks and/or accommodation. Since 2018, students have been able to access the government's Fee-free Tertiary Education Policy for the first year of study. Whakapiki Ake has a budget for financial support and the financial support given depends on the number of students who enrol in any given year. It can include a Hop Card top-up, Countdown and MTA petrol vouchers.

### Semester One and Two Whakapiki Ake Check-in

Transitioning support continues with semester check-ins offered to all Whakapiki Ake students enrolled in Faculty of Medical and Health Sciences or other University of Auckland programmes. Shared kai supports whanaungatanga among students and Whakapiki Ake staff. These interventions remind students that support is available and systems are in place so they can thrive in the university environment. Tuakana/teina is activated in this space, students interact and share experiences. The older students provide advice and are seen as role models to the younger students across various FMHS programmes. The aim is to grow student pride, commitment, relationships and leadership.

## Marketing, communications, recruitment and registration

While the pipeline model allows multiple points of entry for rangatahi, Whakapiki Ake emphasises early recruitment to ensure preparedness for chosen university study options. The programme recognises that initial engagements can be crucial for laying the foundation needed for future recruitment of students into tertiary study.

Whakapiki Ake uses various marketing strategies. Schools help to promote Whakapiki Ake, using notices and Facebook. Rangatahi also hear about Whakapiki Ake through word-of-mouth (usually their peers, while their whānau may hear about the programme from other whānau) or through school champions (usually teachers, school leaders, career advisors or guidance counsellors). The University website<sup>3</sup> and Whakapiki Ake social media platforms<sup>4</sup> alert rangatahi to the Whakapiki Ake programme and offer links to MAPAS, Faculty of Medical and Health Sciences and University of Auckland pages. The website page provides limited programme information but includes a two-minute video titled: *How Whakapiki Ake can uncover your future*, which discusses how the programme works and includes student voices. A student guide is another helpful resource: *Prospectus: Māori and Pacific Health Career Pathways: Undergraduate Handbook 2020*.<sup>5</sup> The Faculty's *Medical and Health Sciences Undergraduate Prospectus 2021* also gives prominence to Vision 20:20 (including Whakapiki Ake).<sup>6</sup>

At all points across the pipeline Whakapiki Ake uses interactive social media platforms to engage with rangatahi and their whānau, school champions, and other stakeholders. The Whakapiki Ake Facebook page offers a way to share information on the programme, contact details, study and career options as well as timely application notifications or reminders for scholarships, hardship grants and internships, Whakapiki Ake events and graduation ceremonies, and whānau engagement opportunities. Social media posts also include online learning resources (such as for study habits or resilience training), uplifting rangatahi stories and whānau perspectives, beautiful photography, inspiring whakataukī and motivational messages. All members of the Whakapiki Ake team can post notifications and their communications are demonstrably uplifting and student-centred. They use text messaging as a key communication tool. At 24 March 2021, Whakapiki Ake had 1777 Facebook followers and 320 Instagram followers.

Whakapiki Ake records student and whānau stories to help promote the programme. The University's social media/marketing team then works alongside Vision 20:20 to maximise the exposure of, for example, inspiring Whakapiki Ake stories of students who matriculate into university study and complete health professional qualifications. For example, the University and the NZ Doctor websites featured a story titled *Another doctor and nurse in the whare*<sup>7</sup> of a brother and sister from Rotorua who came through Whakapiki Ake, participated in both CertHSc and MAPAS, and graduated as a doctor

<sup>3</sup> For the university website page on Whakapiki Ake: <https://www.auckland.ac.nz/en/fmhs/study-with-us/vision-2020/whakapiki-ake-.html>

<sup>4</sup> For social media platforms: <https://www.facebook.com/whakapikiake/> and <https://www.instagram.com/whakapikiake.whanau/>

<sup>5</sup> For the undergraduate handbook: <https://cdn.auckland.ac.nz/assets/auckland/fmhs/study-with-us/docs/MAPHCP%202019%2011%20WEB.pdf>

<sup>6</sup> For the Faculty of Medical and Health Sciences undergraduate prospectus see page 3 at: FMHSUG21\_200219 r009 draft 00.indd (auckland.ac.nz)

<sup>7</sup> See: <https://www.nzdoctor.co.nz/article/undoctored/another-doctor-and-nurse-whare>  
<https://www.auckland.ac.nz/en/news/2020/02/05/another-doctor-and-nurse-in-the-whare.html>  
[https://www.youtube.com/watch?v=WuleeWoGg8c&feature=youtu.be&fbclid=IwAR1YaTHChnZQZj76h3-c393gXxkJoihgnuQuBgDTbmQDhvxW\\_IHD3EHn48c](https://www.youtube.com/watch?v=WuleeWoGg8c&feature=youtu.be&fbclid=IwAR1YaTHChnZQZj76h3-c393gXxkJoihgnuQuBgDTbmQDhvxW_IHD3EHn48c)

and as a nurse respectively. Their story was also featured on Te Karere and in a Radio New Zealand 'Nine to Noon' report titled *Rotorua siblings on positive health mission*.<sup>8</sup>

Rangatahi register with Whakapiki Ake via a registration form (Pukatono) available on the Vision 20:20 and Whakapiki Ake pages on the University website. Eligibility is determined on the basis of three questions. Are you currently a secondary school student? Are you interested in pursuing a career in health? Are you descended from a Māori (that is, did you have a Māori birth parent, grandparent great grandparent etc)? Students are eligible for Whakapiki Ake if they answer yes and confirm their Māori whakapapa (ancestry) and status as a citizen or permanent resident of Aotearoa. If students are unsure of their whakapapa, they can continue with the registration process and have that checked later. They also provide personal details (gender, birthdate, contact information), iwi affiliations (iwi, hapū and marae) and name the health study course they want to pursue. This information is entered into the Vision 20:20 database. A Whakapiki Ake staff member contacts each applicant to begin a relationship and provide information on interventions (below) that may be of interest to them.

Registration is required to participate in Whakapiki Ake interventions. Rangatahi apply to enrol for specific interventions using a survey monkey tool and are accepted if they meet the criteria (and if an intervention is over-subscribed, the Whakapiki Ake team will weigh up gender and school/kura representation in decisions about enrolment). Registrations are promoted online, at school and regional events, and either close off a month before the event or may remain open until achieving required numbers.<sup>9</sup>

## **Governance and operations**

Senior University of Auckland academics provide Indigenous and intellectual leadership, governance oversight and strategic direction for Whakapiki Ake, as well as supporting day-to-day programme delivery and campus-based interventions. Academic leadership has enabled a shared leadership model in the development and delivery of Whakapiki Ake.

Professor Papaarangi Reid (Te Rarawa) is an internationally respected and award-winning academic working in the fields of Indigenous/Māori health, public health and ethnic disparities research. She has degrees in science and medicine as well as a diploma in obstetrics from the University of Auckland. She also has a diploma in community health from the University of Otago. Her visionary leadership and major academic contribution have been instrumental in developing the nation's Māori health and research workforce. Professor Reid has held international positions and currently serves as Tūmuaki and Head of Te Kupenga Hauora Māori for the Faculty of Medical and Health Sciences.

Associate Professor Elana Curtis (Ngāti Rongomai, Ngāti Pikiao, Te Arawa) works in the fields of Māori health Kaupapa Māori and ethnic inequities research. She is a public health physician and the Director of Vision 20:20. She is the recipient of numerous awards for academic and teaching excellence and has been a primary or co-investigator on many research projects. Her doctoral research focused on Indigenous health workforce development and was used to redesign the Whakapiki Ake programme. Associate Professor Curtis is the key point of contact with external funding agencies.

---

<sup>8</sup> See: <https://www.rnz.co.nz/national/programmes/ninetonoon/audio/2018732847/rotorua-siblings-on-positive-health-mission>



## **Management oversight**

Sue Kistanna (South African Indian) is the Group Services Manager for Te Kupenga Hauora Māori. For the past ten years she has assisted with managing the staff, financials and operations associated with Vision 20:20 (including Whakapiki Ake) and TKHM.

## **Whakapiki Ake staffing**

Whakapiki Ake currently has a small team of staff (3 FTEs) focussed on programme delivery. A new FTE allocation is included in the 2021-2023 contract. Kanewa Stokes (Ngāti Porou, Te Whānau-a-Apanui) has been the Development Manager for Whakapiki Ake since 2011, coming to this position from a contract management role in the Ministry of Health. Kanewa led programme innovations following the identification of the six principles now underpinning the programme and she continues to spearhead incremental changes. Her commitment to excellence has been recognised through several awards. She is responsible for the day-to-day management of Whakapiki Ake, including the employment and training of some ten staff during her tenure. She is also responsible for contract reporting to the Ministry of Health and actively maintains that key stakeholder relationship. Kanewa's deep understanding of the programme and extensive stakeholder relationships are huge assets. Highly regarded by stakeholders, she is constantly looking for ways to champion programme. Kanewa has a Master of Arts (Social Policy).

Liz Peretira (Waikato/Ngāti Mahuta) and Te Whatumanawa Ngatai Tangirua (Ngāti Tūwharetoa, Ngāruahine, Ngāti Raukawa, Tainui/Waikato) are Whakapiki Ake Kaimahi / Recruitment Officers. Both are based in Auckland. Liz joined Whakapiki Ake in 2018, after working in a health role for 10 years, and has a Bachelor of Sport and Recreation management. Te Whatumanawa joined in 2020 and has a Bachelor of Health Sciences majoring in Māori Health. The team is based in Auckland but staff travel to other locations for school visits and community-based workshops.

Tuākana include former Whakapiki Ake students, university students and health science graduates. They act as learning facilitators for particular Whakapiki Ake activities and as role-models to teina (younger students).

## **Cultural advisors and liaison**

Kaumātua Rawiri Wharemate (Ngāpuhi, Ngātiwai, Kawerau-ā-Maki, Ngāi Te Rangi) and Dolly Paul (Tainui) offer a culturally grounding and positive presence, wise counsel and cultural guidance to staff, students and others involved in Whakapiki Ake. Whaea Julie Wade (Tainui) is the Community and Cultural Liaison for Te Kupenga Hauora Māori, assists these Kaumatua and supports Whakapiki Ake in a myriad of ways including campus-based events.

## **Institutional support and funding**

Through Te Kupenga Hauora Māori, the University provides the institutional and academic home for Whakapiki Ake. It provides office and meeting space as well as library access and other services. It approves and accepts the contract from the Ministry of Health and is ultimately responsible for delivery. The Whakapiki Ake Development Manager is responsible for reporting to the Ministry.

Academic leaders invest significant time in leading and developing Whakapiki Ake. They undertake academic research on Whakapiki Ake and supervise students undertaking Whakapiki Ake-related postgraduate research. Other FMHS and other faculty academics and Vision 2020/TKHM/UoA professional staff provide intensive support for Whakapiki Ake interventions held on campus or enable students to access support services.

The Ministry of Health currently provides a three-year, fixed-term contract, with quarterly reporting, through Māori Health Workforce Funding.

Tertiary Commission Equity Funding supports tertiary education organisations to improve access, participation, and achievement of Māori and Pacific learners at higher levels of the tertiary education system, as well as participation and achievement of students with disabilities. This support goes to MAPAS, however and not directly to Whakapiki Ake.

### **Stakeholder engagement and collaborations**

Whakapiki Ake mainly works with mainstream secondary schools across most of the North Island and also engages with wharehura. Teachers/schools offer vital input (feedback and ideas) to inform ongoing programme delivery/developments. Other key stakeholders include the Ministry of Health, marae/iwi organisations, DHBs, other recruitment programmes and Whakapiki Ake/MAPAS tuākana/alumni. Key internal stakeholders within the University of Auckland are the Pro Vice Chancellor Māori, Faculty of Medical and Health Sciences, Te Kupenga Hauora Māori including CertHSc and MAPAS staff, Equity Team, Schools Partnership Office, Scholarships Office and Halls of Residence staff.

This evaluation did not specifically cover iwi/hapū engagement (via iwi/hapū entities) but that would be a fruitful enquiry for future evaluation work. Whakapiki Ake wants to increase engagement with marae/iwi and the Development Manager recognises that will require relationship development work in the first instance.

Whakapiki Ake actively collaborates across the university to deliver its interventions. For example, Te Whē is a university collaboration engaging staff from different schools and the AMRF Medical Sciences Learning Centre – Whakaaro Pai. MASH is a collaboration with secondary school educators, the Faculty of Medical and Health Sciences and Auckland DHB. COACH (Year 13) is a university-school collaboration that brings together Vision 20:20 staff, the university scholarships office, halls of residence staff, kaumātua and secondary school teachers. Study Wānanga are supported by NCEA Level 2 and 3 teaching staff who cover the sciences, maths (including statistics and calculus) and English.

Whakapiki Ake has also developed collaborations to support regionally-based programme delivery. Te Whē (Year 10) operates regionally in Tauranga as a collaboration with St Johns National Headquarters, the Bay of Plenty DHB, Regional Māori Health Services and Kia Ora Hauora. Te Whē (Year 11) benefits from these partnerships and receives additional support from the Hauora Māori Training Fund and Māori Health Planning and Funding. Te Whē operates in Whakatane (at Year 11) and is also supported by these partners. Science workshops are supported by the House of Science, Whakatane and Tauranga.

Whakapiki Ake also collaborates with other recruitment programmes. Founded in 2009 and operating within Kaupapa Māori, the Taranaki-based WhyOra recruitment programme partners with rangatahi, whānau, the health and education sectors, and employers to facilitate educational opportunities and health career pathways for Māori (rangatahi and adult learners). WhyOra also seeks to improve equity of access to health and disability services. Whakapiki Ake has engaged with WhyOra since 2013, forging a collaboration to identify and recruit eligible rangatahi across the Taranaki region for Whakapiki Ake programmes. As well as maintaining regular communication and

sharing information, Whakapiki Ake staff have attended sessions hosted by WhyOra and WhyOra staff have attended MAPAS events at the University of Auckland. WhyOra also provides financial support to their students studying at the tertiary level.

Established in 2018, the Waikato DHB's Te Puna Waiora recruitment programme seeks to support rangatahi into the health workforce. The programme targets rangatahi Māori at secondary school within the Waikato DHB catchment or enrolled in a health-related programme with a tertiary provider. Whakapiki Ake has provided information on its recruitment pipeline and Te Puna Waiora staff have attended Whakapiki Ake and Vision 20:20 programmes to develop their understanding of pathways into the Faculty of Medical and Health Sciences. Whakapiki Ake works with Te Puna Waiora to identify students who might benefit from their respective programmes. Sharing information avoids duplicating school visits and over-burdening schools with health recruitment programmes.

### **Research, evaluation and feedback**

Associate Professor Elana Curtis leads a significant and expanding academic research programme that underpins Vision 20:20 initiatives and informs Whakapiki Ake developments. This programme includes a literature review of 'best' practice for recruitment into tertiary health programmes (Curtis et al, 2012a), research examining Indigenous and Māori student success in tertiary health programmes (Curtis & Arini, 2012b; Curtis et al., 2012c; Curtis, et al., 2014b), studies analysing Vision 2020 initiatives, strategies and challenges (Curtis & Reid, 2013; Curtis, et al., 2015a; Curtis, et al., 2015b; Curtis, et al., 2015c; Curtis, 2018), and research related to tertiary health study admission processes for Māori and Pacific students (Curtis et al., 2015d; Curtis, et al., 2017). The academic research programme includes masters and doctoral studies that have led to some of the above publications (Burgess, 2014; Wikaire, 2015; Curtis, 2016; Bryers, 2019).<sup>10</sup>

Self-reflective practice is core to kaupapa Māori and implemented within the limitations of current capacity. Since 2012, Whakapiki Ake has used various means to gain feedback including evaluations, online tools and focus groups (for whānau and rangatahi) among others. This feedback informs incremental intervention changes. An online survey monkey tool, for example, gains feedback from rangatahi and whānau following specific interventions. The Whakapiki Ake team analyse the feedback, highlighting common themes, specific concerns, and ideas for possible improvements. Some feedback is passed on to a wider group or another team. Feedback on MAPAS, for example, is passed on to the MAPAS Team. It is hoped the new FTE allocation can help to maximise the information gained from feedback processes. The Whakapiki Ake team identified ways to improve current feedback processes and these are included in the next section.

---

<sup>10</sup> This body of research includes quantitative and qualitative analyses. Some studies have used interviews, focus groups or whānau hui to generate indepth student/whānau reflections on their lived experiences and knowledge of Whakapiki Ake, which in turn has informed programme developments. A separate project (running alongside and generating data used in this evaluation) is exploring the successes and challenges of Vision 20:20 and future opportunities. Titled *Beyond Vision 20:20*, that project received \$100k from the Vice Chancellors Strategic Development Fund and will inform the future direction of Vision 20:20.

## **Student and whānau perspectives on Whakapiki Ake**

A recent Masters-level Kaupapa Māori research project draws attention to the perspectives of fourteen Year 13 students and 11 whānau members engaged in Whakapiki Ake (Bryers, 2019; Bryers, et.al, 2021). Two voluntary workshops (one for students and the other for whānau) explored four themes: the strengths, challenges and opportunities of Whakapiki Ake as well external influences.

This research highlights that Whakapiki Ake does more than recruit students to university, it enables their cultural, social and academic growth as well as reducing barriers to tertiary study and providing resources to support tertiary success.

Highlighting the importance of whakawhanaungatanga, students and whānau valued strong and sustaining relationships within and across cohort groups including Whakapiki Ake students; Whakapiki Ake whānau; Whakapiki Ake tuākana-teina cohorts (Bryers, 2019, p.77). These relationships reduced social isolation by creating connections and a sense of whānau with others who have similar aspirations.

Whānau benefitted by creating their own connections across cohorts, becoming ‘one whānau’ on the tertiary education journey (Bryers, 2019, p. 77). They also valued the way interventions connected up and encouraged Māori students to join Whakapiki Ake.

Students and whānau valued growth in cultural identity and knowledge (Bryers, 2019, p.78). Interventions supported students to learn and embrace tikanga Māori, such as pepeha, which led to increased confidence, a sense of belonging, and whakawhanaungatanga – “important identity markers for Māori” (p. 78). Students at different locations on their cultural journey felt accepted for who they are *as Māori* and encouraged to deepen their understanding of their identity (p.78).

Students described how Whakapiki Ake increased their self-esteem, self-confidence, and self-determination, inspiring a positive, motivated, goal-oriented outlook (Bryers, 2019, p. 79). Whānau also appreciated that interventions supported students to develop resilience strategies when encountering racism and growing confidence through leadership roles (p.79).

Students and whānau thought Whakapiki Ake was a well-developed, efficient and structured programme. Being part of Vision 20:20 was a positive for students and whānau who highlighted the study space, tutorials and ongoing support available through MAPAS (Bryers, 2019, p. 91). Both described how Whakapiki Ake creates learning environments that support students to identify academic and health career pathways (Bryers, 2019). Whānau found Whakapiki Ake staff approachable and knowledgeable, and appreciated that communications were student-centred. The transition to university was made easier because of ongoing connections with Whakapiki Ake staff (p. 80). Whānau reported that being involved with Whakapiki Ake also nourished their cultural growth, built their knowledge of health inequities and tertiary education, and increased their confidence to go on the journey with their student (p.81).

*Throughout high school, to applying for university, Whakapiki Ake has helped me define what I wish to aim for in life and directed me so that I pursue that specifically. (Student)*

*They've [Whakapiki Ake] inspired us and the whole whānau to be part of this journey with them, that it's not them walking alone. Much more focus in terms of what they're doing. Feeling better about self which flows on to being better kids within the family. (Whānau)*

Whānau reported that the timing and format of Whakapiki Ake communications posed some challenges, especially when relying on their student for information on events (Bryers, 2019, p.81). Whānau also said that limited awareness of the different interventions hindered their understanding of Whakapiki Ake. Whānau wanted “better translation from the guys at Whakapiki Ake” to better understand “what the kids are doing” (p. 81).

Looking to the future, whānau felt there was an opportunity to improve planning around application deadlines and events would help whānau to prioritise and participate. Whānau thought online tools and text messaging could support better planning (Bryers, 2019 p. 82). Whānau also thought there was an opportunity to enhance Whakapiki Ake involvement in schools (to ensure accurate and current information on Whakapiki Ake and knowledge of subject choices and prerequisites) and at a regional level (through a local point of contact tasked with building relationships with local schools) (p. 82). Whānau wanted greater accountability from schools and thought these developments and greater whānau participation could help Māori students with an interest in a health career to find their way to Whakapiki Ake (p. 83). Students wanted more support to develop their study techniques prior to entering tertiary education (p. 83). Other opportunities included a ‘bonding’ scheme as a form of financial support to also encourage students to return home and address local health workforce shortages (p. 91).

The research also highlighted external influences that affected a student’s ability to successfully transition to university, including, positively, the moral support and encouragement of whānau, the positive influence of like-minded peers and helpful careers advice in schools. Whānau were concerned about a racist discourse suggesting students were not deserving of a place at university or that their student was not ‘Māori enough’ (Bryers, 2019, p. 85). Whānau and students also highlighted financial concerns, school factors (such as timetabling, western curricula, less informed careers advice, and an unsupportive schooling environment), transitioning factors (such as leaving home and whānau, adapting to the university environment, navigating university processes, fears of failing and getting lost in a new place) and whānau experiences (some very supportive and others less supportive or absent). Some students pushed back against racism and structural barriers determined to achieve.

This masters research project is important because it focuses on student and whānau experiences of Whakapiki Ake. The findings mirror student and whānau reflections in the digital stories that accompany this written evaluation. The findings also support a reliable ‘360 view’ of Whakapiki Ake by mirroring perspectives of other key stakeholders documented in the remaining parts of this report: high school teachers, university lecturers, a university administrator, a former MAPAS team leader, a DHB partner, and Whakapiki Ake staff. The findings here also offer ways to support positive incremental change.



"I think in many aspects the whole programme is very beneficial and has been very successful."

(University Lecturer – Int. 2)

"The rangatahi are the outcomes; they are walking evidence of Whakapiki Ake working."

(Kaimahi 1 – Int. 7)



## Part 5

### How well Whakapiki Ake works

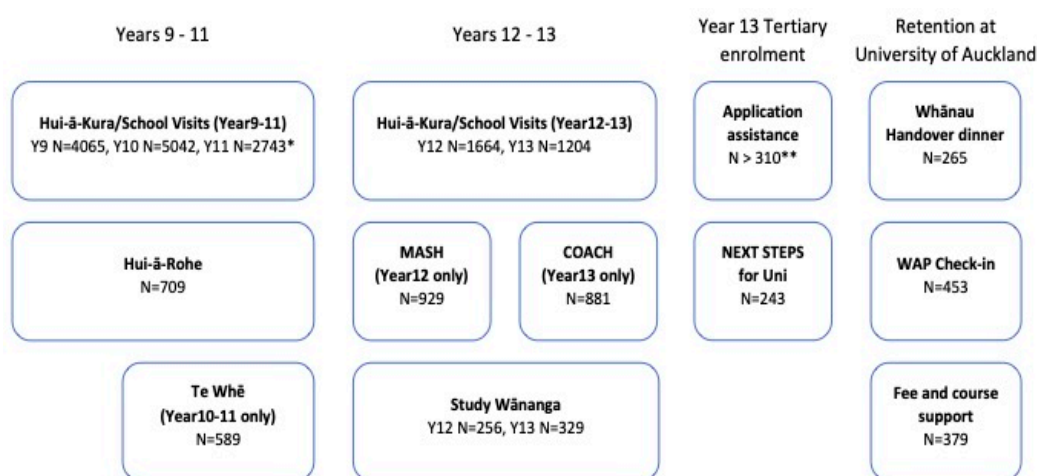


In this section we turn to key outcomes identified in the programme logic (on page 26) to assess how well Whakapiki Ake is doing to achieve its desired outcomes, drawing on quantitative and qualitative data.

## Who Whakapiki Ake reaches and works with

From 2012 to 2019 the programme estimates that a cohort of 2337 unique students engaged with Whakapiki Ake and attended at least one intervention (not including the Hui-ā-Kura) (Figure 1 below).<sup>11</sup> Nearly three-quarters of this cohort is female ( $n=1704$ ) and nearly forty percent have been at low decile (1-3) schools ( $n=933$ ). Although rangatahi were located across North Island DHB regions, Counties Manukau, Bay of Plenty, and Auckland DHBs had the highest representation in the cohort ( $n=327-370$ ), while Whanganui, Wairarapa and Hutt District had the lowest representation ( $n=8-12$ ).

Figure 1. Attendance at Whakapiki Ake interventions, 2012-2019



Overall cohort: 2337 students (includes overlap of attendees between interventions)

\* Hui-ā-Kura/School Visits only counted numbers of students from 2014 onwards; other intervention numbers are 2012-2019 inclusive.

\*\* Application assistance numbers not available for 2014, 2015, so this number is an underestimate.

Since 2014, over 10,000 Year 9-11 students have attended **Hui-ā-Kura** at their secondary school and been exposed to science, Māori role models and potential health career options.<sup>12</sup> Secondary schools in the Bay of Plenty and Northland DHB regions have been visited most often for Year 9-11 Hui-ā-Kura ( $n=59$  and 46 visits respectively), while some DHB regions have not been visited (Whanganui, Hutt District, Wairarapa, Capital & Coast).<sup>13</sup>

**Hui-ā-Rohe** are similar to the Hui-ā-Kura, but run in and are open to the community, including students and their whānau. From 2014 to 2019, 709 rangatahi (516 female, 192 male) have attended Hui-ā-Rohe. The majority of these rangatahi have been from medium (46.3%) or low (34.8%) decile schools.<sup>14</sup>

<sup>11</sup> The quantitative data in this section and associated footnotes (11-34) are drawn from Curtis et., al. (2021). Whakapiki Ake Programme Report 2012-2019. See Appendix Three (p. 103) for a breakdown of demographics of the Whakapiki Ake 2012-2019 cohort.

<sup>12</sup> Figure 1, p. 8

<sup>13</sup> Table 4, p.15

<sup>14</sup> Table 3, p.13

Attendees at Hui-ā-Rohe have most frequently come from secondary schools in the Bay of Plenty ( $n=101$ ) and Waikato ( $n=98$ ) DHB regions. Few Hui-ā-Rohe attendees have come from secondary schools in Taranaki ( $n=4$ ), Wairarapa ( $n=3$ ) or Capital & Coast ( $n=1$ ), and none have been from the Whanganui or Hutt District DHB regions (probably as Hui-ā-Rohe are not held in these regions).<sup>15</sup>

Attendance at Hui-ā-Rohe varies year on year as attendees are not required to register. In the beginning years (2014-16) attendance was high, with between 124-214 students and 123-261 whānau members attending. In 2017 to 2019 attendance dropped to between 55-80 students and 75-78 whānau members.<sup>16</sup>

**Te Whē** interventions began in 2014 and have run three times a year since 2015 in Auckland, Tauranga and Whakatane. Te Whē give rangatahi more in-depth exposure to the working lives of health practitioners. From 2014 to 2019, 589 (391 female, 198 male) Year 10 and 11 rangatahi attended Te Whē.

The majority of Te Whē participants have come from secondary schools in the Bay of Plenty ( $n=218$ ) and Counties Manukau ( $n=185$ ), Auckland ( $n=130$ ) and Waitematā ( $n=47$ ) DHB regions.<sup>17</sup>

To remain involved in Whakapiki Ake when they are in Year 12 and 13, rangatahi have to be taking a minimum of two applied sciences. The **Hui-ā-Kura** for students in these years target those who are eligible for the other Whakapiki Ake interventions, particularly **MASH** (Māori Achieving Success in Health) in Year 12 and **COACH** (Creating Opportunities for A Career in Health) in Year 13. MASH and COACH are limited (since 2014) to 60 attendees per year. Between 80 to 90 percent of the students who apply to attend MASH and COACH are invited to attend, and 90 to 100 percent of those invited then attend.

Nearly 3000 students have attended the Year 12 and 13 Hui-ā-Kura from 2012 to 2019, with nearly 929 (354 female, 123 male) students participating in MASH and 881 (368 female, 112 male) in COACH. Around 80 percent of students participating in MASH and COACH were from medium to low decile secondary schools.<sup>18</sup>

Students attending these Whakapiki Ake interventions are then eligible for the Year 12-13 Study Wānanga. It is expected that students enrolling in the Study Wānanga intend to apply to the University of Auckland, with Year 13 students expected to apply to the Faculty of Medical and Health Sciences.

Nearly 600 students (256 in Year 12 and 329 in Year 13) participated in Study Wānanga from 2012 to 2019. Nearly 75 percent of these students were female, and around 80 percent of the students were from medium to low decile schools. Students were from all DHB regions, with Auckland ( $n=68$ ) and Waikato ( $n=53$ ) the most well-represented regions. Hutt District ( $n=2$ ), Whanganui ( $n=1$ ) and Wairarapa ( $n=1$ ) were the least represented DHB regions.

---

<sup>15</sup> Table 3, p. 13

<sup>16</sup> Table 3, p. 13

<sup>17</sup> Table 3, p. 13

<sup>18</sup> Table 10, p. 22



## Whakapiki Ake outcomes – Secondary school

### Early exposure interventions

Whakapiki Ake creates a way to access and engage rangatahi so that more Māori students can consider a health career. A former MAPAS Team Leader highlighted that this sort of exposure did not happen when they attended high school.

*“When I see high school students coming through Whakapiki Ake I always reflect, ‘What was I thinking about for my future career path when I was their age?’ There’s no way I would have even thought about working in health back then or imagined becoming a health professional. I don’t recall anyone coming to my school back in the day to promote this career pathway.” (Former MAPAS Team Leader, now University Professional Teaching Fellow - Int. 3)*

Those implementing these interventions have seen first-hand their eye-opening effect; awakening rangatahi and their whānau to possibilities for their future.

*“With Te Whē you hear our younger age group saying, Oh my Gosh, I can do health, I never thought about that before. Now I see the importance of keeping sciences.” (Kaimahi 1 - Int. 7)*

Of those in the Whakapiki Ake cohort who attended Te Whē in 2014 to 2016, around 19 percent went on to study at the University of Auckland.<sup>19</sup> Around a third of the students attending Hui-ā-Rohe in 2014 to 2016 went on to enrol at the University of Auckland.

### Transitioning interventions

MASH, COACH and the Study Wānanga all provide students with the opportunity to visit the University of Auckland.

*“Just exposure to the idea of going to university and exposure to the physical place, as well as the ability to be able to connect with someone who can help whānau learn and know about what is offered at the University has a huge impact.” (Former MAPAS Team Leader, now University Professional Teaching Fellow - Int. 3)*

Interventions catalyse student interests and aspirations, introduce them to Māori tertiary students and other new relationships, and offer access to the campus so students can experience first-hand what university is like. The importance of this experience was explained by a high school teacher.

*“Quite a few students who we’ve sent off to a Whakapiki Ake wānanga at university, say just before leaving, ‘What have I gotten myself into?’ Afterwards, they say, ‘Actually I can do this and that’s what I want to do. I know where I’m going now.’ That awakening is just so enormous for students; it’s an eye-opening experience.” (High School Teacher - Int. 8)*

Increased exposure and awareness also “shows students they are really valued and people care, and we want them in the School and there is a place for them” (University Lecturer - Int. 9).

---

<sup>19</sup> Table 3, p. 13

Enrolment rates at the University of Auckland from students attending these Whakapiki Ake interventions have ranged from 29.5 to 45.8 percent for MASH, 41.7 to 58.3 percent for COACH, 41.2 to 62.5 percent for the Year 12 Study Wānanga, and 53.8 to 81.5 percent for the Year 13 Study Wānanga.<sup>20</sup> The average enrolment conversion rate from the Year 13 Study Wānanga (2012-2018) is 74 percent; that is, three out of four Year 13 students attending Whakapiki Ake Study Wānanga went on to enrol at the University of Auckland.<sup>21</sup>

### **Increased whanaungatanga**

Stakeholders had all observed ways in which Whakapiki Ake interventions and engagements increase whanaungatanga among students and whānau. They had witnessed students making connections with others, building a strong community and network of support, and developing friendships with like-minded students who have similar goals and are moving in the same direction. Seeing older students succeed enhanced their self-confidence, self-esteem and self-belief.

A DHB collaboration partner talked about attending a hui at the UoA campus marae where she witnessed whanaungatanga at work among students tuākana and whānau.

*“You see a whole lot of kids talking to other kids, building peer-peer relationships kanohi to kanohi, which is good. You see older students talking to the parents, which gives them a sense of what their child might be like them in the future if they follow this path. You see tuākana-teina relationships and those interactions are beautiful; they let the rangatahi and parents know, “It’s okay to come to university; we will look after you.” (DHB Collaboration Partner – Int. 5)*

Rangatahi not only build strong relationships across their cohort but also with university staff. A lecturer recalled telling jokes to Year 12 MASH students and recounting the same jokes the following year to Year 13 COACH students, only to be caught out because they’d heard those jokes before!

*“I think the relationship building students have amongst their cohort and with staff is so valuable. They remember they have that connection and it says something about the quality of the connection and the ways we are engaging with them” (University Lecturer - Int. 1).*

### **Enhanced rangatahi cultural growth and confidence**

A community of support wraps around rangatahi, helping them to grow and build their understanding of their cultural connections and identity.

*“Our rangatahi connected to their whakapapa and Te Ao Māori help our students that aren’t so connected to connect to their culture, so there is that beauty at work in the programme that you notice happening every year. If it’s not our students helping one another make those cultural connections, then us Kaimahi or our tuākana will be helping them to have a deeper understanding of their iwi, or explore questions like, All I’ve got is a connection to this hapū, so what does that mean?” (Kaimahi 1 - Int. 7)*

Whakapiki Ake interventions connect students to being Māori and have a significant impact on their cultural and personal growth.

---

<sup>20</sup> Table 9, p. 21

<sup>21</sup> Text, p. 20 – Table 9, p. 21



*“The noho marae allows rangatahi to learn what it means to be Māori in that space, to learn their pepeha and waiata and how to be together with kaumātua as well as learning life skills, like how to get up and make your bed and tidy yourself up to start your day right. If you can master those skills on a marae, which can be an intense space if you're new to it, then you can go home and master anything. So, the cultural and personal growth is massive.” (Kaimahi 1 - Int. 7)*

Students demonstrate self-respect, mana and pride in being Māori.

*“I feel the students have a new found self-respect/mana and awareness of this, and more importantly their place in the world. They are proud of their heritage, te ao Māori, and have a very strong sense of manaaki.” (University Lecturer - Int. 1)*

A high school teacher noticed that students developed confidence, rising to the challenge of owning their participation in the programme.

*“Students gain a great deal of confidence. They actually have to go, they have to participate, they put in the work. [Students are told], ‘You need to come prepared. You need to read over your notes tonight and, before you're in front of your teachers tomorrow, you need to know what's going to happen to guide your own learning.’ That model of delivery is about the students taking some leadership and ownership of their participation.” (High School Teacher- Int. 6)*

The net effect is that it becomes possible for students to imagine being Māori and being whomever, they choose to be.

*“I had a student three years ago who was trying to piece together her passions and being involved in Whakapiki Ake helped her to not only become confident and proud in her cultural identity but also to see that she could go to university and do a conjoint degree with a double major in marine science and Māori studies. I see students opening up pathways that will enable them to succeed in the sciences and become proud of their cultural heritage as Māori. That's the goal, and I saw those successes...” (High School Teacher- Int. 6)*

### **Enhanced rangatahi and whānau knowledge of NCEA, health career options & academic pathways**

Increased knowledge not only benefits the student but also opens up horizons for the whole whānau.

*“When I was last visiting the university, I saw a girl who went to Kohanga Reo with my son. Her father put a post on Facebook, and he was so proud that she was going to Auckland University. She is a first-generation student going to university. She is the fourth child in that whānau and the only one who went to university. That opportunity opens up a new horizon not only for the student but also for the whānau, as well as for her own future children who will know that their Mum went to university, so if she could so can they. So, the work we are doing with Whakapiki Ake is having a far-reaching impact, down through the generations.” (DHB Collaboration Partner – Int. 5)*

*“... certainly, with the students I taught, their parents knew about their involvement in Whakapiki Ake and we're extremely thankful for me putting them in touch with that community. That connection was celebrated between me as the teacher and the parents.” (High School Teacher- Int. 6)*

First-hand experience of different career options can have a significant impact. A lecturer explained that taking students into a clinic setting allowed them to feel what it is like to be an optometrist.

*“Some students have probably been to an optometrist before but never realized they could become one. The experience opens up that possibility and suddenly they realize, ‘Okay, so if I study A, B and C,’ then I could become that person.”*  
(University Lecturer - Int. 2)

For some students, realising that university is not for them is a positive outcome. Whakapiki Ake staff maintain an open-door approach in case students change their minds in the future or need support to find their next step.

*“We let them know we're still invested in them and we'd still love to know where they're heading or where they're at with their journey. ... It's really rewarding to see where the students end up and to know they feel comfortable to reach out to you for support.”* (Kaimahi – Int. 10)

### **Academic achievement**

Whakapiki Ake interventions challenge students to focus on their studies and motivate them to work hard to attain NCEA results in science courses. A careers advisor at a secondary school mentioned to a Kaimahi the difference in students who had attended a Whakapiki Ake intervention in Year 12. Their teacher confirmed her observations, saying, “After MASH they just put their head down and were a lot more focussed.”

*“So, Year 12 was a good year for them; they made it through, got good grades for their NCEA science courses and now they're in a good position to try hard for a scholarship in Year 13. They have done the good ground work.”* (Kaimahi 1 - Int. 7)

A high school teacher involved in Whakapiki Ake over many years has also noticed a significant shift in the expectations of top-achieving students. Whereas in the early days they focussed on gaining an ‘achieved’ in their NCEA internal assessment and passing exams, now for the most part students are aiming for ‘excellence’ on internal assessments and wanting self-study methods to do scholarship, some with very little school support.

*“So, there has been a huge shift of those top achieving students who are setting their goals high and coming to the programme feeling like that's a place where they can gain support.”* (High School Teacher- Int. 6)

Just over 1200 students in the Whakapiki Ake cohort ( $n=1207^{22}$ ) finished school in 2011 to 2018. Those doing the National Certificate of Educational Achievement (NCEA) had a mean NCEA L3 Rank Score<sup>23</sup> (max. 320) of 188.8 ( $s.d.=76.9$ ). The mean CIE (Cambridge International Examinations) Rank Score (max. 420) for Whakapiki Ake rangatahi on this pathway was 67.7 ( $s.d.=44.0$ ).<sup>24</sup>

---

<sup>22</sup> Only students who had uniquely matched National Student Numbers are included.

<sup>23</sup> Students' rank score is calculated based on their Year 13 NCEA results. A rank score of 250 is usually required for entry in the University of Auckland Bachelor of Health Sciences.

<sup>24</sup> Table 2, p. 11

Nearly three-quarters ( $n=848$ , 71.0%) of the cohort had exposure to at least two L3 science subjects (total credits), with exposure to L3 Biology (67.8%) being followed by exposure to Chemistry (64.5%) and Physics (62.1%). Students who studied L3 Biology, Chemistry or Physics received an average of around 20 total credits in each subject (Table 1).<sup>25</sup>

**Table 1. L3 Science subject credits for NCEA Whakapiki Ake rangatahi who finished school in 2011-2018 ( $n=1194$ )**<sup>26</sup>

Credits	<i>n</i>	Mean	SD
Table A Credits Total	1166	34.9	20.6
Table A Credits External	1121	19.6	12.1
Table B Credits Total	1131	63.6	38.1
Table B Credits External	1031	44.6	30.7
L3 Biology Total	948	19.6	8.7
L3 Biology External	857	14.2	6.7
L3 Chemistry Total	809	20.4	10.2
L3 Chemistry External	741	15.7	8.1
L3 Physics Total	567	19.8	11.0
L3 Physics External	537	16.4	8.9

### Whakapiki Ake interventions that impacted on academic achievement

Single predictor regression analyses found that the number of Whakapiki Ake Early Exposure interventions attended by rangatahi was not significantly associated with their NCEA L3 Rank Score. The number of Transitioning interventions however was. All Transitioning interventions except Te Whē had positive associations with NCEA L3 Rank Score, while Te Whē had negative associations.<sup>27</sup>

These findings held in the regression results for NCEA L3 Rank Scores; namely, the number of Early Exposure interventions attended was not significantly associated with Rank Score, but the number of Transitioning interventions was significantly positively associated with Rank Score ( $p < .0001$ ). On average, NCEA L3 Rank Score increased by 17 (95% CI: (12, 38)) for every additional Transitioning intervention a Whakapiki Ake student attended, keeping all other predictors constant.<sup>28</sup>

COACH, Study Wānanga and Te Whē were the Transitioning interventions significantly associated with Rank Score. Whakapiki Ake students who attended COACH had Rank Scores 21 points higher (95% CI: (11,32),  $p$ -value  $< .0001$ ), on average, than Whakapiki Ake students who did not attend COACH, keeping all other predictors constant. Whakapiki Ake students who attended Study Wānanga had Rank Scores 25 points higher (95% CI: (12, 38),  $p$ -value 0.0001) than Whakapiki Ake students who did not attend Study Wānanga, keeping all other predictors constant.

<sup>25</sup> To gain NCEA Level 3 a student needs to earn at least 60 credits at Level 3 or above, and 20 credits at Level 2 or above.

<sup>26</sup> Table 2, p. 11

<sup>27</sup> Text, p. 37

<sup>28</sup> The baseline analysis model showed that School Decile is strongly associated with Rank Score (overall  $p$ -value  $< .0001$ ). The effect is largest for Low (1-3) Decile compared with High (8-10) Decile: the Rank Score of a Whakapiki Ake student at a Low Decile school is, on average, 45 points lower (95% CI: (32, 58), pairwise  $p$ -value  $< .0001$ ) than a Whakapiki Ake student at a High Decile school, keeping all other predictors constant. The Rank Score of a Whakapiki Ake student at a Mid Decile school is, on average, 22 points lower (95% CI: (9, 35), pairwise  $p$ -value 0.0005) than a WAP student at a High Decile school, keeping all other predictors constant. Gender was not significantly associated with Rank Score.

There was weak evidence (p-value 0.0356) that Te Whē attendance was negatively associated with Rank Score. Whakapiki Ake students who attended Te Whē had Rank Scores 15 points lower (95% CI: (1, 29)), on average, than Whakapiki Ake students who did not attend Te Whē, keeping all other predictors constant.

## **Key Whakapiki Ake outcomes - University years to graduation**

### **Māori students gain entry into first-year tertiary study towards health professional careers**

Stakeholders interviewed saw for themselves that Whakapiki Ake students successfully enrolled in university.

*“I think the most rewarding outcome is seeing the students grow with confidence and come to university.” (Kaimahi - Int.10)*

Application assistance is a Whakapiki intervention that supports students to apply for health programmes at the University of Auckland or other New Zealand universities. Between 2016 to 2019 between 43-69 rangatahi participated in this intervention each year.<sup>29</sup>

From 2012 to 2018, half of the rangatahi from the Whakapiki Ake cohort enrolled at a New Zealand university after finishing secondary school (Table 2, unshaded columns). Just over ten percent enrolled in the University of Auckland Certificate in Health Sciences (CertHSc) in the year after they finished Year 13. Nearly two-thirds of these students (61.5%) then went on to enrol in a University of Auckland Bachelor programme in the year after completing their CertHSc, while 35 (20.1%) did so later.<sup>30</sup>

Of the 255 rangatahi who enrolled in a University of Auckland Bachelor programme in the year after they finished Year 13, most (84.3%) enrolled in programmes in the Faculty of Medical and Health Sciences.<sup>31</sup>

The proportion of the Whakapiki Ake cohort who went on to tertiary enrolment at the University of Auckland increased when only those rangatahi who had attended a MASH, COACH or Study Wānanga intervention were considered (Table 2, shaded columns). Just over twenty percent enrolled in a Bachelor programme in the year after they finished Year 13, while 16.9 percent enrolled in the CertHSc.

---

<sup>29</sup> Table 12, p. 24

<sup>30</sup> Table 16, p. 25

<sup>31</sup> Table 18, p. 31

Table 2. Enrolment in tertiary study of Whakapiki Ake rangatahi who finished secondary school, 2012-2018<sup>32</sup>

Tertiary Enrolment <sup>a,b</sup>	Total cohort (n=1630)		MASH, COACH or Study Wānanga attendees (n=663)	
	n	%	n	%
Enrolled in UoA CertHSc in year after Y13	174	10.7	112	16.9
Enrolled in UoA Bachelor programme in year after Y13	225	13.8	151	22.8
Enrolled in UoA Bachelor programme later	32	2.0	11	1.7
Enrolled in Bachelor programme, other NZ university in year after Y13 <sup>c</sup>	316	19.4	146	22.0
Enrolled in Bachelor programme, other NZ university in year later	81	5.0	36	5.4

#### Notes

a. The categories shown are mutually exclusive. For example, the number reported who enrolled in a Bachelor programme later does not include any students who entered CertHSc in the year after Y13, it only shows those students who entered directly into a Bachelor degree more than one year after Y13. Table 16 contains information about later tertiary study for the CertHSc students.

b. Enrolment data for programmes at other NZ universities collected from the TEC Tertiary Data Warehouse, via the Planning and Information Office at the University of Auckland. “Bachelors” at other NZ universities indicates the TEC qualification award code “Bachelors (including intermediate)” which corresponds to all Bachelor programmes, and a few intermediate programmes listed in Appendix B of the Curtis et., al (2021) report.

c. Data received by the Planning and Information Office at the UoA from the TEC on enrolment at other NZ universities are provided infrequently and may not provide complete listings of all students who did enrol (our cross-checking numbers of enrolled students at the UoA from TEC data vs. UoA internal numbers showed mismatched results). Therefore, the numbers reported here for enrolled students are likely to underestimate the actual number of students who have enrolled within universities across NZ. In addition, the Planning and Information Office at the UoA does not request data on polytechnic enrolments which may also underestimate the number of Whakapiki Ake students entering health related tertiary study outside of universities in NZ.

Stakeholders interviewed for the evaluation agreed that Whakapiki Ake has positively impacted Māori recruitment into the Faculty of Medical and Health Sciences.

*“If we didn’t have Whakapiki Ake, I don’t think we would have had the number of Māori students in our foundation or MAPAS programme. When you compare the admission rates of Whakapiki Ake students versus other Māori students in the cohort, the majority of the students are Whakapiki Ake students, so I think it’s a necessity to have this Māori recruitment programme.” (Former MAPAS Team Leader, now University Professional Teaching Fellow - Int. 3)*

<sup>32</sup> Table 15, p. 29; Table 17, p. 30



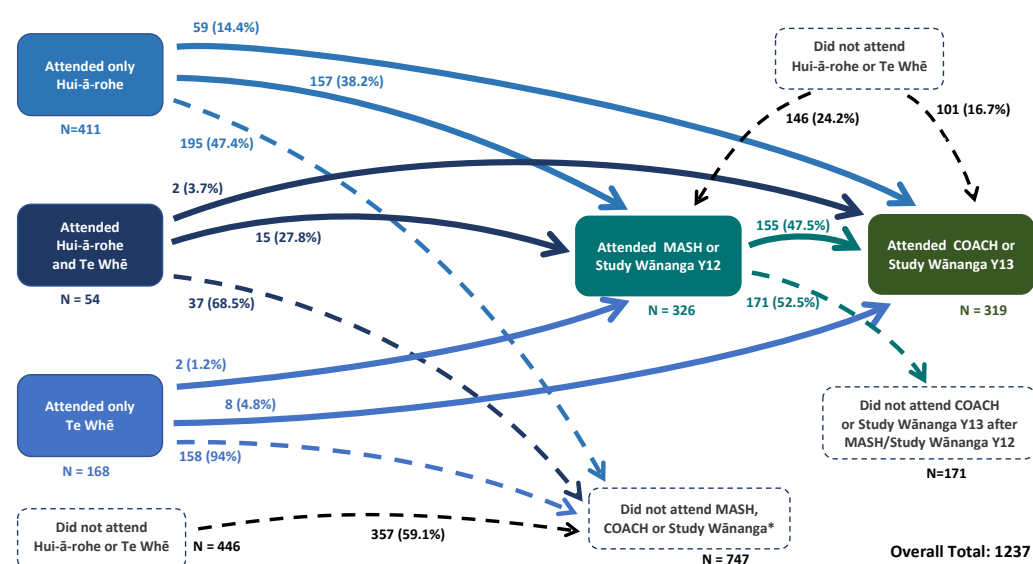
## Whakapiki Ake interventions that impacted on University of Auckland enrolment

The number of Early Exposure interventions attended was not significantly associated with University of Auckland entry in the year after Y13 year, but the number of Transitioning interventions attended was significantly positively associated (p-value <.0001). The odds of a Whakapiki Ake student entering the UoA in the year after their Y13 year were, on average, 1.9 times higher (95% CI: (1.7, 2.1)) for every additional Transitioning intervention they attended, keeping all other predictors constant.

Of the Transitioning interventions, COACH and Study Wānanga attendance were significantly positively associated with UoA entry. The odds of a Whakapiki Ake student who attended COACH enrolling in the University of Auckland in the year after Year 13 were, on average, 2.5 times higher (95% CI: (1.9, 3.3)) than a Whakapiki Ake student who did not attend COACH, keeping all other predictors constant. The odds of a Whakapiki Ake student who attended Study Wānanga enrolling in University of Auckland in the year after Year 13 are, on average, 3.3 times higher (95% CI: (2.4, 4.7)) than a Whakapiki Ake student who did not attend Study Wānanga.<sup>33</sup>

Models built by the Whakapiki Ake team strongly suggest that Early Exposure interventions provide a scaffold for rangatahi that helps ensure their attendance at Transitioning interventions that then lead to positive Level 3 NCEA outcomes and University of Auckland entry outcomes.<sup>34</sup> For example, attendance at Hui ā-rohe, Y12 Study Wānanga and COACH were all positively linked to attendance at Y13 Study Wānanga. Figure 2 shows Whakapiki Ake intervention attendance combinations drawn from the models developed, for rangatahi in Year 13 between 2014 and 2018. Thick lines show the proportion of rangatahi from the interventions who attended the important/significant Transitioning interventions of COACH or Yr13 Study Wānanga.

Figure 2. Whakapiki Ake intervention attendance linkages, for students in Year 13 in 2014-18



### Notes

Included students had non-missing Gender and School Decile 1-10.

The arrows leading to “Attended COACH or Study Wānanga Y13” from the Y9-11 interventions indicate students who attended COACH/Study Wānanga Y13 without attending MASH or Study

<sup>33</sup> Text, p. 38

<sup>34</sup> Text, p. 40

Wānanga Y12. \*Most of the students who did not attend MASH, COACH or Study Wānanga did attend Hui-ā-Kura / School Visits (Y12-13), and some attended later-stage interventions such as NEXT STEPS for Uni.

There was limited evidence of students' GPA in their first year of tertiary study being associated with Early Exposure or Transitioning interventions. For students in the CertHSc, the number of Early Exposure interventions attended was negatively associated with GPA (p-value 0.0334): on average, GPA decreased by 0.4 points (95% CI: (0.03, 0.8)) for every additional Hui-ā-rohe and Te Whē event that a Whakapiki Ake student attended, keeping all other predictors constant. This is probably because only a small number attend Te Whē, which was less targeted pre-2019.

### **Increased Māori student engagement with MAPAS**

Whakapiki Ake students arrive at university with a strong support network that expands through their engagement with MAPAS.

*“The transition from school to university is quite a big jump for many students. As much as our job is about recruiting Māori students into university, it’s also about helping them to understand that ... it’s a different environment and it comes with different pressures and expectations, and it’s about being able to balance all of those at the same time. That’s where MAPAS is important because it offers students a great transition from Whakapiki Ake and provides various kinds of support that help our Māori students to manage all those pressures and expectations.” (Kaimahi – Int.10)*

*“They’re not just left; through MAPAS they create a whānau whānui environment, where there’s an extended whānau environment.” (Former MAPAS Team Leader, now University Professional Teaching Fellow – Int. 3)*

When the Whakapiki Ake team examined the First Year Tertiary GPA of Whakapiki Ake students who enrolled in CertHSc or Bachelor degree programmes at the University of Auckland, they found that on average, students' GPA increased 0.4 points (95% CI: (0.3, 0.5)) for every additional University of Auckland intervention they attended, keeping all other predictors constant.

### **Enhanced Māori student self-efficacy, cultural growth and connectedness**

The growth in Māori students is life-changing on many levels and attributed to their journey through the programme. Some arrive with strong connections with te ao Māori and others might have less of a connection. Rangatahi are “truly empowered” by what they learn about who they are and that knowledge is reflected in their commitment to their studies (Kaimahi 2 – Int. 7).

*“I can think of particular Māori students in their fourth- or fifth-year of medicine who have taken a year out to do a te reo course, and now speak te reo Māori and have a better connection to their iwi and hapū. Some of them have blue eyes and blond hair. ... seeing that growth and the ways students connect or reconnect with their culture is absolutely amazing.” (Former MAPAS Team Leader, now University Professional Teaching Fellow – Int. 3)*

*“I notice some students will talk with others about the activities they did through Whakapiki Ake – ‘I started with COACH, then I did MASH and all these other things’ – so you know those experiences were important to them. Whakapiki Ake is another way to grow those relationships and have something in common.” (University Lecturer – Int. 9)*

## **Tuākana give back to Whakapiki Ake**

Whakapiki Ake encourages Māori students to give back; they have walked the road other students are now taking, know the challenges they face and want to help them successfully navigate the journey.

*“Whakapiki Ake students also tend to give back, so they’ll be the ones who go and support Whakapiki Ake and MAPAS events. It’s that connection, I think – ‘I’m from there, I did this, I know what it’s like to be on that journey’ and a sense nurtured through Whakapiki Ake about supporting the next cohort coming through. ... Māori values, such as manaakitanga and whanaungatanga, are really nurtured and nourished in Whakapiki Ake and support that kind of generosity.” (University Lecturer – Int. 9)*

Tuākana actively engage in the programme and play a crucial role in demystifying the university journey for rangatahi and whānau by sharing their stories and acting as powerful role-models.

*“At our MAPAS interview day, we have different things happening throughout the day that shows the cultural growth and the evolution of each tauira there. We have a whānau session and that’s where we give an opportunity for whānau to learn and understand the journey their rangatahi are going on. We have tuākana come along to share their stories as a way to inform them further. A tuākana shared a story of coming into university with limited understanding of their whānau history; they knew they were Māori but didn’t know much about their whakapapa and what that meant to them. That tuākana is now in her third year of medicine and is able to have conversations in te reo Māori. She knows her pepeha, and she has a much better understanding now of her whakapapa. There are so many students like her who experience huge cultural growth.” (Kaimahi 2 – Int. 7)*

Tuākana reach out, make connections and offer whānau encouraging reassurance.

*“I hear parents say to the tuākana, ‘How were you when you got here? Were you scared? My son is from the sticks, what will it be like for him?’ The tuākana reply was, ‘I know your son, I’m from home. Yeah, I was scared but I got all the support I needed from the programme.’ Listening to the tuākana is very encouraging for the whānau. For first-generation students, going to university is a big leap. For kids from Wairoa, the University of Auckland is a long way from home, so that encouragement is very important.” (DHB Collaboration Partner – Int. 5)*

In giving back, tuākana also build their own leadership skills.

*“Something really wonderful about being involved over a number of years is that when Ihumātao appeared in all the news reports last year, I reflected on the fact that its spokesperson, Pania Newton, had been one of the mentors for the new students coming into the first-year programme.... So as an opportunity for Māori students to build leadership skills through a tuākana-teina model, that was an example of success.” (High School Teacher – Int. 6)*

## Enhanced whānau engagement and growth

Through their engagement with Whakapiki Ake, whānau grow and flourish. Over time they build knowledge, skills, connections, confidence, self-determination, and aspirations.

*“There’s growth in whānau as well. On the first day of meeting a student and their whānau, they’re often quite reserved and in a very unfamiliar place. A year later, they’re teaching us what they need, “Hey, what do we do next?” They’re on board; they understand the kaupapa and want more information. At the MAPAS Interview Day you have parents coming back with their second and third child, knowing what that pathway is about and wanting to give them the same opportunities. Or, past MAPAS students wanting to incorporate their children into their legacy.”*

*“You see whānau reach out to one another and build relationships.” (Kaimahi 1 – Int. 7)*

*“Whakawhanaungatanga is huge and has all those other outcomes of building confidence through connections. Being able to pass their children over to the university, knowing we will be there to offer wraparound support and they can trust us to give good guidance, also builds confidence. Tikanga Māori means everything is done in a safe way, whether whānau are familiar with it or not.” (Kaimahi 2 – Int. 7)*

Witnessing their students go through university is uplifting for whānau and their communities. Whakapiki Ake whānau become actively engaged in their students’ educational journey, continue to build crucial knowledge, and younger siblings develop their own aspirations.

*“With whānau, for starters, you can just see how proud they are, especially when their student completes their degree. I notice how engaged they are in our whānau sessions; our Whakapiki Ake whānau are the ones who will always come along to those sessions and actively engage with us. Over the years, siblings have followed in the footsteps of their older brother or sister, and their whānau are there every step of the way supporting them, so that’s all very uplifting for those communities.” (Former MAPAS Team Leader, now University Professional Teaching Fellow – Int. 3)*

## Māori students gain qualifications for health professional careers

Tertiary completion data for the Whakapiki Ake cohort is only available for those who completed secondary school in 2012-18 and went on to attend the University of Auckland. Table 3 shows the number of students from the 2012-18 Whakapiki Ake cohort who entered a Bachelor degree at any stage, and who have completed or are active in Faculty of Medical and Health Sciences programmes. Thirteen from the Whakapiki Ake cohort have completed their MBChB degree, while a further 46 are still studying. Others from the Whakapiki Ake cohort have completed or are still studying their Bachelor of Health Sciences, Bachelor of Science, or other Bachelor programmes.

Table 3. Degree completion or active status for students enrolled in Bachelor degrees at the University of Auckland at any stage after their Year 13 year (n=287)

Degree	n	%
Completed MBChB <sup>a</sup>	13	4.5
Active in MBChB	46	16.0
Completed BOptom	1	0.3
Active in BOptom	-	-
Completed BPharm	2	0.7
Active in BPharm	2	0.7
Completed BNurs	6	2.1
Active in BNurs	4	1.4
Completed BHSc	11	3.8
Active in BHSc	16	5.6
Completed other FMHS programme or conjoint programme	2	0.7
Active in other FMHS programme or conjoint programme	2	0.7
Completed BSc (in. conjoint)	20	7.0
Active in BSc (in. conjoint)	38	13.2
Completed other Bachelor degree	29	10.1

Notes a. This table does not include Whakapiki Ake students who finished school before 2012 or who had missed Y13 year, so the total number of Whakapiki Ake students who have completed FMHS programmes may be higher than the numbers shown. For example, 12 additional students completed MBChB at UoA but had missed Y13 year.

Stakeholders recognised that, notwithstanding challenges faced by wharekura students, they too achieved success.

*“We have some fantastic success stories with kura students and that’s probably one of the hardest areas to target for entry into medicine. The wharekura themselves don’t really offer sciences, so it’s difficult to get those students through...” (Former MAPAS Team Leader, now University Professional Teaching Fellow – Int. 3)*

Graduation ceremonies have become powerful performances of Whakapiki Ake’s impact on students and whānau. Supported by their whānau, graduates share deeply moving stories of a nine-plus-year journey with Whakapiki Ake and its transformative effects.

*“Listening to their stories, you learn that they attended MASH and COACH, and how the study wānanga were helpful, then they did the CertHSc, then the degree, and then they specialized in a doctor’s programme, all because of Vision 20:20 and Whakapiki Ake. You see first-hand, the effectiveness of the extensive pipeline and the depth of support that goes into these tauira. Each tauira that shared their journey*

*had 10 whānau members behind them, who were also well informed about what that journey was for them.” (Kaimahi 2 – Int. 7)*

*“Many students stood up and said, “If it wasn’t for the Whakapiki Ake team coming into my classroom in high school and talking about medical school, I would never have thought about this pathway,” so that outcome is very important.” (Former MAPAS Team Leader, now University Professional Teaching Fellow – Int. 3)*

### **Māori health graduates aspire to make a difference for Māori in their chosen health career**

Stakeholders report that Māori health graduates leave the Faculty of Medical and Health Sciences aspiring to make a difference to Māori health needs and aspirations through their chosen profession. They also leave with strong sense of awareness of whānau and community. Significantly, the cultural journey they go on through Whakapiki Ake leads them to realise, “I’m not only doing this for myself, I’m also doing this for my whānau. There’s a reason that that’s my pepeha and I want to honour it” (Kaimahi 1 – Int.7). Those from rural communities recognise the huge need for trained health professionals in those locations and express a commitment to return.

### **Key Whakapiki Ake outcomes – Programme infrastructure**

#### **Development of a database and recruitment pipeline**

Whakapiki Ake has a functioning database that records information on all students registered for Whakapiki Ake, such as their demographic details, interventions attended and any applications made to the University of Auckland. As new interventions have evolved since 2012 when the database was developed, more data have been recorded. As well, the database gathers data from other Vision 20:20 programmes to enable continuity while students advance through their university studies (Bryers, 2019).

The recruitment pipeline has also evolved over time and now has well-developed offerings across all school years as well as transitioning opportunities. Pipeline opportunities produce powerful flow-on effects for schools, building a student culture of engagement, learning and achievement that becomes a force for change.

*“The value for the school is that Māori students are succeeding [across the pipeline] and success breeds success. ... When younger students see older students experiencing success, it can become self-perpetuating and it doesn’t have to rely on an individual relationship with the teacher anymore. Students learn to behave well and perform well in the things they get involved in...” (High School Teacher – Int. 6)*

#### **Data collection and evaluation of Whakapiki Ake interventions**

In addition to data recorded in the Whakapiki Ake database, other data is collected via the Student Services Online (SSO), the central student information database at the University of Auckland as well as tertiary data from the Tertiary Education Commission (TEC) via the Planning and Information Office (PIO) at the University of Auckland. Significant academic research (noted in the previous section) has not only drawn on existing data but also generated additional data through interviews and focus groups.

Whakapiki Ake data collection and management systems would benefit from an indepth review. The reliance on survey monkey tools has exposed weaknesses that could be resolved through a better subscription plan or by using a university-licensed programme (such as Qualtrics). The Whakapiki Ake registration form also presents an issue



concerning the way data is collected, stored in the Vision 20:20 database, and used to inform internal audits and research/evaluation projects. Currently, no declarations or permissions are granted in relation to the data that are collected at the time of registration. When submitting the registration form, rangatahi do not currently declare that all information is true and correct, nor do they provide permission for their data to be held and used for other applications and research purposes. Rangatahi do not provide permission for tracking; no consent is currently given for Whakapiki Ake to access NCEA/secondary school level data per student, other than on the consent form signed by parent and rangatahi when they attend MASH or COACH/Study Wānanga. All MAPAS students (including Whakapiki Ake rangatahi who eventually enrol within the FMHS) are required to sign a consent form that includes permission to use administrative data for research purposes.

Limited internal capability and capacity has hindered progress on addressing these issues. The Whakapiki Ake team has identified the need for a dedicated role to address these issues and be responsible for administrative tasks, data collection, management, evaluation and reporting.

Measuring outcomes also has challenges. Rangatahi may benefit significantly from their engagement with Whakapiki Ake during their secondary school years but for a range of reasons decide to pursue their aspirations for a health career in an educational institution elsewhere and “that’s a good outcome for them but that outcome may not show up on our data.” (University Lecturer – Int. 2)

Notwithstanding these challenges, evaluation, openness to change and a learning culture are now well-embedded in and hallmarks of Whakapiki Ake.

*“We make sure we evaluate every single programme we’ve done. COVID was a beneficial learning opportunity, challenging us to adapt our programmes online in different ways and formats. That’s been quite helpful; some of the challenges prior to COVID might have been around access, so what was a barrier isn’t so much of a barrier anymore.” (Kaimahi – Int.10)*

### **Whakapiki Ake decision making, delivery and developments**

A significant body of knowledge (from an extensive literature review and other sources) informed the original development of the Whakapiki Ake pipeline and ongoing research, evaluation and reflective practice has informed subsequent ongoing incremental changes. This investment coupled with programme leadership “explains the inventiveness of the whole programme” (Kaimahi 2 – Int. 7).

A lecturer engaged in the programme for more than ten years also observed that Whakapiki Ake “has developed into a more defined, engaging and applied learning experience” (University Lecturer – Int. 1). He and his colleagues create activities to get younger students excited, using equipment and facilities that may be unavailable in their schools or wharekura.

## Stakeholder understanding of Whakapiki Ake

Stakeholders expressed a deep appreciation and growing understanding of Whakapiki Ake. When asked, all agreed their awareness of and engagement with rangatahi and Māori students had been significantly enhanced through their involvement with Whakapiki Ake, with transformative effects for non-Māori teachers and lecturers.

*“Working with Whakapiki Ake has had a significant impact on me as a teacher. When I first got involved with Whakapiki Ake, my knowledge of tikanga was very slim. As a Pākehā Canadian new to the country, I was doing my best to understand what tikanga meant in the context of teaching Māori students and how I could do better to introduce myself and be respectful towards them. Being involved with Whakapiki Ake, I’ve learned heaps. I think my interaction with and understanding of the Whakapiki Ake programme really helped me to develop the right perspective when teaching or engaging with a very diverse community at my college where 30% of our students were Pasifika or Māori.” (High School Teacher- Int. 6)*

A university lecturer highlighted that the values that support teaching and learning also support a partnership approach between his school and Whakapiki Ake.

*“This programme has given me a sense of the importance of ako [teaching and learning] values. Ako values are about manaakitanga, whanaungatanga, and kaupapa at the base of it. It’s about creating those spaces where Māori students can feel welcomed and included, and able to learn. It’s about their right to be in this place and nurturing their ability to pursue a health science career. ... It is all about relationship building, it’s all about manaakitanga, it’s all about mahi tahi, so if there is something we need to discuss, then we have a discussion. I think all of that is really valuable because we feel like we’re partners.” (University Lecturer – Int. 1)*

## Effective relationships and collaborations

Whakapiki Ake has developed strong relationships and effective collaborations across the Faculty of Medical and Health Sciences. The School of Pharmacy for example has been involved with MASH since its inception. Staff respond proactively to requests from or opportunities to engage with Whakapiki Ake and work hard to ensure that Māori students in the School feel welcomed and properly supported. Whakapiki Ake staff are equally supportive of School initiatives. A former student and staff member made recruitment videos targeting Māori and Pacific students and their whānau. Whakapiki Ake staff were “fantastically supportive” and gave advice and a list of schools where it would be useful to send the first video as well as using the videos in Whakapiki Ake programmes. “You get pulled along with their enthusiasm.” (University Lecturer – Int. 9)

Whakapiki Ake has also forged strong connections with other University services to enable wrap around support for students. Whakapiki Ake works closely with the University’s accommodation service, for example, to enable students to access accommodation (see the story on page 79). Whānau stay in halls of residence at a reduced cost when attending Whakapiki Ake events. The Head of the University’s Accommodation Service said he sees students after hours and appreciates first-hand how combining the kinds of opportunities they each offer can support student recruitment and retention. He can rely on Whakapiki Ake to call if they are concerned about one of their students, so timely follow-up can occur. “It is a benefit of the Whakapiki Ake programme and a positive outcome,” he said. During COVID lockdowns collaborative action was taken when equity issues surfaced and some Whakapiki Ake students needed to return to campus living for increased support.

*“I had a lot of conversations with Whakapiki Ake over the past year about supporting their students in our accommodation during COVID lockdowns. Some Whakapiki Ake students didn’t have access to laptops, or WiFi, or a space in which to study at home. So, when I think of Whakapiki Ake, I think of their fierce advocacy for this group of Māori students to achieve well and a desire to link in with the university support systems.” (University Administrator – Int. 4)*

High functioning collaborations extend beyond the university and are crucial to engaging students in regional areas. The story of University of Auckland successful collaboration with Bay of Plenty DHB (on page 82) illustrates that a strong relationship holds the collaboration together.

*“The collaboration works so well for both of us. We each bring our own connections, knowledge, information and expertise, and weave them together. The Whakapiki Ake team is highly skilled, effective, and fantastic to work with. Everything is done well. ... If something pops up, we’ll deal with it. If we see something that will work for both of us, we’ll go for it.” (DHB Collaboration Partner – Int. 5)*

### **Vision 20:20**

Whakapiki Ake works very effectively to transition and connect students to Vision 20:20 programmes. The story (on page 81) by a former MAPAS Team, now a CertHSc Professional Teaching Fellow, illustrates the highly productive ways in which Vision 20:20 initiatives work together. Kaimahi described the journey for students as “quite seamless” because of the support offered every step of the way.

*“We say to them, ‘Whakapiki Ake will support you from the day you register with us, through to your enrolment at university, and until the day you graduate.’” (Kaimahi – Int.10)*

## Whakapiki Ake strengths

### Programme longevity

Whakapiki Ake has undergone significant developments and built-up wide-ranging relationships since it was established. The longevity of the Whakapiki Ake programme means staff can quickly access established relationships in Māori communities across the rohe of the North Island as well as within schools, DHBs and other organisations.

*“People acknowledge and take care of those relationships, knowing that without them it would be much harder to reach into our communities.” (Kaimahi 2 – Int. 7)*

### Kaupapa Māori positioning

Stakeholders highlighted the crucial significance of the Whakapiki Ake Kaupapa Māori, which reminds everyone to put principles into action, remain authentic and ensure whānau remain at the centre. A Kaimahi explained that this is the reason for having wraparound support and programme delivery that includes whānau and communities.

*“Without their involvement, we won’t be able to reflect their needs and aspirations. Having them on board means we can address their concerns and help them to navigate the system. We can also act as an advocate for our tamariki and whānau.” (Kaimahi 2 – Int. 7)*

The Whakapiki Ake team recognises, values and maximises everyone’s contribution, past and present. Internal and external stakeholders are acknowledged and feel part of the programme. They attributed this inclusive approach to Kaupapa Māori, which is always encouraging people to remember those who contributed before and uplift the mana of others now involved.

*“Whether they moved some chairs or delivered a biology lecture, every single person involved is important in making the programme an amazing experience for our rangatahi and whānau. Every day we know other people in our team are supporting us.” (Kaimahi 1 – Int. 7)*

Whakapiki Ake is a *by Māori and for Māori* programme that makes deep connections with and truly cares about the students.

*“Whakapiki Ake is a programme for Māori, and from the angle I see it and the angle that student see it, it’s by Māori as well. So, it’s for our Māori students and for our Māori people who are already doctors and working in the medical profession, and it’s led by our Māori people. It’s the whanaungatanga, the making connections with others. ... There’s a saying, “We don’t care how much you know, until we know how much you care.” One of the things students’ sense when they attend Whakapiki Ake hui is that the people at Whakapiki Ake care about where you’re going. And, it’s more than caring about just your grades, but also about helping you to get to that end point. So, it’s not just a content-driven thing but how you going to get there.” (High School Teacher – Int. 8)*

This kōrero illustrates how Whakapiki Ake demonstrates core Māori values. Other stakeholders also identified the manaakitanga, whanaungatanga, and kaitiakitanga of the Whakapiki Ake team as a Kaupapa Māori approach. Exercising these values enables whānau to see that it is possible for Māori to come to university and become a health professional.

Opportunities to share kai demonstrate core values and are an essential part of Whakapiki Ake programmes.

*“The students will always come back to us and say, ‘The kai was good!’ If they can remember that the kai was good, hopefully we can entice them to return for a four-day programme.” (Kaimahi 1 – Int. 7)*

### **New possibilities open up across the pipeline**

The pipeline model is a critical strength of Whakapiki Ake. Starting in Year 9, enables the Whakapiki Ake team to “to educate and build awareness early so whānau can understand and create a plan around what the future looks like for their tamariki” (Kaimahi 2 – Int. 7). Students across the pipeline are challenged to consider new and exciting possibilities for their lives, “to be the best they can be, to think about how they want to contribute to society, and to envision their future” (Whakapiki Ake Development Manager). Importantly, the Vision 20:20 Director observed, support is available to ensure the right starting point.

*“Whakapiki Ake is there to advise around the right starting point because there’s a lot of prep you have to do to succeed in that first year of university to get into your chosen pathway.” (Vision 20:20 Director).*

A number of stakeholders highlighted the significance of providing opportunities for rangatahi and whānau to visit the university. These opportunities allow rangatahi to develop a relationship with the campus – the physical place, its facilities and staff, before they enrol. They enable whānau to feel more connected to their journey and part of it.

*“The fact that students have been to the university at least twice (if they come into Whakapiki Ake in Year 13) or four times (if they start in Year 12) before enrolling is one of those small things that is really important. When you go there and walk around everyone is a stranger, which is odd. That can be a very frightening environment if it’s unfamiliar to you. So, to have been there four times, and to have had the wraparound support that Whakapiki Ake offers, and to also now know all these other Māori students who are going to be there when you start and will go through the journey with you, is a huge strength, and something our students often focus on in their kōrero.” (High School Teacher – Int. 8)*

### **Effective student engagement**

Whakapiki Ake creates space in which students can be themselves, whoever they are, as Māori. A high school teacher said, “You can see there’s a range of levels of connection to whakapapa and tikanga Māori.” (University Administrator – Int. 4). Wherever they are on their cultural pathway, Whakapiki Ake supports rangatahi and students to identify with *being Māori* and see it as ordinary, the norm and healthy.

*“There’s no judgement on students being Māori enough to come to Whakapiki Ake. If you have whakapapa, you have whakapapa. If that whakapapa comes out in your journey with Whakapiki Ake, that would be great. Students are accepted wherever they are on their cultural pathway and Whakapiki Ake is here to help them move along that pathway.” (Vision 20:20 Director)*

Whakapiki Ake also identifies and works with students at different stages of their academic journey. A Lecturer observed that some students are already motivated, want better career options and an understanding of where they can go. Others arrive at Whakapiki Ake events on campus unsure of their options.

*“By the end of the two-day programme, they have some appreciation of what the future holds for them. ... That new appreciation gives a bit more meaning to what they’re doing on a day-to-day basis in school” (University Lecturer – Int. 2).*

Over time, as Whakapiki Ake has evolved its pipeline approach, university contributors have been able to build ongoing relationships with rangatahi and witness students overcoming barriers.

*“We’ve seen each other three or four times. I’ve seen them stay the course and find value in the programme. Also, I’ve noticed if there have been barriers to their engagement, they’ve overcome those or started to overcome those.” (High School Teacher- Int. 6)*

As noted already, Whakapiki Ake also encourages students to own their participation. This high school teacher further explained that Whakapiki Ake “is not a programme that happens ‘to’ students and it is not delivered in schools. ... Because they sign up for it, they actively communicate and turn up.” (High School Teacher- Int. 6).

During Whakapiki Ake interventions, rangatahi not only see Māori as science teachers and as health professionals but also as people reflecting who they are and their experiences, encouraging them to explore their aspirations.

*“Seeing people who have walked in their shoes can help to encourage rangatahi Māori to move towards that aspirational place and seek out careers they may not have had exposure to.” (High School Teacher- Int. 6)*

Effective use of social media platforms has helped Whakapiki Ake to connect people and create a supportive community. Posting inspirational quotes on social media inspires students to keep going.

*“As soon as students see a post that’s been liked, they know they’re not alone and it’s relatable. ... students feel they can make suggestions about a particular post or something else that pops-up.” (Kaimahi – Int.10)*

Posts are also an effective reminder; if students need anything, they can get in touch with Whakapiki Ake.

### **Peer-to-peer and tukana-teina relationships**

Stakeholders agreed that a major strength of Whakapiki Ake was the way in which it builds strong and long lasting peer-to-peer relationships as well as student relationships across cohorts. A high school teacher observed that “students rub shoulders with one another and become a cohort, go on the journey together and learn from each other.” A lecturer further explained that “when students are in our space, it’s all about manaakitanga; and we reinforce that.” During Whakapiki Ake interventions, “We say to students, ‘You will meet people that you probably haven’t met before and make relationships, and these relationships are really important.’” (University Lecturer – Int. 1). So, all the time students are being alerted to the significance of relationships for supporting all-round success while on their journey.

Tūakana-teina relationships are also actively talked about, promoted, and demonstrated. Stakeholders recognised the hugely important role of tūakana as well as the leaderships skills they develop.



*“We say to students, ‘You will make valuable connections with the people who will teach you and they will also learn a lot from you.’ Those ako values of learning and teaching characterise the programme and foster valuable relationship-building.”*  
(University Lecturer – Int. 1)

### **Effective whānau engagement**

Stakeholders recognised whānau engagement as a major strength of Whakapiki Ake. The programme welcomes and embraces whānau, recognises their diverse backgrounds, builds meaningful relationships with them and creates exposure opportunities that build their knowledge, understanding and relationships. Stakeholders agreed that many whānau are still not aware of academic and career pathways and have diverse views on attending university. One stakeholder explained that while access to education had changed, many Māori had never been exposed to university or aspired to do a health-focussed academic pathway. Reflecting on his own whānau, he identified only three or four first cousins who had a degree from over 100. He said that whānau don’t just trust anyone and building relationships is key.

*“Seeing someone who looks like you, who is Māori, who has excelled, who has the knowledge and the understanding, and can answer all the questions put to them by rangatahi and whānau, are other strengths of the Whakapiki Ake team and what they do.”* (Former MAPAS Team Leader, now University Professional Teaching Fellow – Int. 3)

### **Effective engagement with teachers and university staff**

Faculty of Medical and Health Sciences lecturers and high school teachers expressed a strong commitment to Whakapiki Ake and genuine desire to connect with rangatahi and Māori students “who come to our labs and courses, because we really want them to be there.” Teaching on the programme was not about ‘ticking a box’, but rather motivated by a shared aspiration to see rangatahi succeed in a health sciences career (University Lecturer – Int. 1). They appreciated the flexible and nuanced approach of the Whakapiki Ake staff.

Other stakeholders observed that the Whakapiki Ake team are open to inquiry and focussed on maximising the benefits for students. A high school teacher who has been involved in Whakapiki Ake for many years described the kind of enquiry process that often occurs after interventions.

*“After study wānanga [the Whakapiki Ake Development Manager] would ask us, as the teachers, ‘What do you think was valuable for students in what you did today? Should we extend the study wānanga? What would be most useful for the students?’”* (High School Teacher- Int. 6).

He said he had learnt so much from his involvement with Whakapiki Ake and also greatly appreciates being able to do what he wants.

The Whakapiki Ake logistical arrangements work well for Faculty of Medical and Health Sciences teaching staff. Onsite delivery at the University means that lecturers do not need to travel and scheduling courses during holiday periods “helps massively with booking rooms and means our time is a bit more available. So, from a logistics perspective, Whakapiki Ake has developed a very efficient way of doing things” (University Lecturer – Int. 9).

### **Strategic, academic, cultural and shared leadership**

According to stakeholders, high calibre senior Māori academic and Whakapiki Ake leaders guide, support, and work collaboratively with passionate and skilled frontline Whakapiki Ake kaimahi and tūakana facilitators. Academic and staff leadership has delivered a highly respected and innovative recruitment programme grounded in a kaupapa Māori approach, evidence-based research, wide-ranging relationships and collaborations, and intellectual rigor. The whole team demonstrates high integrity and expresses an openness to change with a collective focus on shared values, best/ethical practice and better outcomes that matter to Māori as Māori.

*“Whakapiki Ake is led and facilitated by recognised Māori health professionals. Our Tūmuaki are founders of Māori health literacy. If you understand what a Kaupapa Māori Framework means and administer that well within your team, which has been done very well by our professors, that in itself is a strength because you know you’re doing this kaupapa on purpose and contributing to the cause.”* (Kaimahi 2 – Int. 7)

*“We can’t say enough about Kanewa [Whakapiki Ake Development Manager]. She embodies the kaupapa. When you think you have just gotten your head around things, there are five or 10 more things she’s already thinking of, to help this programme become even better. Each thing we do builds on something else and leads to the next thing.”* (Kaimahi 1 – Int. 7)

Whakapiki Ake is now well-integrated into the University of Auckland, highly regarded, and benefits from significant support across the Faculty of Medical and Health Sciences and from other university teams. Being situated within the university means that Whakapiki Ake team and their university colleagues have knowledge of and access to key people and information. One stakeholder talked about other recruitment programmes trying to recruit students from outside the University into Faculty of Medical and Health Sciences programmes. “They struggle to access information and connect with the right people” (Former MAPAS Team Leader, now University Professional Teaching Fellow – Int. 3).

The benefits of relationships work both ways. The Whakapiki Ake Development Manager has written references to support Faculty of Medical and Health Sciences staff applications for academic promotion or research, in recognition of their contributions to the programme.

Kaumātua play an instrumental role in creating safe space for everyone involved in Whakapiki Ake, whether they are new to te ao Māori, like some of the non-Māori lecturers, or deeply immersed in it, like ‘our kura kids’. Kaumātua maintain a watchful eye, listening ear and positive presence, helping to ensure, that at all levels, Whakapiki Ake is enabled to remain true to the kaupapa and that everything is done according to the ethics of tika – doing what’s right and appropriate in a situation.

*“All the rangatahi learn that, “Yes, I can come here and be me and be Māori and learn to do things right, whether learning or teaching peers, which is really important for their cultural growth. That’s been instilled in me as well – the importance of doing things right. With Whakapiki Ake we stay true to that; with kaumātua you have to be authentic. Our rangatahi see and learn how to do things right, while keeping their mana intact.”* (Kaimahi 1 – Int. 7)

Kaimahi also pointed out that because Whakapiki Ake is dealing with so many different people, organisations and communities, having kaumātua there, provide guidance and wisdom. They make sure that Whakapiki Ake demonstrates kaupapa Māori and tikanga Māori when delivering interventions and services as well as exercising the core values of the Māori department in which they are located within Faculty of Medical and Health Sciences.

*“Our kaumātua sit at the top of all our mahi. Their wisdom and guidance inform our practice/how we practice. They ensure we remain authentically kaupapa Māori. Kaumātua provide an amazingly positive influence, especially from my perspective, being quite young, to be able to be informed by our elders within a working space. ... Their presence and influence is very important because it keeps us working towards our goal, unified and grounded.” (Kaimahi 2 – Int. 7)*

## Whakapiki Ake challenges

### Engaging with mainstream schools and wharekura

Good communication is key when engaging with busy school/wharekura environments. Training aims to ensure that Whakapiki Ake staff recognise the busy-ness of school staff and that communication is on the team.

*“When we’re working inside the busy-ness of a school or engaging with a kura it can be hard to communicate the breadth of what we do and that we’re not just here to push the University of Auckland. We say, “We’re here to help the whole whānau, and we need to and want to see more of our rangatahi find a pathway into health. ... We’re still working on innovative ways to connect with some schools that we’ve not yet, so we are able to be in more schools. However, we are getting a growing interest.” (Kaimahi 1 – Int. 7)*

Whakapiki Ake is constantly rethinking how best to support schools to identify and steer rangatahi into science courses, and provides information and guidance to schools in various ways (noted earlier). Many schools now have a better understanding of entry requirements and Whakapiki Ake is supporting others.

*“We try to encourage careers advisors to promote across HOD Science and science teachers and will support rangatahi if they need us to advocate for the uptake of a science subject.” Whakapiki Ake Development Manager.*

Other stakeholders pointed to challenges that signal the need for early interventions that communicate information about pathways for students to whānau and schools. A high school teacher explained that students often make decisions with their whānau in Years 9 and 10 about prerequisite courses and if they miss out on those prerequisites they will not qualify for entry at a higher level.

*“I would have [capable] students in my biology class, but for the study wānanga we were looking for students who were taking at least two of the sciences and math.” (High School Teacher- Int. 6).*

Cross-curricular numeracy requirements to get into physics can create a barrier for study pathways. A high school teacher explained that while it is possible for students who miss the Year 9 and 10 prerequisites to pick up some science subjects at a higher level, often the biggest barrier is physics. He said that many schools create a prerequisite pathway where if students are not taking mathematics with calculus in Year 12, then they are not able to then do Level Two physics. He is aware however that the NCEA change programme currently underway intends to address some of “those artificial barriers” (High School Teacher- Int. 6).

Related to this challenge is a school perception derived from the way universities communicate preferences, which can get in the way of rangatahi taking a pathway to entry and impact their possible engagement with Whakapiki Ake. A high school teacher talked about communication from Faculty of Medical and Health Sciences that states a preference for students who have Year 13 physics. “It’s not an actual requirement of medicine but there’s a perceived hierarchy in which some subjects are seen as more valuable than others,” he said. He pointed out that approach could create a barrier for rangatahi Māori who are over-represented in the students who do not achieve numeracy in the expected calendar year. That delayed outcome can get in the way of students taking the mathematics with calculus pathway, which is the prerequisite for physics at some schools (High School Teacher- Int. 6).

Distance from Auckland can also discourage engagement. A High School Teacher in Hamilton thought his school, which is very supportive, but could definitely access Whakapiki Ake opportunities a bit more especially in the early exposure years.

*“Distance prohibits our students from engaging. We’re down here in Hamilton and the University is up there in Auckland.” (High School Teacher – Int. 8)*

Another challenge is that schools may not encourage rangatahi to register with Whakapiki Ake because they/their teachers fail to recognise particular students as being Māori.

### **Broader curriculum issues**

Whakapiki Ake wrestles with a science curriculum that centre Western-based knowledges and ignore mātauranga Māori. The majority of the Māori students enrolled in Whakapiki Ake come from English medium schooling, so are familiar with working within a Western/Pākehā system of assessment. But as a high school teacher pointed out, “It’s quite difficult when you get into Level Two and Three physics and chemistry, for instance, which is all Western-based knowledge and doesn’t reflect mātauranga Māori.” He also recognised that “the curriculum has to be translated into te reo Māori in order to teach biology, ecology, astrology and astronomy in wharekura.” That issue intersects with challenges facing the teaching workforce, namely “finding teachers who have studied those subjects and can teach in te reo Māori” (High School Teacher- Int. 6).

Wharekura students face significant challenges if they want to enter health sciences but have not studied science subjects before. Wharekura offer mātauranga Māori and promote use of te reo, whereas the New Zealand high school science curriculum is Western-based knowledge communicated in English. As well as language, teacher resource or capacity is an issue. But small numbers of rangatahi leave kura to attend mainstream school to take up sciences

### **Pressures impacting on students**

Māori secondary and university students experience a range of pressures that can impact their engagement with Whakapiki Ake and their recruitment, retention, and completion. These pressures include classroom encounters, cultural expectations, whānau commitments, personal hesitations, mental health concerns, and being a first-generation student going to university.

#### **Treated differently**

Whakapiki Ake students encounter racism and may experience different treatment in class.

*“They still feel like they’re treated differently because they are Māori, they also tend to feel lonely as the only one or two in the biology class.” (Kaimahi 1 – Int. 7)*

Whakapiki Ake students are exposed to “stigma, bias and ignorance of others who think they are receiving special treatment.” (Vision 20:20 Director)

### Pulled in many directions

Some rangatahi are pulled in many different directions. Students are required to attend workshops and wānanga during school holidays or at weekends but cultural expectations or whānau commitments can make it challenging to find time to engage in something outside of their immediate community.

*“I saw Māori students at my school that were perfect candidates for Whakapiki Ake but they were also school prefects and leaders of cultural groups and doing other things. ... There might also be a hesitation to invest in their own academic success when they see all of the other commitments as providing service to their community. Whakapiki Ake could be seen as almost a selfish thing.” (High School Teacher- Int. 6).*

### Being a first-generation student going to university

First-generation students must carve a new pathway without the benefit of being able to follow in the footsteps of an older sibling or another whānau member and lean on them for advice or ‘the long view’.

*“Students will say, “It’s going to take me six or seven years to get to that qualification before I get a job. That’s a long time and a lot of money, and I’m going to be far away from home, and as the first person in my whānau to go to university I won’t have any close relatives who have actually done that.” Or they’ll say, say, ‘I’m helping at home and need to keep working.’ They can sometimes feel that it’s an unrealistic target or it can appear that way. ... Some students experience anxiety. I can think of students who were on their way right up until the last minute, and all of a sudden, it’s like whoa. We didn’t realize there was something underlying. So that’s something else we don’t always see.” (High School Teacher – Int. 8)*

### The costs associated with going to university

Living costs in Auckland are very high for students and pose a constant financial struggle for whānau. Without additional support through Whakapiki Ake and MAPAS (such as kai vouchers, help to find paid work and access transport), some students would not survive the journey.

### Teaching challenges

The university lecturers interviewed in the evaluation want more time with Whakapiki Ake students or to be able to work in smaller groups, so as to pique student interest in particular health career pathways and support informed decision-making.

*“The biggest challenge we [Faculty of Medical and Health Sciences teaching staff] face is that we do not have enough exposure to the students, because of logistics. I think we would all like to see a lot more engagement with the students and a lot more of these activities happening within this programme.” (University Lecturer – Int. 1)*

*“Three quarters of an hour for a MASH session with around 30 students just feels like you’re racing through everything. ... It comes down to what we’re there for, and if it’s just a taster, then maybe three quarters of an hour for a MASH session is fine. .... Realistically most of the students will want to do medicine but for those who miss out, we want them to know that pharmacy is another option. We try to give them an experience that will pique their interest, so they’re making an informed choice about whether or not pharmacy might work for them.” (University Lecturer – Int. 9)*



Navigating difference is challenging for non-Māori teachers and lecturers and requires new approaches. Engagement with Whakapiki Ake over many years has taught them to consider the needs of Māori students.

*“In the medical programme, I see groups who have been formed in the middle class and come from that region of privilege. Whereas, students from MAPAS have grown up without that kind of privilege. I can track those MAPAS students back to MASH and COACH and other Whakapiki Ake programmes. I see myself acting as the glue between those two worlds when I’m teaching in that space. I’ve learned I have to interact with students in a different way. I have to be aware that my Māori and Pacifica students learn somewhat differently and will have to be together.”*  
(University Lecturer – Int. 1)

Lecturers and teachers also noted differential access to resources (including science expertise, facilities, equipment) can create barriers to student learning and achievement. A Kaimahi spoke of rangatahi attending kura in rural areas who have less access to resources than students in a “school on Auckland’s North Shore, where everyone has a desk and a laptop and all the equipment they need” (Kaimahi 2 – Int. 7). The challenge for teachers and lecturers is to create programmes that expose those Whakapiki Ake students to engaging learning experiences and more equitable access to resources.

### **Institutional challenges**

Tertiary educational contexts still struggle to incorporate Māori values and cultural practices within everyday routines and systems.

*“I think there will always be issues for Māori seeking to operate within or engage with a large institution embedded with Pākehā values.”* (Former MAPAS Team Leader, now University Professional Teaching Fellow – Int. 3).

However, stakeholders also recognised that the Faculty of Medical and Health Sciences is working hard to create a welcoming environment for Māori students that supports all-round success.

University decision making can impact the work/workload of Whakapiki Ake. A stakeholder observed that as a result of COVID-19, this year the University decided to base entry into the Bachelor of Health Science Programme on a lower rank score than usual which resulted in over-subscribed places. He was concerned some Māori students may not have the prerequisites to succeed and are likely to require much greater support (Former MAPAS Team Leader, now University Professional Teaching Fellow – Int. 3).

Failing to recognise and respond to difference can have negative effects on Māori students, staff, whānau and communities. A lecturer talked about supporting the delivery of the Mahi Tahī Programme to help non-Māori colleagues recognise how actions can have a positive or negative effect on Māori. “These workshops are about tikanga. If people don’t know what tikanga means, they will never put it into practice.” After years of involvement with Whakapiki Ake, he now advises colleagues to develop a long-term commitment to a relationship, instead of adopting “the usual one-sided approach (‘Well, we’ve got something and we want you to participate with us’). He has learned that a relational approach requires different or multiple touch points along the way but offers possibilities for a genuine exchange of knowledge that allows everyone to learn. But, he said, “the other mindset still exists and needs to change” (University Lecturer – Int. 1).

### **Staffing, workloads and funding**

Current staffing and workloads limit possibilities to enhance the scope and reach of Whakapiki Ake, but this development potential exists. The Whakapiki Ake team and other stakeholders recognised the workload and stress staff carry.

*“... they are such a small team with such a big kaupapa. ... If you’ve got a small team, you can only do so much. So, challenges would be around not being able to connect with every single high school or kura in New Zealand.” (Former MAPAS Team Leader, now University Professional Teaching Fellow – Int. 3)*

Also, a relational approach can take more time and investing in good engagement is essential to delivering meaningful outcomes (University Lecturer – Int. 1). Kaimahi said administrative tasks mount up and compete with programme delivery:

*“... we’re spread so lightly... We’re always busy, and we love being busy, but it can be hard being on the road. ...You have to flip between being good at doing the sessions and good at doing excel spreadsheets and other admin wherever you are.” (Kaimahi 1 – Int. 7)*

Other issues affect programme delivery. The current Ministry of Health contract key performance indicator for school visits is 60 rangatahi engaged in COACH and MASH. Providing space and venue capability are issues as well as engaging all the people contributing to interventions (their availability and so on). More programmes like Whakapiki Ake are needed across the tertiary sector.

### **Pandemic disruptions**

COVID-19 disrupted planned Whakapiki Ake activities and required increased online teaching/learning/engagement. Kaimahi acted quickly to identify and help students navigate challenges during lockdown, such as supporting mental health and wellbeing as well as accessing resources, WIFI and technology. Whakapiki Ake worked effectively with other university services and were able to distribute devices, arrange data, make referrals to health services, and support students to return to halls of residence (Kaimahi – Int.10).

## Possible improvements, innovations or opportunities

The following ideas were generated in conversation with external stakeholders interviewed in the research. Further consideration is required to assess their potential benefits and cost implications. Other ideas, drawn from existing research exploring student and whānau ideas, were noted earlier.

### Recruiting and engaging with rangatahi

Additional staffing and new strategies would help Whakapiki Ake to reach more students/schools/kura, offer new or expanded interventions, and recruit more eligible rangatahi Māori especially during the ‘early exposure’ time of the recruitment pipeline.

#### Online engagement

COVID required Whakapiki Ake to embrace other forms of online engagement (such as Zoom) and enabled more whānau to participate especially in rural regions. Kaimahi saw future opportunities in expanding online engagement but recognise a need to “tread carefully because you can’t replace kanohi ki te kanohi.” (Kaimahi 1 – Int. 7). They thought the digital realm was becoming more culturally accepted but Whakapiki Ake also needs to retain the practice of Kaupapa Māori and ensure staff are still physically visible in schools and communities.

#### Social media engagement

The new Whakapiki Ake website (developed as part of this evaluation) will provide a refreshed platform for Whakapiki Ake to communicate stories, highlight outcomes, and share ways to support enrolled students or reach communities with eligible rangatahi seeking to join the programme.

Whakapiki Ake team members recognised the high importance in recording and posting stories that will not only uplift the student or whānau whose story it is but also attract prospective students and further inspire current students.

*“For the student sharing their story, it shows the journey they’ve been on, what they’ve been through and what they’ve achieved. It also creates an opportunity to encourage others. For those on the receiving end of that story, it’s an inspiring moment to realise there’s someone out there, doing what you might have dreamed of doing and showing you it is possible. And that someone is genuinely like you, who you can relate to, which is a big part of it.” (Kaimahi – Int.10)*

The four digital stories created as part of this evaluation project demonstrate the benefits of having access to outside expertise to produce student/whānau stories. A budget allocation may need to be considered.

#### Targeted marketing

Whakapiki Ake staff thought targetted marketing could help to extend connections within communities. Facebook allows for sponsored advertisements based on factors such as age, gender, ethnicity and previous search history/tag use, but requires funding.

#### Other ways to grow school connections

A high school teacher recognised the importance of creating a school connection that doesn’t hinge on one person. He said instead of a school relationship, the connection sometimes relies on a relationship with a member of the science department or the careers department or a deputy principal. That relationship can work well but when people move on, there’s a risk of losing a vital school connection and the school may lose crucial knowledge of Whakapiki Ake. He suggested Whakapiki Ake could

consider ways to formalise or strengthen the relationship with the school, while also working with an individual staff member who carries day-to-day responsibility for engaging with Whakapiki Ake. He noted, also that Ministry of Education developments may offer some future support. Changes to NCEA currently underway are aiming “to support students to develop pathways through school including transitions into workplace and tertiary environments so that will become a huge opportunity for programmes like Whakapiki Ake and may create a way to be able to grow into that space” (High School Teacher- Int. 6).

### Engaging with wharekura

Kaimahi saw an opportunity to continue to find ways to maintain the inspirational work that occurs during visits.

“We need to find ways to maintain the momentum we have created once we leave, where kura can continue evolving their potential based on their needs and aspirations, with our support, so that there is always a collective and ongoing approach to our taura Māori. (Kaimahi 2 – Int. 7)

A stakeholder suggested wharekura could be encouraged to develop a relationship with a sister school, to open up opportunities for their students to learn science.

### Consider wider STEM opportunities

A high school teacher thought Whakapiki Ake could look again at the early exposure years to explore opportunities for increased engagement across STEM subjects.

*“If they could widen their scope, they might be able to take advantage of wider STEM opportunities in Years 9 and 10, because students start specialising at that point.” (High School Teacher- Int. 6)*

### A collaborative approach to awareness programmes

A lecturer in the School of Pharmacy saw an opportunity to develop a pharmacy awareness programme targeted to Māori students and delivered in schools or kura. Whakapiki Ake could help the Lovey to hear from you Karen

Sadly I have school to explore a partnership approach with the Māori Pharmacists Association and create a collaborative venture, with potential to tap into the alumni network (University Lecturer – Int. 9).

## How institutions can better support kaupapa Māori recruitment programmes

High-level institutional statements do matter and can guide action. Statements highlighting Tiriti o Waitangi or equity commitments help to support kaupapa Māori recruitment programmes. But, words require action (University Lecturer – Int. 9). More targeted scholarships for Whakapiki Ake and Māori health science students would demonstrate institutional commitments, as would increased funding for Whakapiki Ake activities. More emphasis on life and resilience skills would help students prepare for university life and residential living (University Administrator – Int. 4).

Whakapiki Ake could consider new opportunities with the University’s accommodation services for Māori (and possibly other) students wanting to live together in student halls or apartments within Kaupapa Māori values. A stakeholder who previously worked in tertiary resident services in Canada talked about a project in that context that cultivated

“living learning communities” or “living learning centres” within its student housing system. He could imagine a hall of residence for students passionate about exploring Māori heritage or practices.

*“And it wouldn’t need to be exclusively for Māori. I can imagine a range of people who would be interested in living in an environment operating within a Kaupapa Māori framework.” (High School Teacher- Int. 6)*

### **Marae/Iwi Engagement**

The Whakapiki Ake Development Manager signalled significant potential for marae/iwi involvement/engagement in Whakapiki Ake. Their engagement could happen in multiple ways, such as developing shared aspirations that connect to iwi education strategies. As noted earlier, this requires relationship development work but offers exciting possibilities.

### **DHB support**

Early exposure is an area that requires more attention and is where the higher proportion of the Māori student population is. More work is required to boost the participation, achievement and retention rates of Māori in sciences and passing UE or NCEA Level 3. Currently, for example, Te Whē is only held in Auckland and Tauranga/Whakatane, with DHB support. Other DHB’s could consider the model to expand its accessibility. Taranaki and Waikato DHB’s have their own Kaupapa.

### **Explore ways to enhance pedagogical experiences**

Offering teachers opportunities to build their understanding of mātauranga Māori would help to enhance their engagement with Māori students.

*“Some teachers may need a better induction ... and sharing across the system what works for Māori students could be hugely beneficial for teachers.” (High School Teacher – Int. 6)*

University staff work with anywhere between 32-38 rangatahi at a time and see an opportunity to enhance teaching and learning by working with smaller groups of students.

*“Often I only manage to engage with half of them. ... If we had smaller groups, there would be a better opportunity to ensure that we talk to every individual. I would make sure nobody leaves before asking at least one meaningful question.” (University Lecturer – Int. 2)*

Small groups would support increased whānau engagement and shared learning to support student decision-making on their health career options.

*Often [whānau] accompany the students [to university] and we want that to happen. But because of space issues we cannot have them in the clinic, so they often miss out on that experience. When students have their whānau with them, they each take in different parts of the message ... with learning happening at multiple layers. ... When the family return home they can share their ideas and remind each other what they each heard.” (University Lecturer – Int. 2)*

Longer engagements with students would enable staff to drive home key messages and provide a more indepth learning experience. For MASH, Schools in the Faculty

currently engage with students for around an hour and lecturers are concerned that going through so many schools in a day could blur options.

*“Visiting fewer Faculty of Medical and Health Sciences Schools for a longer period of time would drive home the message. Ideally, we would have students for two hours. [This could include] time observing what’s happening in the clinic; asking staff questions about that and exploring what students think, [giving] students more time to experience everyday interactions.” (University Lecturer – Int. 2)*

There may be other ways to engage students who show a higher level of interest in health pathways. A lecturer in the School of Pharmacy imagined doing something more tailored for students interested in pharmacy such as connecting students with a local pharmacist so they could see and experience what it’s like to be one (Int. 9).

There is potential to offer more nuanced support to top achievers, not only by delivering curriculum content to students seeking scholarship but also “preparing them to think in a scholarship way” (High School Teacher – Int. 6). MASH and COACH could also offer further opportunities for critical engagement in internal assessments.

*“Seeing students engage with one another around issues that matter to them when they do internal assessments (such as on socio-scientific issues or the bias, validity and protection of information being presented to the public), [shows] there’s a lot more scope to do those things.” (High School Teacher – Int. 6)*

Whakapiki Ake could encourage teachers to create and share resources among Whakapiki Ake students. A high school biology teacher talked about creating a bio blog, among other resources, to give to students. In the beginning years Whakapiki Ake offered students a community of support and they could access the resources valuable for them. That was especially helpful for those living in the regional areas where they didn’t have the same access to science expertise (High School Teacher – Int. 6).

### **Internal capability and capacity**

As Whakapiki Ake continues to grow, future proofing staffing needs will be crucial for effective programme management. Increased FTE staffing would relieve workload pressures and support programme enhancements but as noted elsewhere funding is not the only issue. Other factors contribute to programme delivery/developments.

*Increased administrative support would enable the Whakapiki Ake Development Manager to focus on programme management, enhancements and growth as well as allow Kaimahi to focus on the students and delivering programmes. Also, having someone manage increasing social media engagement would support the work Kaimahi do in reaching out to students in kura and schools (Kaimahi – Int. 10).*

Whakapiki Ake leaders recognised that improvements to data collection and management, evaluation and reporting processes would help to track change over time and better assess programme/student performance and impact as well as maximise data. Ideally, Whakapiki Ake would be better able to track interventions and programme growth; identify trends; demonstrate demand; highlight, examine and respond to local concerns or regional issues; and communicate findings to interested stakeholders. But improving evaluation and reporting processes requires increased internal capability and capacity-building. Evaluation and other reports could be used to train new staff on existing systems and explain why interventions were designed in particular ways, ensuring knowledge is passed on. Staff training in survey design, use, analysis and interpretation would help to build capability.



## What stakeholders' value most and why

Stakeholders valued what they learn through their engagements with Whakapiki Ake, the diverse, enduring and supportive relationships forged (among students, across and within the University as well as with whānau and other organisations), seeing students' progress through the programme and become health professionals committed to serving Māori whānau and communities, positive change in the education and health systems through increased Māori presence and success, and the core Māori values that makes the whole programme work. Stakeholders had this to say:

*"I value whakamana; that is very dear to me. If I have to be respected, I have to respect others. When [rangatahi and Māori students] share their stories and experiences, I feel that my entire living and learning experience goes up and I have to value that."*

*(University Lecturer – Int. 1)*

*"I value what I've learned from my Māori students. They have taught me that you cannot teach everyone the same way in class. To succeed, you need multiple approaches to teaching the same thing ... With Māori, I had to find a different approach."* *(University Lecturer – Int. 2)*

*"I value the manaaki of our people.... So how Whakapiki Ake has supported those students to journey through that pipeline to the point where they will one day be helping our communities through their different health professional roles is probably what I value the most."* *(Former MAPAS Team Leader, Professional Teaching Fellow – Int. 3)*

*"For me, it's the interpersonal relationships I can have with colleagues in a different part of the university... who I can connect with and talk to about the students."*

*(University Administrator – Int. 4)*

*"I value the mahi Whakapiki Ake does for Māori. ...We need our people, working together to address health disparities, change the way things are done, and ensure our health system delivers Māori outcomes that matter to Māori for Māori."* *(DHB Collaboration Partner – Int. 5)*

*"I've seen Whakapiki Ake reach into secondary schools and create an enduring community that will encourage students to explore their passions and enable them to find other like-minded students from across the country."* *(High School Teacher- Int. 6)*

*"The most important thing for me is being able to connect with whānau and give them everything they need in order to be able to do what they need to do to support their rangatahi to become a Māori health professional."* *(Kaimahi 2 – Int. 7)*

*What matters most to me is the way Whakapiki Ake lifts up rangatahi from where they currently are, whether culturally, academically or socially, so they experience that crucial awakening: "I can go to university."* *(Kaimahi 1 – Int. 7)*

*"Whakapiki Ake offers support for our kids, so there's more people who care about their wellbeing and success. With Whakapiki Ake, experts are helping our kids, whereas as school teachers we can only go so far."* *(High School Teacher – Int. 8)*

*"All the connections with Whakapiki Ake are great. Through MASH we get to interact with 60 or 65 Māori students who are interested in a career in health. That's gold, for us."* *(University Lecturer – Int. 9)*



# Part 6

## Whakapiki Ake stories



## **Finding a health pathway, coming full circle – a graduate and kaimahi perspective**

Told by Arianna Rangi

I whakapapa to Ngāti Porou on both sides. Our whānau is from the Tolaga Bay area on the East Coast. I joined Whakapiki Ake when I was sixteen. I was in Year 12 at Napier Girls High School, so that was nine years ago. Having access to Whakapiki Ake programmes – MASH, COACH and study wānanga – encouraged me to go down a health path.

I studied a Bachelor of Health Sciences, majoring in population health. My first job in the health workforce was as population health adviser with a PHO in Wellington, focussing on Māori populations. It snowballed into working with iwi and Māori communities. From there, I took on a role with Whakapiki Ake as a Recruitment Officer and I'm now transitioning to a new role within the MAPAS team. For me, returning to Whakapiki Ake and MAPAS is like coming full cycle and allows me to give back in ways that helped me so much when I was a student. I also have a role with the Auckland DHB focussed on sexual health and bring a strong awareness of Māori health needs.

My mum was always extremely supportive. She saw the gap in the Māori health workforce and encouraged me to go into health. She knew from a young age that I was a very justice-focussed person, so she thought health would be a great work space for me. I am an only child and we're best friends, so it was really hard for her when I left home, but she knew it had to be done and she supported me 110%. I'm very fortunate that I did have an extremely supportive whānau. If I was busy, they understood I needed to focus on my studies.

I was also the first person in my whānau to go to university, so it was a big step going to Auckland and understanding the expectations. It can be quite overwhelming, especially for students from small towns, coming into a big institution and suddenly be surrounded by thousands of people or going into a lecture theatre that can seat hundreds. Having opportunities through COACH and MASH to come to the university gave me a sense of the physical environment. I learnt to map out where I needed to be, how to get there and the time it took. Walking into a class, you knew you were in the right place, because you saw people you knew. Or you would meet up and go to class together. It really helped to have a little bit of familiarity.

Through COACH and MASH, we met lecturers from the faculty and staff from the CertHSc that we came across in our degree programmes. We also learned a lot from other high school teachers who offer study support.

I developed close friendships through Whakapiki Ake and those people are still my friends today. Some have gone down different pathways, but we're all working in the health sector. We've all been able to go off into our little streams and still come together and bounce ideas off each other, from our different perspectives within the health system. Our cohort shows that Whakapiki Ake isn't just a route into medicine; students are widely dispersed into a range of different pathways.

During Whakapiki Ake Early Exposure experiences I met Professor Papaarangi Reid and Associate Professor Elana Curtis. It was amazing to meet Māori women who had such strong mana about them. Just seeing how they held themselves was quite overwhelming and eye-opening; they were so strong in what they stood for. When I did

my degree a lot of my resources were written by these professors. So, I was seeing that vision of what's possible and what's out there.

Although I am Māori, I wasn't raised within that Māori world. While I had some exposure to te ao Māori along the way, it was through Whakapiki Ake I learnt valuable cultural knowledge and the importance of those core values; it's something I will always treasure. Those core Māori values, such as manaakitanga, mana, and whanaungatanga, can be applied in any work space.

Being able to contribute to the planning and organisation of Whakapiki Ake programmes, I've seen how much hard work the team does. On the management side, great care is taken to ensure everything runs smoothly for the students, so they have nothing to worry about and can focus on what they've learned today.

With the school visits, in particular, having core Māori values embedded in the work we do, makes Whakapiki Ake much more relatable to Māori students. They feel an instant sense of connection. We try to help them understand they're worth it, they are smart, they have everything they need in their toolkit to go forward, and they can give back to future generations depending on the path they take. We see their potential and challenge them to think about their core values and assumptions. We help them work out what they feel passionate about, we suggest a range of health pathways that could align, and we talk about the kinds of subjects that will take them in that direction.

You see the confidence and mana build in students, even during one conversation. You see that little spark go off. Then seeing them apply to the university, apply for scholarships, and apply for academic support shows that they did believe in themselves and knew they could do it.

By the time the students get through the first few years they know their whakapapa and where they came from and the importance of giving back to the Māori health environment. Others realise they will be able to do a lot more for their community if they go away and study for a few years and then come back.

Whakapiki Ake has been running for a long time now and you see the different generations coming through. Graduation is a really emotional time, whether you're first generation or following in your parents' footsteps. You see students in transition, ready to go out into the world to apply their learning and their values.

Now, with all of the different programmes we offer and information we share with students, I feel kind of envious that I didn't have access to all that when I went through! But it's been awesome to see the development of Whakapiki Ake over time – seeing that change and learning as we go.

## Helping rangatahi make informed decisions – a high school teacher's perspective

Told by Joseph Tini

My first connection with Whakapiki Ake was in 2011, when I was in my first year as Head of Science in a high school in Hamilton. The team connected early in the year to see if any Māori students might be interested in enrolling in Whakapiki Ake. I welcome any opportunity that will enable our rangatahi to achieve, so I have encouraged students to enrol in the programme every year.

I was asked to be a chemistry tutor at the Whakapiki Ake study wānanga held at the University of Auckland. I've been doing that for ten years and only missed one year. Last year I also helped with MASH and COACH. I am always very happy to be involved in Whakapiki Ake.

Whakapiki Ake helps students to succeed in their NCEA assessments but I think the bigger outcome is the exposure to career options. When Whakapiki Ake do the career pathways, they talk about the different degree programmes students can explore across the health spectrum. Each year we try to support students to make good subject choices that will prepare them for their longer-term goals. We say students, 'What are your learning goals? What sort of career path interests you?' Often, they don't have any goals or know how to create them. They actually don't know where they're going. We put-up ideas, 'Have you thought of this field?' Students say, 'Oh, cool, I'd like to check that out.' Straight away we grab onto these kids, encouraging them to get help. We say, 'Here's a programme that will help you to get to university and show you different career options. Jump on this opportunity; you will learn a lot.'

Just being at the university and going onto its marae, nourishes what being Māori means now. For some students it will be their first experience of a noho marae or a wānanga and that in itself is valuable for what they experience and learn. For others where that's their background all the time, Whakapiki Ake tells them that you *can* continue to hold on to those values *and* study in university. That is a critical message that Whakapiki Ake offers to students: 'You *can* bring yourself to university and hold onto your values in this environment, and learn as a Māori. In fact, we value that so much we want you to bring all of who you are.'

When the students come back to the classroom after COACH or MASH, they have a sense of direction and know the reason why they're doing what they're doing. There's clarity of thinking, "I was going to go into medicine, but now I know I *want* to go into medicine, so this is why I need to do this." Knowing how to get there guides their decision making. University seems like a much more realistic option.

A student was trying to decide how to go about university study. They had the grades for direct entry in the Bachelor of Health Sciences but felt uncertain. Through Whakapiki Ake they got the help they needed to make their decision and applied for the foundation programme and was accepted. They entered with students from school, so had strong support and developed good study habits. That extra year set them up for university and they were glad they did it.

Knowing there's a programme like Whakapiki Ake is a plus for our school because we've got something to link into, something we can grab on to, another programme to add to our existing support system for students. Some of our former students have been through Whakapiki Ake and are great role-models for our current students.

## **Linking in with university support systems – an operational perspective**

Told by Jacob Waitere, Head of Operations – Accommodation, University of Auckland

My team operate the student accommodation. We have 4500 beds on campus and just under 2000 are for school leavers entering their first year of university. We house the majority of first year students and almost every student who is not from Auckland. First-year scholarship recipients also live in our student accommodation. A first-year student who lives on campus is more likely to achieve academically than a student who lives off campus, because of the support network of peers around them and the proximity of our accommodation to the university.

I first connected with the Whakapiki Ake Development Manager ten years ago. She didn't know that Halls existed and I had no idea what Whakapiki Ake offered. I said, "We've got accommodation on campus and your students could live with us. We can work with you to support them." The value of student accommodation immediately resonated and we kept the communication lines open. Since then, we've supported student recruitment into the university, housed many Whakapiki Ake students and provided housing for whānau visits and graduation dinners.

What the Whakapiki Ake Development Manager says is real. She understands that this student is never going to be able to afford to come to university unless they get significant help. That every family is different, has different needs and a different background. She cares a lot about the individual as opposed to the statistics but she is also very focussed on enrolment and retention, and getting the students across the graduation line. A Whakapiki Ake team member will get in touch with us if they notice a student is a bit low to see if our staff have noticed anything. So, by working together, we can develop more of 'a-360-view', not just a classroom or nine-to-five perspective.

Whanaungatanga is very strong across the Whakapiki Ake student cohort. I can recognise a Whakapiki Ake student in our accommodation based on how well connected they are with the other cohort students. They've got such a strong community feel, more so than other targeted scholarship or admission scheme first years, and I think that's because there's been a lot of touch points with them before they moved into accommodation. When they have finished their foundation programme, they move into our self-catered apartments and studios together. They talk a lot about being whānau and how they're all still closely connected, even if they're doing different degrees or change their degrees as some do.

Whakapiki Ake students develop a strong sense of connection to the university because of the wraparound support they receive from the programme – the tautoko, the awhi, and the tuākana-teina relationships, and all the other activities they're involved in. Many whānau often don't have any concept of what going to a university hall of residence is like. They don't understand the costs, the obligations, and that the university establishes a contract with the student for university accommodation because they're eighteen. Our approach is all about trying to demystify the process so whānau can understand what's required of them and create a successful pathway.

Whakapiki Ake is helping the university to demonstrate Tiriti o Waitangi by having Māori students coming through the door, succeeding, and leaving with a degree.



## **A transformative impact on teaching – a lecturer’s perspective**

Told by Ehsan Vaghefi, Senior Lecturer in Optometry and Vision Science

I was raised in Iran and came to New Zealand around 15 years ago. I’ve been involved in Whakapiki Ake since 2013. I think there’s a perception among some Māori that ‘university is not for me’. Our programme breaks that perception and makes clear that university belongs to everybody and especially to Māori. We say to students: ‘You have the right to be here. All these services will help you get there. You just have to take advantage of them. It is achievable and you can do it.’

The students come to the Faculty of Medical and Health Sciences for a day and go through several schools, including ours – the School of Optometry. We spend maybe an hour with the younger students, demonstrating what optometry is, what it’s about, what vision is, and those sorts of things. We do physics demonstrations because we want to get them engaged in picking up physics as a subject in school. We set up a lab and do a hands-on experiment to get students engaged in the material. We want to give them a feeling of what it’s like to be an optometrist. We hope, by the end of the day, they have greater appreciation of why vision is important, what optometry covers and how it could be a career for them.

We take the older students to the eye clinic, to show them the equipment and how we teach clinical optometry. We show them how to interact with the patient clinic and how we treat patients. We also introduce other activities that help the students to understand the effects of different diseases on vision, like diabetes or macular degeneration as well as what goes into a diagnosis process and a rehabilitation process. Often, by the end of it, many of them consider optometry as a viable career option.

Students to a university are like clay to a potter. Our engagement with Whakapiki Ake is an investment in our future. Through Whakapiki Ake, the university is being proactive in engaging talented students. We say to students, ‘You could be part of this organisation; you could come here and we will take care of you.’ This is critically important because we know in the future, we will need many more Māori clinicians and the only way to have them is to train them.

I think being a foreigner from a Muslim country, I’m trying to understand everything. Through Whakapiki Ake I have done workshops and classes on engaging with Māori. I have had the opportunity to visit a number of marae and sit in many hui. What I have learnt is that Māori have the right to be here and if they are not here, then the system is failing them. Given the right opportunities and support, Māori students will thrive in this environment alongside other students.

I have learned I have to change my practice to serve everybody in my class. Even if it means that late at night, I’m emailing my Māori students, one at a time, encouraging them to come and see me. Even if it means that I have to approach them personally in class and say, ‘Let’s sit down and talk.’ If I didn’t initiate that personal approach, then I would be doing them a disservice. I can make a personal connection that encourages a response. ‘You know I noticed you in class; I saw you, I know you, so how are you doing? Please come to me if you need some help after class.’

Being part of Whakapiki Ake and engaging with Māori students has made me a better lecturer. I appreciate what I have learned. Having those everyday opportunities to engage with Māori students and staff are a huge blessing and I’m so thankful for them.

## **A team approach that keeps everyone accountable to support student success – a Vision 20:20 perspective**

Told by Wills Nepia, former MAPAS team leader, now a Professional Teaching Fellow on CertHSc

I joined the MAPAS team in November 2009, so around twelve years ago, and was its leader for over seven years. I now teach on Hikitia te Ora, the Certificate in Health Sciences. I've seen students come into Whakapiki Ake and go all the way through to graduation.

A team approach operates across Vision 20:20 programmes and we keep each other accountable. Without the three components, we wouldn't be as strong as we are in what we're able to do and deliver. Now I'm teaching in the CertHSc programme, I know the Whakapiki Ake team will let me know if a student is struggling academically. If the team thinks a student has cultural or complex needs and would benefit from working with a Māori staff member, they'll get one of us Māori staff members to be their academic adviser because they know we're more connected to te ao Māori. If a student needs pastoral support, the team will also ask us to check in with the student. So, we do have that relationship, link and connection with Whakapiki Ake, and it's good.

We need each other to strengthen our ability to provide a really good service for our community. Without us, Whakapiki Ake wouldn't be able to do what they do. We've helped the Whakapiki Ake team to deliver workshops or we've gone along to their wānanga. I recall going along to workshops they were delivering to the community. I helped to present information and introduced myself to give whānau an opportunity to see who's going to be teaching and supporting their students while they're at university. When Whakapiki Ake do wānanga at Waipapa Marae, I try to go to tautoko their pōwhiri or pop in for dinner, to continue those connections. Older students go along as tuākana. Those encounters are definitely the start of that relationship with those students. Later they'll say, 'I've seen you at a wānanga we did with Whakapiki Ake,' and they may not know me fully but a familiar face makes the university a little less daunting.

Wharekura students are more connected to their culture and need more opportunities to engage in te ao Māori. If Whakapiki Ake knows a student needs this support, I will work with them. I try to give them a few more opportunities to directly connect with their culture such as doing karakia or kapa haka or helping to lead Māori events. I know when you're surrounded by and doing your culture, you thrive more. So, it's about trying to motivate those students and encourage them. I say to them, 'While we're in this Pākehā institution, we can still be Māori, still be who we are, and still do our own thing.'

Vision 20:20 leadership is strong. Whakapiki Ake has a dedicated manager who is passionate about the kaupapa and highly skilled. Our academic leaders Professor Papaarangi Reid and Associate Professor Elana Curtis ensure we're all part of the overall vision, in the waka, sailing in the right direction, and supported along that journey.

From a kaitiaki perspective, the Whakapiki Ake team are looking after our Māori communities and their students. They're also looking after the University's reputation for delivering a Māori-focused recruitment programme and for trying to increase Māori health workforce development. As well, they're looking after the University's reputation for integrity in terms of what we're all trying to do through Vision 20:20.

## **The benefits of collaboration – a partner perspective**

Told by Teringamau Tane, Toi Whai Rawa Project Coordinator, Bay of Plenty District Health Board

I'm employed by the Bay of Plenty (BOP) DHB and work for Kia Ora Hauora, a national Māori health workforce development programme seeking to increase the number of Māori working in the health and disability sector. The Midland region consists of Lakes, Taranaki, Tairāwhiti, Waikato and the Bay of Plenty. My job is to get our rangatahi interested in the idea of working in health.

I went to a Whakapiki Ake seminar some years ago and there was Kanewa, the Whakapiki Ake Development Manager. I have known her since I was seventeen. I thought, 'Oh, is this your mahi.' From there, we have formed a great collaboration to benefit rangatahi Māori in the BOP region.

Each year, Kanewa visits kura and schools in the BOP and talks with the rangatahi Māori in Years 10 and 11. I organise a hospital-based, early exposure to health programme for interested students identified through her visits. Working together makes our mahi so much easier for both of us, and we just love it. Kanewa is authentic; I can be myself with her, and she's good with that. I know what she wants and she knows what I want, and we feed off each other.

The early exposure programme creates opportunities that give rangatahi a little snapshot of what they may be doing if they choose a health pathway. Rangatahi interested in a health career jump at the opportunity. Others are not so sure, but when we take them to a hospital ward, a hospital theatre or to the emergency department, and they see what health professionals actually do, they realise, 'Oh, maybe I could do that.' The programme creates an opportunity for surgeons and other health professionals to talk with the students about the work they do and answer their questions. The learning is interactive and fun; rangatahi do things like hold a pig's heart! Kids are kids; they want to feel, touch and see for themselves; they don't just want to sit and listen.

This collaboration enables us to capture the interest of rangatahi at an early stage in high school, so they can make informed decisions when selecting their subjects. Rangatahi Māori in our area make a direct connection to the University of Auckland, which opens up that pathway for them. They realise if they want to follow this path, they can, but it's not easy and they'll have to work hard. We say to rangatahi, "Do you want to do it? If so, this is your opportunity. Take it now." It's amazing to see them take that journey and the progress they make; I love it!

The students develop interests and relationships and become more confident. For those rangatahi Māori who go to university and return to the hospital as a resident or on a placement, it's a fantastic achievement and we're all proud of them. They're able to treat Māori patients and the patients are able to see a health professional who is Māori."

The engagement is helping schools to look differently at Māori students and think more about their aspirations. More schools are doing this but sometimes they don't know how to guide their Māori students. So, it's good to put it out there and show them what Whakapiki Ake can offer and help them to support their Māori students consider a future in Māori health. Schools are receptive but incredibly busy.

For our organisation, it's about getting more Māori into the DHB system and supporting Māori into the health workforce. We want Māori to be looking after Māori because we know how to look after our own and get better outcomes.



# Part 7

## What all this means



## Looking back – What makes the difference in delivering Whakapiki Ake outcomes?

Whakapiki Ake is contributing to increasing numbers of Māori students and graduates in the Faculty of Medical and Health Sciences. In 2012 the Whakapiki Ake programme was redesigned to reflect international ‘best practice’ principles. Nearly ten years later, the result is an authentic and effective Māori recruitment programme cherished by many. What makes the difference in delivering Whakapiki Ake outcomes?

**At heart, there is cultural integrity.** The core of Whakapiki Ake is te ao Māori and its foundation is whānau. Māori ways of knowing, being and doing support relational connections, holistic wellbeing and all-round achievement. Whakapiki Ake and whānau work together to support rangatahi to be themselves *as Māori* and to discover their purpose in life. Whakapiki Ake counters mainstream sense with a compelling discourse that tells rangatahi and Māori students in the Faculty of Medical and Health Sciences, ‘It is your right to be here and your right to pursue your aspirations and dreams for a health career.’ The programme focuses on the aspirations and outcomes that matter to Māori students, whānau and communities, guiding rangatahi into a health sciences programme at the University of Auckland (or another pathway) that best suits them.

**High-level, long-term strategic commitments matter.** A call to action by Māori academic leaders led the Faculty of Medical and Health Sciences to make a high-level, long-term commitment to Māori student recruitment, retention and achievement. This commitment was and is crucial for creating the conditions in which rangatahi/Māori students can enter and thrive in the university. Broader university and government priorities for Māori student achievement and health workforce development strongly align with Whakapiki Ake’s kaupapa, supporting behaviour and systems-level change.

**High-calibre, shared and caring leadership by/for Māori builds confidence.** Whakapiki Ake academic leaders, staff, and cultural advisers demonstrate ‘*by Māori, for Māori*’ leadership. Their combined leadership, wholehearted investment and hard work over many years has been instrumental in the success of Whakapiki. They work at the interface of te ao Māori and te ao Pākehā. Able to walk in both worlds, they strive to successfully navigate inevitable challenges and tensions.

**Being intellectually rigorous and evidence-based.** Whakapiki Ake leaders understand the enormity, seriousness and complexity of the problem: systemic tertiary education and health inequities. Whakapiki Ake doesn’t tinker around the edges or propose ‘quick-fix’ solutions that simply won’t work. Instead, over time Whakapiki Ake has become a rigorous, evidence-based, Māori student recruitment programme that effectively responds to systemic tertiary education and health workforce inequities. The Whakapiki Ake pipeline model offers carefully crafted interventions that actively engage, awaken and excite rangatahi.

**Going on a journey together.** Whakapiki Ake invite rangatahi and whānau to go on a journey together. Staff go the extra mile so rangatahi can focus on their mahi with the support they need. They take action to ease the way for whānau to fully engage.

**Being nestled within Vision 20:20.** Eligible students can either enrol in the CertHSc or pursue direct entry into a degree programme, as well as participate in enriching opportunities through MAPAS. Students (and whānau) remain within a strong support structure until graduation, making friends for life.

**Ongoing and rigorous evaluation and research.** The evolving Whakapiki Ake programme and the whole team demonstrates an openness to change, a commitment to good/best practice and an innovative, agile, responsive approach. Whakapiki Ake's agile response to COVID-19 led to timely and practical support for students and increased online engagement with students/whānau, creating new possibilities.

**It's all about relationships.** Whakapiki Ake is all about relationships that value people and foster collaboration, *for a purpose*: growing the number of Māori health professionals with the long-term outcome of better health for Māori.

**A productive partnership with government acts as a critical enabler.** Long-term government funding is crucial to the survival, growth and success of Whakapiki Ake.



## Looking forward – Future directions

This independent evaluation demonstrates the intrinsic value, comprehensive approach, significant outcomes, and strategic contribution of Whakapiki Ake in helping the government to achieve its health, health workforce development and tertiary education priorities for Māori.

The big picture for Māori is the health and wellbeing of whānau and communities. Māori looking after Māori achieve better health outcomes. Māori health professionals can relate to their own and vice versa. As a high school teacher put it:

*“Having a Māori in front of us, someone who looks like us, thinks like us, and has a similar background to us, builds trust and helps enormously when our people are struggling with lots of health issues. It’s as simple as that.” (High School Teacher – Int. 8)*

Our country needs Whakapiki Ake to keep doing what it has been doing over many years because it works. It works because it does it all.

*“Like the pōwhiri, you can’t just have the karanga, you have to have every facet for it to be tika, so for it to work for us as Māori, you have to do it all. Whakapiki Ake is always aiming to do it all.” (Kaimahi 1 – Int. 7)*

Whakapiki Ake helps diverse rangatahi and Māori students to explore ‘their why, what and how’ in a transformative learning environment that supports their identity *as Māori* and focusses on all-round wellbeing/success. Positively influencing the life trajectory of one student uplifts the whole whānau and grows aspirations in communities and across generations. Whakapiki Ake also supports good/respectful engagement with students and their whānau, culturally responsive pedagogies and systemic change.

The journey to date provides a compelling roadmap for future directions. This evaluation encourages Whakapiki Ake to keep exploring opportunities to strengthen and expand rangatahi/ student/whānau/school/wharekura/iwi/DHB engagements, keep innovating critical interventions, keep developing existing and new collaborations, keep strengthening its infrastructure and internal capacity/capability, and keep doing research and evaluation to inform ongoing developments.

All of that mahi will come at a cost and existing funding arrangements do not meet current programme needs. But key stakeholder reflections highlighted in this report, alongside the digital stories of students and whānau that accompany this evaluation, powerfully reinforce that Whakapiki Ake offers a strong return on the government’s current investment. It’s time for the government to review and increase the funding allocation for Whakapiki Ake.

## Last words

By Whakapiki Ake Kaumātua Rawiri Wharemate and Dolly Paul

Whakapiki Ake has developed from embryonic beginnings into the comprehensive kaupapa Māori programme that it is today. That development has happened in a most respectful way that upholds our tikanga. The integrity of the mana of each student is profoundly important, as is the integrity of the mana of the programme. Whakapiki Ake is willing to take on board the advice and wisdom of Kaumātua to ensure that our ancestral taonga are passed on and practised in a proper manner.

The whole Whakapiki Ake team have invested themselves in the programme – emotionally, spiritually, academically and professionally. Their leadership displays aroha, which at its best is not talked about but practised. If there are challenges with relationships, they bring people together. If a student needs spiritual help, they call the kaumātua to do a karakia and give advice. If one of our mokopuna trips up, they reach out to the whānau to awhi and tautoko their student. Whakapiki Ake leaders and kaimahi know that the struggles are as important as the wins – both offer valuable lessons. They invite and support students to go on a journey that preserves their tino rangatiratanga, so that our mokopuna will become centred in who they are and subject to their own self-determination.

The whanaungatanga and manaakitanga of Whakapiki Ake is so uplifting that everyone who experiences it benefits. Regardless of the health pathway they choose, students and graduates remain Piki Ake whānau forever. After they leave university, they still come together, share kai and support one another. Whanaungatanga connections are a rich legacy of the programme, continuing to nourish our mokopuna as they move forward in their chosen health field.

There's always room for improvement and Whakapiki Ake needs funding to constantly refine its programme, extend its outreach, and develop sufficient infrastructure that will allow it to move forward. An evaluation shows if something is working or not, where you can move to or move away from, with a focus on moving forward. Like a noho puku, you sit back, rest your physical output, and dig deep emotionally and spiritually. You gather up, bring together and critically analyse all the relevant information needed for good decision making, and ask how all this affects the future. Do we need to extend, change or refocus? This evaluation shows that what Whakapiki Ake is doing is working, it's worthwhile and important.

Whakapiki Ake is an authentic kaupapa. It is doing exactly what our tupuna asked us to do: To go and seek out the next generation, offer them opportunities that will educate them and, as you participate, add your tangata whenua-ness to the whole process. Their responsibility is to choose the path they will take, guided by the core values of who they are and the unique gifts they have to offer. That is kaitiakitanga at work.

In the future we hope Whakapiki Ake will become widely used across the country as a model for effective Māori student recruitment into university health sciences programmes. We hope Whakapiki Ake will grow, so that more Māori students can participate, succeed academically, and dedicate their lives as health professionals to improving Māori wellbeing.



# Glossaries, references and appendices



## Glossary of terms

Te Reo Māori	Translation
Ako	Māori pedagogy, a two-way teaching process incorporating diverse Māori perspectives and research-based practices
Aroha	All-encompassing love, unconditional concern
Ata	Nourishing the critical consciousness and awareness needed for taking the time to listen, look and then do
Awhi	To give support, nurture, creating the conditions for kindness
He Mihi Aroha	Acknowledgements
Hapū	Sub-tribe, collection of families with common ancestry and common ties to land
Hui	To gather, meet, assemble; also a gathering, a meeting, an assembly
Iwi	Extended kinship group, tribe
Kai	Food
Kaiako	Lecturers/teaching staff
Kaikōrero	Speaker, narrator
Kaikaranga	the woman (or women) with the role of making the ceremonial call to visitors onto a marae
Kaimahi	Recruitment Officer
Kaitiaki	Guardian
Kaitiakitanga	The practice of guardianship
Kapohia	Snatch up
Kanohi ki te kanohi	Face to face, in person, in the flesh
Karanga tapu mō kai	One's speciality or gift
Kaumātua	Male elder
Kaupapa	First principles, purpose, philosophy, plan, programme
Kawa	Enduring customs and protocols
Kohanga Reo	Māori language preschool
Kuia	Adult, female elder, a person of status within the whānau, hapū or iwi
Kura/Kura Kaupapa Māori	School operating under Māori custom and using te ro Māori as the medium of instruction.
Mahi Tahi	To work together, collaborate, cooperate.
Mana	Unique force, power, recognition, standing, influence
Manaakitanga	Hospitality, care of others
Mana motuhake	Separate identity, autonomy, self-government, self-determination, independence, sovereignty, authority – <i>mana</i> through self-determination and control over one's own destiny
Manuhiri	Visitors, guests
Marae	Courtyard or open area in front of the <i>wharenui</i> , where formal greetings and discussions take place. Often also used to include the complex of buildings around the <i>marae</i>
Mātauranga Māori	Māori knowledges originating from Māori ancestors, including the Māori world view, perspectives, creativity and cultural practices
Mauri ora	Healthy individuals
Moemoeā	Vision

Noho marae	Overnight stay at a marae
Oranga Māori	Māori wellbeing
Pae ora	Healthy futures
Pākehā	The Māori language term for white settlers to New Zealand and New Zealanders of European descent
Pepeha	A recitation of whakapapa and connections
Pōwhiri	Ceremony of welcome/encounter
Pukatono	Registration form
Rangatahi	Younger generation, youth – here referring to Māori youth in secondary school
Rōpū	Group – here, a cohort of students
Tamariki	Child/children
Tangata	Person/s
Tautoko	Give support, stand with
Te Tiriti o Waitangi/te Tiriti	The Māori language version of the Treaty of Waitangi
Te Aka	To reach out
Te ao Māori	The Māori world
Te ao Pākehā	The Pākehā world
Te Kune	Developmental
Te More	Embed
Te Rea	Growth
Te Weu	Take root
Te Whē	Potential
Teina	Younger sibling or cousin or here, younger student
Tikanga Māori	Māori cultural practices, customs, rules
Tuākana	Older brother, sister or cousin, or here, older student
Tūmuaki	Tūmuaki
Waiata	Song/s
Wai ora	Healthy environments
Wānanga	To meet and discuss, educational forum or learning seminar, ancestral knowledge
Wao Nui	Choices
Wawata	Aspirations
Whakamana	To enable, give strength, empower, to rebuild one's mana
Whakapapa	Genealogy; origins, source of life
Whakawhanaungatanga	Intentional relationship building; relating well to others
Whānau	Extended family, a collective
Whānau ora	Healthy families
Whānau whānui	To broaden or extend one's family
Whanaungatanga	Strong reciprocal relationships, kinship, an inclination of care and responsibility to others

## Glossary of abbreviations

Abbreviation	Key Terms
AMRF	Auckland Medical Research Foundation
BHSc	Bachelor of Health Sciences
BNurs	Bachelor of Nursing
BOptom	Bachelor of Optometry
BOP	Bay of Plenty
Bpharm	Bachelor of Pharmacy
BSc	Bachelor of Science
CertHSc	Certificate in Health Sciences
CIE	Cambridge International Examinations
COACH	Creating Opportunities for a Career in Health
DHB	District Health Board
FMHS	Faculty of Medical and Health Sciences
FTE	Full-Time Equivalent
GPA	Grade Point Average
IB	International Baccalaureate
MAPAS	Māori and Pacific Admission Scheme
MASH	Māori Achieving Success in Health
MBChB	Bachelor of Medicine and Bachelor of Surgery
MoH	Ministry of Health
MoE	Ministry of Education
NCEA	National Certificate of Educational Achievement
NZ	New Zealand
PIO	Planning and Information Office
SSO	Student Services Online
TEC	Tertiary Education Commission
TKHM	Te Kupenga Hauora Māori
UoA	University of Auckland
WAP	Whakapiki Ake Project
VCSDf	Vice Chancellor's Strategic Development Fund

## References

- Burgess, H. M. (2014). *Pipeline Promises: Exploring factors that influence Māori and Pasifika student success within the Bachelor of Health Sciences*. [Honours Dissertation]. University of Auckland.
- Bryers, C. (2019). *Ka mua, ka muri: Looking backwards into the future. Insights from Māori students and whānau of the strengths, challenges and opportunities of University of Auckland Project – an Indigenous health workforce recruitment programme*. [Masters Dissertation]. University of Auckland.
- Bryers, C., Curtis, E., Tkatch, M., Anderson, A., Stokes, K., Kristanna, S., & Reid, P. (2020). Indigenous secondary school recruitment into tertiary health professional study: a qualitative study of student and whānau worldviews on the strengths, weaknesses and opportunities of the Whakapiki Ake Project. *Higher Education, Research and Development*, 40(1), 19-34.  
<https://doi.org/10.1080/07294360.2020.1857344>
- Curtis, E., Stokes, K., Kistanna, S., McMillan, L., & Jiang, Y. (2021). Whakapiki Ake Programme Report, 2012-2019: Interventions Summary and Student Outcomes Impact Analysis. [Internal report]. Commissioned by University of Auckland and the New Zealand Ministry of Health.
- Curtis, E. (2016). *Kohi Maramara: The effect of tertiary recruitment, admission, bridging/foundation education and retention on indigenous health workforce development*. [Doctoral thesis]. University of Auckland.  
<http://hdl.handle.net/2292/30663>
- Curtis, E. (2018). *Vision 20:20 and Indigenous health workforce development: Institutional strategies and initiatives to attract underrepresented students into elite courses*. In M. Shah, J. McKay, (Eds.) *Achieving Equity and Quality in Higher Education*, 119-142. Palgrave Studies in Excellence and Equity in Global Education. Palgrave Macmillan. [https://doi.org/10.1007/978-3-319-78316-1\\_6](https://doi.org/10.1007/978-3-319-78316-1_6)
- Curtis, E., Wikaire, E., Stokes, K., & Reid, P. (2012a). Addressing indigenous health workforce inequities: A literature review exploring 'best' practice for recruitment into tertiary health programmes. *International Journal for Equity in Health*, 11(1), 13. <https://doi.org/10.1186/1475-9276-11-13>
- Curtis, E., Townsend, S., & Arini. (2012b). Improving indigenous and ethnic minority student success in foundation health study. *Teaching in Higher Education*, 17(5), 589-602. <https://doi.org/10.1080/13562517.2012.658559>
- Curtis, E. T., Wikaire, E., Lua-lua-Aati, T., Kool, B., Nepia, W., Ruka, M., Honey, M., Kelly, F., Poole, P. (2012c). *Tātou Tātou / Success for All: Improving Māori student success*. Ako Aotearoa National Centre for Tertiary Teaching Excellence.
- Curtis, E., & Reid, P. (2013). Indigenous health workforce development: Challenges and successes of the Vision 20:20 programme. *ANZ Journal of Surgery*, 83(1-2), 49-54. <https://doi.org/10.1111/ans.12030>
- Curtis, E., Reid, P., & Jones, R. (2014a). Decolonising the academy: The process of re-presenting indigenous health in tertiary teaching and learning. In F. Cram, H. Phillips, P. Sauni, & C. Tuagalu (Eds.), *Māori and Pasifika higher education horizons*, 15, 147–166. Emerald Group Publishing. <https://doi.org/10.1108/s1479-364420140000015015>
- Curtis, E., Wikaire, E., Kool, B., Honey, M., Kelly, F., Poole, P., Barrow, M., Airini, Ewen, S. & Reid, P. (2014b). What helps and hinders indigenous student success in higher education health programmes: a qualitative study using the Critical Incident Technique. *Higher Education Research & Development*, 34(3), 486-500.  
<https://doi.org/10.1080/07294360.2014.973378>
- Curtis, E., Wikaire, E., Jiang, Y., McMillan, L., Loto, R., Airini, & Reid, P. (2015a). A tertiary approach to improving equity in health: quantitative analysis of the Māori and Pacific Admission Scheme (MAPAS) process, 2008–2012. *International*



- Journal for Equity in Health*, 14(1), 7. <https://doi.org/10.1186/s12939-015-015-0133-7>
- Curtis, E., Wikaire, E., Jiang, Y., McMillan, L., Loto, R., Fonua, S., Herbert, R., Hori, M., Ko, T., Newport, R., Salter, D., Wiles, J., A., & Reid, P. (2015b). Open to critique: predictive effects of academic outcomes from a bridging/foundation programme on first-year degree-level study. *Assessment & Evaluation in Higher Education*, 42(1), 151-167. <https://doi.org/10.1080/02602938.2015.1087463>
- Curtis, E., Stokes, K., Wikaire, E., & Reid, P. (2015c) Recruiting vis Hui-ā-Rohe: How the Whakapiki Ake Project has increased engagement with Māori students, their whānau (families) and communities. *LIME Good Practice Case Studies*, 3, 16-23.
- Curtis, E., Wikaire, E., Jiang, Y., McMillan, L., Loto, R., Airini, & Reid, P. (2015d). Quantitative analysis of a Māori and Pacific admission process on first-year health study. *BMC Medical Education*, 15(1), 196. <https://doi.org/10.1186/s12909-015-0470-7>
- Curtis, E., Wikaire, E., Jiang, Y., McMillan, L., Loto, R., Poole, P., Barrow, M., Bagg, W., & Reid, P. (2017). Examining the predictors of academic outcomes for indigenous Māori, Pacific and rural students admitted into medicine via two equity pathways: a retrospective observational study at the University of Auckland, Aotearoa New Zealand. *BMJ open*, 7(8). <http://dx.doi.org/10.1136/bmjopen-2017-017276>
- Curtis, E., Stokes, K., McMillan, L., Kistanna, S., & Jiang, Y. (2021, March). *Whakapiki Ake Programme Report 2012-2019: Interventions Summary and Student Outcomes Impact Analysis*. Unpublished report for internal purposes only for the University of Auckland and the New Zealand Ministry of Health.
- Marsden, M. (2003). *The woven universe: Selected writings of Rev. Māori Marsden* (T. A. C. Royal, Ed.). Estate of Rev. Māori Marsden.
- Ministry of Education/Te Tāhuhu o te Mātauranga and Ministry of Business, Innovation and Employment/Hikina Whakatutuki. (2014). *Tertiary Education Strategy*. Ministry of Education. <https://www.education.govt.nz/assets/Uploads/Tertiary-Education-Strategy.pdf>
- Ministry of Education/Te Tāhuhu o te Mātauranga. (2020, August 13). *Ka Hikitia - Accelerating Success 2013-2017*. [webpage]. <https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-ka-hapaitia/ka-hikitia-history/ka-hikitia-accelerating-success-20132017/>
- Ministry of Education/Te Tāhuhu o te Mātauranga. (2018, December 7). *Accelerating Success 2013-2017: Guiding principles*. [webpage]. <https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-ka-hapaitia/ka-hikitia-history/ka-hikitia-accelerating-success-20132017/ka-hikitia-accelerating-success-2013-2017-strategy-overview/accelerating-success-2013-2017-guiding-principles/>
- Ministry of Health/Manatū Hauora. (2002/2014). *He Korowai Oranga Māori Health Strategy*. Ministry of Health. <https://www.health.govt.nz/system/files/documents/publications/mhs-english.pdf> <https://www.health.govt.nz/system/files/documents/publications/guide-to-he-korowai-oranga-Māori-health-strategy-jun14-v2.pdf>
- Ministry of Health/Manatū Hauora. (2014, July 1). *He Korowai Oranga: Māori Health Strategy*. <https://www.health.govt.nz/publication/he-korowai-oranga-Māori-health-strategy>
- Ministry of Health/Manatū Hauora. (2019a, July 26) *He Korowai Oranga*. [webpage]. <https://www.health.govt.nz/our-work/populations/Māori-health/he-korowai-oranga>
- Ministry of Health/Manatū Hauora. (2019b, November 21). *Health and disability workforce strategic priorities and action plan*. [webpage]. <https://www.health.govt.nz/our-work/health-workforce/health-and-disability-workforce-strategic-priorities-and-action-plan#framework>

- Ministry of Health/Manatū Hauora. (2019c). *Background information on the development of strategic priorities*. [webpage]. <https://www.health.govt.nz/our-work/health-workforce/health-and-disability-workforce-strategic-priorities-and-action-plan/background-information-development-strategic-priorities>
- Ministry of Health /Manatū Hauora. (2020) *Whakamaua: Māori Health Action Plan 2020-2025*. [webpage]. <https://www.health.govt.nz/publication/whakamaua-Māori-health-action-plan-2020-2025>
- University of Auckland. (2013). *University of Auckland Strategic Plan 2013-2020*. <https://cdn.auckland.ac.nz/assets/auckland/about-us/equity-at-the-university/about-equity/safe-inclusive-equitable-university/strategic-plan-2013-2020-web-version.pdf>
- Walker, K. (2011-2012). Waitangi Tribunal Member Wai 262 Claim Kaumatua Ngāti Porou/Te Whanau a Apanui) Oral discussions.
- Wikaire, E. I. (2015). *Data speaks: Predictors of success in tertiary education health study for Māori and Pacific students*. [Master's Thesis]. University of Auckland. <http://hdl.handle.net/2292/27046>
- Whakapiki Ake Evaluation Portfolio – Self Review. [Internal draft document].

## **Appendix One: Evaluation design**

### **Evaluation Team**

An external team, funded by the Ministry of Health, was commissioned to undertake an evaluation of Whakapiki Ake. Our cross-cultural team brought an independent perspective, quantitative and qualitative research/evaluation expertise, subject knowledge, storywork experience, digital media and photography skills, as well as a history of working with Māori groups seeking to progress kaupapa Māori initiatives. Dr Fiona Cram has tribal affiliations to Ngāti Pahauwera ([www.katoa.net.nz](http://www.katoa.net.nz)), Qiane Matata-Sipu ([www.qiane.co.nz](http://www.qiane.co.nz)) has tribal affinities to Te Wai-o-hua and Waikato-Tainui, and Dr Frances Hancock identifies as an Irish-Pākehā (<https://www.linkedin.com/in/frances-hancock-0168b9b6/>).

### **Approach**

Working at the interface of Māori and Western knowledges and evaluation methodologies, our team worked collaboratively with Whakapiki Ake programme leaders to co-design an approach that would achieve multiple purposes and produce useful resources. Strongly aligned to University of Auckland kaupapa Māori approach, the evaluation design centred Māori approaches, experiences, aspirations and outcomes, and ensured high Māori participation. We worked with Whakapiki Ake programme leaders to document University of Auckland theory of change and programme logic. Harnessing mixed methods, we used these evaluation tools to assess Whakapiki Ake outcomes.

### **Purpose**

The main aim was to produce robust evidence to inform funder decision making and programme planning. Another aim was to produce resources for educational, marketing and recruitment purposes.

### **Scope**

The evaluation focussed on how and why Whakapiki Ake developed, its underpinnings, approach and current operations, as well as key outcomes. The evaluation focussed on outcomes delivered since 2012, when the programme was reviewed and redeveloped. Since 2012 a range of data has been collected, collated and analysed, and reported; and was therefore easily accessible for evaluation purposes. Whakapiki Ake engages with rangatahi and their whānau, as well as partners/stakeholders, from eight regions across the North Island, and the data reflects this geographical coverage. The Whakapiki Ake recruitment pipeline engages with rangatahi and their whānau across school and university years as well as maintaining connections with graduates, and the data reflects this span of engagement. The original six-month timeframe for the evaluation was disrupted by the COVID-19 pandemic and workload pressures. Meetings/stakeholder interviews were conducted via zoom in February-March 2021. The evaluation began in September 2020 and was completed in June 2021.

### **Key evaluation questions**

The evaluation explored these key lines of enquiry: Why did Whakapiki Ake develop? How does Whakapiki Ake work? How well does Whakapiki Ake work? What does all this mean?

### **Data sources**

The evaluation drew on quantitative data for the period 2012-2019 sourced in a compiled University of Auckland report (Curtis, 2021). The main quantitative data sources were the Whakapiki Ake database; Student Services Online (SSO), the central student information database at the University of Auckland; tertiary data from the

Tertiary Education Commission (TEC) via the Planning and Information Office (PIO) at the University of Auckland.

A main qualitative data source was Whakapiki Ake documentation (including self-review resources, reports, and recruitment tools). The evaluation team generated new data through interviews with 13 key stakeholders and digital storywork with four students including, in some cases, their whānau. Zoom discussions with Whakapiki Ake academic and staff leaders yielded background information and insightful comments included in the evaluation.

The team worked with Whakapiki Ake programme leaders to identify criteria for selecting students and whānau and key stakeholders to participate in the evaluation. Selection criteria were:

- A diversity of student and whānau
- Duration of engagement with Whakapiki Ake
- A willingness and availability to engage, and, for students contributing their stories, to be identified.
- A whakawhanaungatanga–collaboration that illustrates productive partner engagement
- A range of stakeholder perspectives.

### **Student and whānau engagement**

The Whakapiki Ake Director and Development Manager Programme used the above criteria to create a “talent list” of seven possible students and their whānau, of whom four shared their stories. Qiane Matata-Sipu (and her production crew) spent between half-a-day and a day, interviewing and filming the students and their whānau.

### **Stakeholder engagement**

The Whakapiki Ake Development Manager identified a list of 15 possible stakeholders, all of whom when approached were willing to take part in a 45-minute interview with Dr Frances Hancock. Eleven stakeholders participated in one-to-one interviews during the interview phase of the evaluation (nine via zoom and two face-to-face) and two participated in a focus group (via zoom). These stakeholders included two Whakapiki Ake Kaumātua; four University of Auckland lecturers and a professional staff member; a high school teacher based in Hamilton and a former teacher based in Auckland (who had just taken up a new role in government); a collaboration partner employed by the Bay of Plenty DHB and a graduate who was also a Whakapiki Ake Kaimahi at the time of the interview, and two other Whakapiki Ake Kaimahi. Of the participants nine had been involved in Whakapiki Ake for 8 or more years and three had been engaged for up to three years. There were five women and eight men. There were nine Māori and four non-Māori.

### **Working with the data**

The evaluation produced a Whakapiki Ake Programme Logic which provided tools for analysing data related to key outcomes. A thematic approach was taken when considering strengths, challenges, and improvements. There was a high level of consistency across the kōrero of diverse key stakeholders interviewed in the evaluation – common themes were identified and expressed in similar ways. The kōrero overall was deeply considered, very rich, and overwhelmingly positive. It was also rigorous, highlighting areas for possible improvements.

### **Evaluation limitations**

We acknowledge the evaluation may not contain a full breadth of stakeholder views on Whakapiki Ake but the findings were rich and diverse, and filled a gap in existing research. Interviews and focus groups were fairly structured and focussed on set enquiries. Some additional questions were asked to flesh out perspectives related to specific comments made by participants. Student and whānau comments were drawn from another study but strongly aligned with other stakeholder gathered in the evaluation and in that sense provided a '360' view. The quantitative data on outcomes related to University of Auckland data only, which excludes those Whakapiki Ake students who chose to enrol in another university or educational institution.

### **New programme resources**

The evaluation produced student and whānau impact stories for digital platforms. It created a photography bank including images of each student (and where possible their whānau) as well as some location shots. It also produced a whānau-friendly website with standard features to showcase the impact stories and photography, as well as provide information on the programme ([www.whakapikiake.com](http://www.whakapikiake.com).)

## **Appendix Two: Ethical protocols**

### **Stakeholder Interviews - Participant Information Sheet**

Tēnā koe, ngā mihi nui ki a koe.

#### **Aim**

The Ministry of Health has commissioned an evaluation of the Whakapiki Ake Project (Whakapiki Ake). The aim is to trace the development of Whakapiki Ake and assesses its approach, operations, outcomes, value and effectiveness. A key part of the evaluation is to explore a range of stakeholder experiences and perceptions of Whakapiki Ake as well as ideas for improvements.

#### **External Evaluation Team**

Dr Fiona Cram (Ngāti Pahauwera) and Dr Frances Hancock (Irish Pākehā) each have a strong background in evaluation and storywork. Fiona will offer guidance to ensure a Kaupapa Māori approach and review Whakapiki Ake quantitative data. Frances will talk with key people Whakapiki Ake works with across the university and external partners as well as review Whakapiki Ake documents. Award-winning photographer and storyteller Qiane Matata-Sipu (Te Waiohira ki Te Ahiwaru and Te Ākitai, Waikato-Tainui and Ngāpuhi, Ngāti Pikiao whakapapa, and from Rarotonga (Arorangi) and Mangaia (Temakatea, Oneroa) will create digital stories of students and their whānau.

#### **The outcomes**

The team will produce a report for the Ministry of Health, the Whakapiki Ake Team and interested others as well as a separate summary for wider circulation. These reports will offer rigorous evidence to inform funder decision-making and programme developments as well as build shared understanding of what Whakapiki Ake is all about. The team will also create a new whānau-friendly Whakapiki Ake website including digital stories of students and their whānau.

#### **Your participation**

Frances will arrange a conversation with you (via phone or Zoom) at a convenient time, lasting up to 45-minutes, if possible, within the next two weeks. The discussion will cover these questions:

- How have you engaged with Whakapiki Ake and for how long?
- Thinking about Whakapiki Ake, in your experience what works well (strengths) and why?
- What doesn't work so well (challenges) and why?
- Ideas for Whakapiki Ake improvements, innovations, opportunities?
- Your perception of Whakapiki Ake outcomes and effectiveness (for students/whānau/stakeholder)
- What do you value most about Whakapiki Ake and why?
- *For teachers:* Has working with Whakapiki Ake changed the way you engage with/teach Māori students? If so, how?

Frances will take notes and, if you agree, use a digital recorder as a back-up. She will turn off the recorder at any time if asked. You will be able to review her notes and make any changes you want. If Frances needs clarification, she will call or email. She will store all files in a password protected file. You can withdraw at any time (up to 20 March 2021) without giving a reason and ask for your comments not to be used. When the evaluation is completed, Frances will delete all files.

The final reports will draw on the interviews and other information. Your name will only be used in the report if you give your permission (for a direct quote or as an evaluation contributor). Otherwise, your comments will be anonymous, such as from ‘an evaluation participant’ or, which ever applies, ‘an external stakeholder’ or ‘project partner’, or ‘university contributor’ or ‘teacher’ or similar – you can decide. You will receive an electronic copy of the final reports and a link to the new website.

### **Contact**

We greatly appreciate your willingness to take part in the evaluation. If you would like further information or wish to raise any concerns you can contact Frances Hancock (0210722696 or frances@ardra.co.nz) or Whakapiki Ake Development Manager Kanewa Stokes (027 291 2990 or k.stokes@auckland.ac.nz).

Heoi anō  
Dr Frances Hancock



## **Kaumātua Interviews - Participant Information Sheet**

**Tēnā koe, ngā mihi nui ki a koe.**

### **Aim**

The Ministry of Health has commissioned an evaluation of the Whakapiki Ake Project (WAP). The aim is to trace the development of WAP and assesses its approach, operations, outcomes, value and effectiveness. A key part of the evaluation is to explore a range of stakeholder experiences and perceptions of WAP as well as ideas for improvements.

### **External Evaluation Team**

Dr Fiona Cram (Ngāti Pahauwera) and Dr Frances Hancock (Irish Pakeha) each have a strong background in evaluation and storywork. Fiona will offer guidance to ensure a Kaupapa Māori approach and review WAP quantitative data. Frances will talk with key people WAP works with across the university and external partners as well as review WAP documents. Award-winning photographer and storyteller Qiane Matata-Sipu (Te Waiohūa ki Te Ahiwaru and Te Ākitai, Waikato-Tainui and Ngāpuhi, Ngāti Pikiao whakapapa, and from Rarotonga (Arorangi) and Mangaia (Temakatea, Oneroa) will create digital stories of students and their whānau.

### **The outcomes**

The team will produce a report for the Ministry of Health, the WAP Team and interested others as well as a separate summary for wider circulation. These reports will offer rigorous evidence to inform funder decision-making and programme developments as well as build shared understanding of what WAP is all about. The team will also create a new whānau-friendly WAP website including digital stories of students and their whānau.

### **Your participation**

Frances will arrange a conversation with you (via phone or Zoom) at a convenient time, lasting up to 45-minutes, if possible within the next two weeks. The discussion will cover these questions:

- What is this kaupapa all about?
- Why is Whakapiki Ake needed? (your understandings of the hurdles for rangatahi Māori getting into sciences at school and then into health sciences at university)
- Why this kaupapa truly matters and to whom? (thinking broadly about Māori health and wellbeing, and overcoming health disparities)
- What's the difference that makes the difference?
- What you value most about Whakapiki Ake and why?
- Hopes for the future of Whakapiki Ake?
- The value of an evaluation?

Frances will take notes and, if you agree, use a digital recorder as a back-up. She will turn off the recorder at any time if asked. You will be able to review her notes and make any changes you want. If Frances needs clarification, she will call or email. She will store all files on a password protected file. You can withdraw at any time (up to 20 March 2021) without giving a reason and ask for your comments not to be used. When the evaluation is completed, Frances will delete all files.

The final reports will draw on the interviews and other information. Your name will only be used in the report if you give your permission (for a direct quote or as an

evaluation contributor). Otherwise, your comments will be anonymous, such as from ‘an evaluation participant’ or, which ever applies, ‘an external stakeholder’ or ‘project partner’, or ‘university contributor’ or ‘teacher’ or similar – you can decide. You will receive an electronic copy of the final reports and a link to the new website.

### **Contact**

We greatly appreciate your willingness to take part in the evaluation. If you would like further information or wish to raise any concerns you can contact Frances Hancock (0210722696 or frances@ardra.co.nz) or WAP Development Manager Kanewa Stokes (027 291 2990 or k.stokes@auckland.ac.nz).

Heoi anō  
Dr Frances Hancock

## **Participant Consent Form**

**Project title:** Whakapiki Ake Project

**Evaluator:** Dr Frances Hancock

I have seen written information on the evaluation and had an opportunity to ask questions and have them answered.

I understand the aim of the evaluation and how it will be carried out. I know I can withdraw at any time (until 20 March 2021) without giving a reason and can request that my comments not be used in the final report.

I agree to talk with Frances Hancock (an evaluation team member) and will also respond to a brief follow-up email or phone call to clarify something I said.

I know I can ask Frances to exclude something I said during our conversation and I will have an opportunity to review my comments and make any changes I want.

Only Frances will have access to my interview material (notes and digital recording), which she will store securely in a password protected file and erase when the project ends.

I understand my name will only be used in the report (with a direct quote and as an evaluation contributor) if I give my permission, otherwise I can choose to remain anonymous.

If at any time I have any questions or concerns about this project, I know I can raise these with Frances Hancock (021 072 2696 or frances@ardra.co.nz) or with the Whakapiki Ake Development Manager Kanewa Stokes (027 291 2990 or k.stokes@auckland.ac.nz).

Whakapiki Ake will hold this signed consent form on file for three years.

**I agree to take part in this project**

**Signed:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

### Appendix Three: Demographic data

#### Demographics of the Whakapiki Ake 2012-2019 cohort

Table 4 Demographics of the WAP 2012-2019 cohort

Demographics of WAP cohort			
		n	%
<b>Total</b>		<b>2337</b>	
<b>Y13 Year</b>			
	2011	44	1.9
	2012	165	7.1
	2013	219	9.4
	2014	198	8.5
	2015	158	6.8
	2016	278	11.9
	2017	361	15.4
	2018	298	12.8
	2019	218	9.3
	2020	193	8.3
	2021	112	4.8
	2022	85	3.6
	2023	8	0.3
	Missing	47	2.0
<b>Gender</b>			
	Female	1704	72.9
	Male	632	27.0
	Missing	1	0.0
<b>School Decile Level</b>			
	High (8-10)	351	15.0
	Medium (4-7)	1011	43.3
	Low (1-3)	933	39.9
	99*	2	0.1
	Missing	40	1.7
<b>DHB</b>			
	Northland	237	10.1
	Waitematā	157	6.7
	Auckland	327	14.0
	Counties Manukau	379	16.2
	Waikato	203	8.7
	Lakes	126	5.4
	Bay of Plenty	340	14.5
	Tairāwhiti	99	4.2
	Taranaki	41	1.8
	Whanganui	8	0.3
	Hawkes Bay	210	9.0
	Midcentral	134	5.7
	Wairarapa	11	0.5
	Hutt District	12	0.5
	Capital & Coast	41	1.8
	Missing	12	0.5

\*99 – registered school with no decile assigned

Taken from: Curtis. Et., al, 2021, p. 10.