

Wāhine Māia: Being Bold, Courageous and Persistent in the Face of Adversity

An article to highlight collaboration of trades, Māori success and Learning Advisors for the delivery of a women in trade's network programme at Toi Ohomai Institute of Technology

Melanie J.M. Katu

Māori Success Manager: Ākonga Māori Success and Equity, Toi Ohomai Institute of Technology, Aotearoa New Zealand

melanie.katu@toiohoma.ac.nz

Suzanne Brotherton

Associate Dean: Construction, Arch, NZDE, Electrical and Carpentry, Toi Ohomai Institute of Technology, Aotearoa New Zealand

suzanne.brotherton@toiohoma.ac.nz

Abstract

In 2023, Toi Ohomai Institute of Technology launched a pilot initiative, 'Wāhine Māia,' to create space for ākonga wāhine (female students) studying towards a trade programme traditionally dominated by males. Building on some early successes, in 2024 we have maintained the kaupapa Māori framework and the collaborative mahi (work), and we will continue to evolve the format. The aim is to foster student retention and success through regular wānanga (workshops), whanaungatanga (networking) and wheako (sharing experiences). Wāhine Māia is a collaborative effort co-led by individuals from the Faculty of Primary Industries, Trades and Infrastructure and Te Haeata Māori Success. Also involved are the Careers and Employability, Learning Advisors, Māori Pacific Trades Training, Marketing, and Research teams. Without the breadth of kaimahi (staff) involvement, Wāhine Māia would have been difficult to launch and sustain. At the end of 2023, the co-leads presented at the MPATLAANZ Hui-Fono, sharing the cumulative feedback from ākonga Māori after each wānanga. We presented

insights shared by ākongā Māori participants with the aim to highlight how Wāhine Māia supported them to feel confident and successful in their chosen trade. In addition, we emphasised the importance of collaboration and encouraged the audience of learning advisors to consider how they might add value to existing kaupapa and/or create a similar initiative with others at their respective institutes. This paper responds to requests for a more detailed outline of the project and the approved research evaluation which supported data collection and analysis.

Keywords: Women in trades, kaupapa Māori, multi-discipline collaboration, equity, vocational trades training, Māori success

Like many countries, Aotearoa New Zealand has an ageing workforce. We have among the highest rates of employees aged over 55 years as identified by the Organisation for Economic Co-operation and Development (Deloitte Ltd., 2022), and this is expected to rise further in the coming years. Where will our future workforce come from as ageing workers retire? Māori have a much younger population than non-Māori (Radio New Zealand, 2024), and females of all nationalities are already underrepresented in trades workplaces (Deloitte, 2022). Māori wāhine are a significant and underutilised demographic group in the Aotearoa New Zealand trade labour pool, as are non-Māori wāhine (Ministry for Women, 2015). There is an economic imperative and desire among trade employers to grow an inclusive and diverse workforce (Hanga-Aro-Rau, 2022) and much of the mahi (work – for English translations of other te reo Māori words, see the papakupu/glossary at the end of this article) that will make this possible begins in vocational education with vocational education providers known as Institutes of Technology and Polytechnics (ITPs).

An inclusive trade workplace for women is important to ensure equal access and opportunity for women and is more likely to encourage female retention and satisfaction in a trades workplace. Inclusivity also encourages a culture of respect which is crucial for health and safety, including the physical and mental wellbeing of all employees. Women also bring different viewpoints, skill sets, and approaches than men in similar roles, which enhances overall productivity (Diversity Works New Zealand, 2019). Following the 2010 and 2011 Canterbury earthquakes and subsequent re-build of the city, *Getting It Done: Utilising*

Women's Skills in the Workforce (Ministry for Women, 2015) identified the learnings from the Ministry and a number of Canterbury partners including the Building and Construction Industry Training Organisation, Connexis, and the Chamber of Commerce. Several actions were noted from this; namely, to:

- increase the number of women moving into the trades,
- increase the visibility of women across all trades and trade workplaces, and
- appreciate the benefit of female trades skills.

This article describes the Wāhine Māia initiative, a programme developed in response to the trades sector challenge and the collaboration that is occurring between a multi-disciplined group of leaders, kaiako, and kaimahi at Toi Ohomai a regional ITP based in Aotearoa/New Zealand. Wāhine Māia is a collaborative effort co-led by senior leaders from Te Haecata Ākonga Māori Success (Melanie Katu) and the Faculty of Primary Industries, Trades and Infrastructure (FPITI) (Suzanne Brotherton) at Toi Ohomai. Toi Ohomai's Learner Services Team are also part of this collaboration and have contributed from the programme's inception. Other participating teams include Māori Pacific Trades Training, Marketing and Research. Without the breadth of influence these teams brought, the quality of provision and positive experiences for ākonga wāhine could not have been achieved. The co-leads launched Wāhine Māia as a pilot programme in 2023 to bring together ākonga wāhine studying a trade programme traditionally dominated by males over four annual wānanga. Whanaungatanga and wheako are the main drivers, as well as supporting ākonga sense of belonging and confidence in their chosen study and trade pathway. The intention was to have a positive impact on ākonga experience, retention and success. Whanaungatanga along with other kaupapa Māori values were applied to form a kaupapa Māori values-based framework to guide the programme's structure and delivery (see Figure 1). In 2024, the co-leads continued to use this framework as well as ākonga and kaimahi feedback to guide the collaborative approach and wānanga delivery.

For the purposes of this article, the term Learner Services refers to the sub-teams of learning advisors and regional engagement facilitators. At Toi Ohomai, learning advisors, regional engagement facilitators and kaitātaiako facilitators are all involved in traditional learning advisor mahi, including academic, pastoral care, cultural identity, hauora, hauora hinengaro, pathways and planning support. However, we have chosen to keep our kaitātaiako facilitators role separate in later references to Learner Services, to recognise the additional

role they play in supporting equity and Māori success. This article is intended to encourage learning advisors to explore how they can use influence and expertise to add to the effectiveness and success of ākonga support programmes at their respective vocational tertiary institutes.

In November 2023, the co-leads presented at the MPATLAANZ Hui-Fono, sharing the feedback and learnings from ākonga Māori after each wānanga. The presentation showed how Wāhine Māia supported ākonga Māori to connect and feel confident moving into their chosen trade career. It also emphasised the importance of kaimahi collaboration and encouraged the audience of learning advisors to consider how they might contribute to existing kaupapa and/or create a similar collaborative initiative.

The following sections provide an overview of women working in male dominated trades, from tertiary and industry perspectives in Aotearoa/New Zealand. This created the why behind the Wāhine Māia programme. The kaupapa Māori approach is then discussed including the structure, the name, the tohu design, and each wānanga kaupapa. An important feature is the interconnectedness of the teams behind it and incredible input from, particularly, the Learner Services team, which is then explored and includes qualitative korero using regional engagement facilitator feedback. Lastly, we make suggestions around how the roles of learning advisors and regional engagement facilitators can and should positively influence kaupapa designed to support shared institutional goals of ākonga success and retention.

Background

In the Faculty of Primary Industries, Trades and Infrastructure at Toi Ohomai, the total number of equivalent full-time students increased from 1,471 (2020) to 1,747 (2021) and then decreased to 1,470 (2022). In 2023 there were 1,242 EFTS. In that time, the number of trades ākonga wāhine who chose to study a trade increased from 551 in 2020 to 682 in 2023.

Of those trades ākonga wāhine, 46% (2020), 40% (2021), 42% (2022), and 39% (2023) identified as wāhine Māori. This is both a substantial number of overall wāhine – and specifically, wāhine Māori – studying our trades-based programmes. When looking at

successful completions across the three years for all wāhine in the faculty, we have 79% (2020), 77% (2021), 68% (2022), and 76% (2023) compared to wāhine Māori at 71% (2020), 71% (2021), 58% (2022), and 66% (2023) (Toi Ohomai, 2024).

Considering the course success target overall for all genders in this Faculty is 80%, and the domestic Māori course success target for all genders is 79%, the statistics show there is a gender achievement imbalance to address and indicates it would be beneficial to provide more targeted supports for our trades ākonga wāhine which align with our commitment to priority ākonga. Interestingly, 2023 statistics show that both wāhine and wāhine Māori completions improved compared to 2022. However, we saw a decline in 2022 completions compared to the two previous years.

Waihanga Ara Rau (Construction and Infrastructure Workforce Development Council) and Hanga-Aro-Rau (Workforce Development Council) have created a set of guidelines titled *Keep It Decent* “developed to provide practical actions for trade employers and managers to improve workplace culture for women who are traditionally marginalised at work” (Hanga-Aro-Rau & Waihanga Ara Rau, 2022). The same councils also identified the need to increase the representation of women qualifying in trades careers as a priority for the Reform of Vocational Education initiatives in their sectors (Hanga-Aro-Rau, 2022). As Deloitte’s (2022) report also noted:

Females make up only about 30% of the manufacturing workforce and only 7% of the engineering workforce. In 2022, females only make up 12% of learners studying manufacturing and engineering. Increasing female participation rates has the potential to make the biggest impact on addressing the workforce gap. (p. 7)

One of the key messages is to call out behaviour that is inappropriate. Recent research published by the Construction and Infrastructure Centre of Vocational Excellence ([ConCOVE Tūhura], 2024b) puts forward a theory of change to foster bystander culture to encourage inclusive trade workplaces. In progress is a similar project but focussed on kaupapa Māori theory of change to inform active bystander behaviours specifically for wāhine Māori within construction and infrastructure sectors (ConCOVE Tūhura, 2024a). Additionally, a research project also in progress which proposes to quantify the extent and impact of discrimination and harassment for women in construction acknowledges “while the

problem is well recognised anecdotally, there has been no attempt to measure and define it” (ConCOVE Tūhura, 2024c).

Supporting trades ākonga wāhine in study and completion of qualifications assists in closing the gender pay gap. A recent study by the New Zealand Work Research Institute for the Human Rights Commission (Cochrane & Pacheco, 2022) found that for every \$1.00 a Pakeha man earned, a Pakeha woman earned \$0.89, a Māori woman \$0.81, and a Pacific woman \$0.75. Qualified wāhine with a clear trades career path are better positioned to support themselves and their whanau, contribute positively to an organisation, and support the economy through increased greater organisational performance and increased household earnings.

This information led us to consider what support was available via both industry and vocational training initiatives. There are a number of groups being formed, such as the National Association of Women in Construction, Women in Automotive, and Rural Women NZ. In the Industry Training Organisation area, Building and Construction Industry Training Organisation and Connexis both have wāhine support networks in place. In the ITP area, we found that whilst some ITPs were engaging in initiatives to support trades wāhine, the initiatives tended to be led by one or two people, which did not result in optimal outcomes. A feeling of isolation, lack of direct contact with other support services, difficulty engaging with ākonga and inability to directly influence kaiako to support the initiative was verbally noted by these kaimahi. To achieve better outcomes, the co-leads chose to run Wāhine Māia collaboratively and currently includes the following Toi Ohomai teams:

- Te Haeata Ākonga Māori Success,
- Faculty of Primary Industries, Trades and Infrastructure,
- Learner Services Team (including learning advisors, kaitātaiako facilitators, regional engagement facilitators, Careers and Employability, and Te Whare Hauora/The Health Centre),
- Māori Pacific Trades Training, and
- Marketing and Research.

A Kaupapa Māori Framework

The Māori Success Manager – Ākonga Māori and Equity worked with the kaitātaiako team and ākonga trades wāhine who were studying a trade during 2022 to design a delivery framework that is inclusive and values-based (Figure 1). This working group used ākonga feedback to emphasise that Wāhine Māia should take wāhine on a journey of self-discovery, planning and empowerment through hearing stories of other trades wāhine and opportunities to connect. Using this rich korero, the kaitātaiako facilitator based at Mokoia Campus, Rotorua created and gifted the name ‘Wāhine Māia’ which refers to ‘women being bold and courageous, persistent in the face of adversity’.

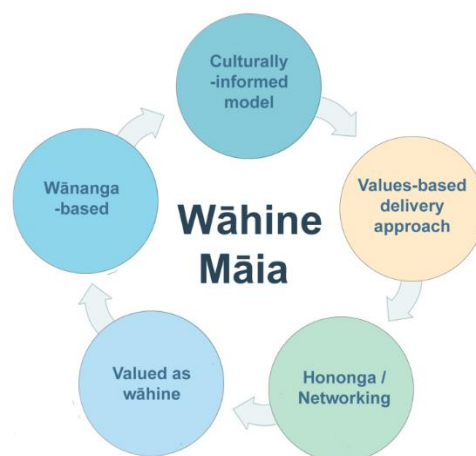


Figure 1 *Wāhine Māia Kaupapa Māori Framework* (Wāhine Māia Working Group, 2022)

The co-leads use this model to plan wānanga kaupapa, and delivery is shared between the Faculty, Māori Success and Learner Services teams. Underpinning wānanga are also the values of:

- whanaungatanga (developing relationships and making connections),
- manaakitanga (nurturing and empowering self and others),
- kotahitanga (creating a unified purpose of Wāhine Māia), and
- wheako (sharing experiences).

Four wānanga are:

- **Wānanga one: Ngā Taonga Wānanga – what it means to be a woman in the trades** – Female guest speakers (trades kaimahi and kaiako) share their journey and unique personal experiences working in a male-dominated trade.
- **Wānanga two: Poutama – Scaffolding your way into your future** – Through sharing more female trades wāhine stories, Wāhine Māia ākonga work together, set goals, and share ambitions for the future.
- **Wānanga three: Arotakenga – Surveying your potential** – Toi Ohomai trades wāhine graduates share their personal experiences, pathways and decision-making processes – often a juggle with home and work as a tradesperson. Apprenticeship pathway recruitment processes and discussion by trades representatives.
- **Wānanga four: Wāhine Māia Whakanuia – Engaging in your power as a woman in the trades** – A time to reflect on the mahi completed and celebrate future aspirations. A fun event with spot prizes and another industry guest speaker.

In 2024, we increased guest speaker and networking opportunities to encourage natural tuakana-teina relationships that could be followed up by participants outside of the wānanga. This approach is similar to the 2023 delivery; however, as mentioned earlier, we continue to evolve wānanga delivery following feedback and input from kaimahi and ākonga wāhine. We also share wāhine in trade success stories via our marketing and communications team led by the Senior Marketing Specialist for the Faculty of Primary Industries, Trades and Infrastructure at Toi Ohomai.

In early 2024, the co-leads, with support from the Learner Services team, sought to unify the programme through a design to encapsulate the values, cultural identity and wāhine aspirations embedded within Wāhine Māia. We sought ākonga wāhine feedback for this, and in doing so, they shared their sentiments of what Wāhine Māia meant for them. Some of these words included strength, teamwork, determination, wāhine rangatira, beautiful, powerful, strong, independent, smart, support and courage, manaakitanga, whanaungatanga, and aroha. The objectives and key words were shared with locally based kaupapa Māori agency, Whare Creative, who created a beautiful tohu shown in Figure 2:



Figure 2 *Wāhine Māia Tohu* (Whare Creative, 2024)

This tohu represents a Mangopare and is typically represented in a traditional Māori female moko kauae. The mangopare has been used here to represent Wāhine Māia collective. Taking the learnings of our guest speakers, kaimahi, kaiako and other ākonga (classmates), the Mangopare is facing down here to showcase this. Behind the Mangopare is a representation of a maunga tāniko pattern. Wāhine Māia, have – and will continue to – overcome the overwhelming dominance of tāne influence within the trades industries.

Co-Leadership

Wāhine Māia is a co-led initiative by Melanie Katu (Māori Success Manager – Te Haeata Ākonga Māori Success and Equity) and Suzanne Brotherton (Associate Dean – Faculty of Primary Industries, Trades and Infrastructure). Each has brought different skills and attributes, along with contacts and network connections to tap into. Additionally, by each having a distinctive style and focus of role, it guaranteed a collaborative approach to ensuring institutional goals are balanced and aligned, overall decision making was feedback-led and there was a shared accountability regarding funding and research dissemination to inform delivery.

Having a co-lead from the Te Haeata Ākonga Māori Success and Equity team also ensured that Māori values and cultural practices formed the foundation for Wāhine Māia and that these are woven into the decision-making processes and delivery. In addition, this co-lead held responsibility for collecting and integrating ākonga Māori feedback, ensuring that Wāhine Māia remains responsive to ākonga Māori. In 2023, ākonga Māori participants

shared that having a culturally inclusive approach encouraged whakawhanaungatanga, thus creating a sense of belonging and cultural connectedness which encouraged their participation.

Having a faculty co-lead, meant access and influence with kaiako was easily attained and likely to be successful. A key message from other ITPs was that kaiako need to support such an initiative by encouraging attendance and structuring delivery so trades ākonga wāhine were not disadvantaged by missing class. This has proven to be very true; a good example is that of a house build task (putting the frames up) being split over two days so ākonga tāne put half up on the day Wāhine Māia was on, and our ākonga wāhine completed the job the next day. This shows how the kaiako was enabling his ākonga wāhine to attend, enjoy, and relax in the Wāhine Māia space in the knowledge that they were not missing out; rather, they were going to have a unique experience on site the next day.

Collaboration

The co-leads realised at the very start they would require more input and influence than what they could bring together. When the idea was initially discussed, the enthusiasm from others created an atmosphere of collaboration and positivity. For the regions, a need was identified for additional support located at that campus so the co-leads approached the regional engagement facilitators specifically. The actual allocation of mahi occurred naturally due to the nature of the individuals' roles and responsibilities (Figure 3).

Each team had a unique contribution to make, which included funding, marketing and promotional support, encouraging attendance, transportation, wānanga support (kai, set-up and pack down, goodie bags) wānanga delivery (guest speaker liaison, content, small group facilitation), research input and dissemination, and contributing to evaluative processes. In addition, the kaimahi all felt that they were supported and genuinely enjoyed their contribution to the Wāhine Māia kaupapa. Wāhine Māia “encouraged a strong sense of interconnectedness between the teams from management through to support services. We all worked together seamlessly, enabling not only ākonga but everyone involved to have the opportunity to build meaningful relationships” (Regional engagement facilitator, Taupō Campus, 2024).

This collaboration, along with kaiako and external guest speakers, “set a positive example for ākonga of an interdisciplinary team working together constructively for the common goal of supporting and empowering women on their chosen trades pathways” (Regional engagement facilitator, Whakatāne Campus, 2024). This provided a beneficial unintended consequence that is described in the next section.

Kaupapa Māori Implementation and Institutional Alignment	Kaupapa Māori Leadership (tohu design, framework adhered to)		Co-Lead		Kaitiāiako					
	Ensuring kaupapa Māori is maintained	Learner Services	Co-Lead	C&E	Kaitiāiako	Mental Health Nurse	Marketing	Māori Pacific TT	Research	
	Alignment of Toi Ohomai values	Learner Services	Co-Lead	C&E	Kaitiāiako	Mental Health Nurse	Marketing	Māori Pacific TT	Research	
Teaching, Learning Support, and Continuous Improvement	Support inclusive participation (regions)	Learner Services								Kaiako
	Classroom visits	Learner Services	Co-Lead		Kaitiāiako			Māori Pacific TT		
	Deliver the wānanga		Co-Lead	C&E	Kaitiāiako					
	Continuous Improvement	Learner Services	Co-Lead	C&E	Kaitiāiako	Mental Health Nurse	Marketing	Māori Pacific TT	Research	Kaiako
	Resource sharing		Co-Lead	C&E	Kaitiāiako	Mental Health Nurse				
Communication, Engagement, and Marketing	Contacting ākonga (emails, RSVPs, mtgts)	Learner Services	Co-Lead							
	Liaise with kaimahi/Kaiako	Learner Services	Co-Lead							
	Ākonga feedback forums	Learner Services	Co-Lead							
	Social Media influence	Learner Services	Co-Lead	C&E	Kaitiāiako	Mental Health Nurse	Marketing	Māori Pacific TT	Research	Kaiako
	Guest Speaker Liaison	Learner Services	Co-Lead	C&E	Kaitiāiako	Mental Health Nurse				
	Coordinate marketing		Co-Lead				Marketing			
	Marketing and Promotional Materials (banners, flyers, posters, merchandise)		Co-Lead				Marketing			
Event and Logistics Management	Organise and participate in kaimahi hui (wānanga arrangements debriefing/feedback, updates)	Learner Services	Co-Lead	C&E	Kaitiāiako	Mental Health Nurse	Marketing	Māori Pacific TT		
	Book rooms, arrange kai, marae, pōhiri		Co-Lead		Kaitiāiako					
	Attend and represent at student events (orientation days, visit classes)	Learner Services	Co-Lead		Kaitiāiako					
	Attend hui	Learner Services	Co-Lead	C&E						
	Book vehicles	Learner Services	Co-Lead	C&E						
	Transportation	Learner Services								Kaiako
	Supportive leadership	Learner Services	Co-Lead							
	Joint planning around wānanga and feedback	Learner Services	Co-Lead	C&E						

Figure 3 Breakdown of Wāhine Māia mahi responsibilities across teams (Education Technology Advisor, 2024)

Learner Services

The Learner Services team have more touch points with ākonga than the co-leads do. Therefore, they became a critical tool to share Wāhine Māia with trades wāhine across all Toi Ohomai campuses. They were able to discuss upcoming wānanga and transportation, as well as socialise Wāhine Māia with their respective campus kaiako. In Toi Ohomai's regions (Whakatāne, Taupō and Tokoroa), these campuses are much smaller, and each campus's regional engagement facilitators get to know ākonga well through their mahi; for example, providing one-on-one and classroom support. They also facilitated transport to ensure it was not a barrier for wāhine to attend Wāhine Māia on the main campus. In our larger campuses, the team was able to share knowledge of the initiative and join in on the day. The reciprocal advantage was that Learner Services now have an additional engagement activity via Wāhine Māia.

The diagram below (Figure 4) shows the connectedness of Learner Services to all aspects of the Wāhine Māia programme, and the important role of the Learner Services team can be clearly seen.

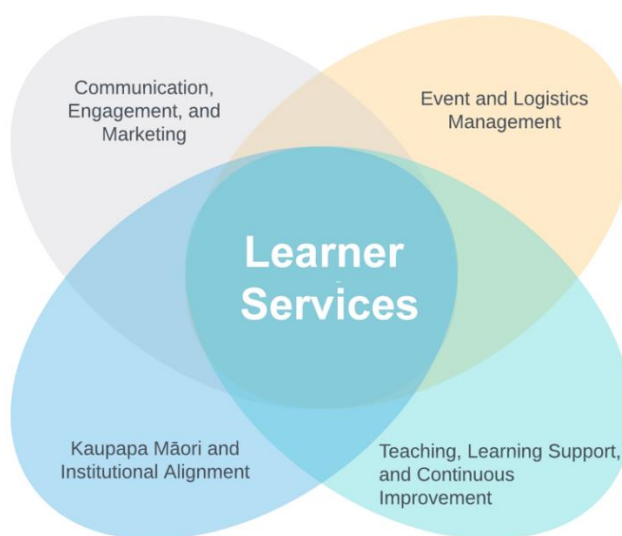


Figure 4 Venn diagram showing interconnectedness of Learner Services with Wāhine Māia mahi (Education Technology Advisor, 2024)

Wāhine Māia has created a space for the smaller regional campus ākonga wāhine, who can feel isolated at times from larger campuses. Through Wāhine Māia, they can connect with other trades wāhine who are on similar journeys or already thriving in the trades.

Feedback emphasised the significance of the Wāhine Māia values, where our mahi reflected each of the values in action. Whanaungatanga occurred through fostering connections that empower and unite our trades wāhine. This enabled wāhine to share experiences and gain valuable insights from those who have paved the way as indicated by one regional engagement facilitator at the Whakatāne Campus (2024), “being part of a group based locally but also interconnected with a wider network of like-minded women has provided ākonga with more ways to ‘find their people.’” Bringing trades wāhine together and embracing the value of whanaungatanga was also supported by another regional engagement facilitator sharing that the:

Wāhine Māia initiative is an outstanding programme that brings together female ākonga from all five campuses who are studying trades. It provides a valuable platform for these wāhine to share experiences, build confidence in their chosen pathways, and foster a strong sense of belonging. (Regional engagement facilitator, Taupō Campus, 2024)

This sense of belonging was further substantiated by the regional engagement facilitator at Taupō Campus (2024) who said “the chance to visit the main campus was an exciting event in itself. The initiative beautifully weaves whanaungatanga through shared kai and pōwhiri and features inspiring guest speakers.”

The programme’s value of Kotahitanga could also be seen through comments such as:

As a Regional Engagement Facilitator, our commitment to the success of our ākonga is at the heart of what we do. Collaborating with departments like Ākonga Māori Success and Faculty of Primary Industries, Trades and Infrastructure has been crucial in ensuring that our regional ākonga find a supportive place within Wāhine Māia, which is vital for their development. (Regional engagement facilitator, Tokoroa Campus, 2024)

Another regional engagement facilitator noted that:

This partnership has allowed us to align our efforts toward common goals, creating meaningful opportunities that inspire ākonga to continue growing within trades. Additionally, by incorporating feedback from both ākonga and kaimahi, we have

ensured that the programme evolves to meet their needs, fostering a sense of shared ownership over its outcomes. (Regional engagement facilitator, Taupō Campus, 2024)

Considering the values of manaakitanga and wheako, another regional engagement facilitator commented: “Seeing and hearing from others who have successfully walked similar paths to themselves showed students they are not alone and given them additional courage and support to achieve their goals or reach even higher than they thought possible” (Regional engagement facilitator, Whakatāne Campus, 2024).

The stronger themes among the responses from the regional engagement facilitators are shown here:



Figure 5 Word cloud depicting the strong themes gained from regional engagement facilitators

Conclusion

We value our feedback from all Wāhine Māia attendees, including kaimahi and guest speakers. This feedback reinforces that wāhine value connecting with each other and hearing from other trades wāhine about their experiences (personal and professional). Wāhine reported that these experiences opened their mindset to be a proud wāhine and that they no longer feel alone in their trade pathway. Insights such as these provide reinforcement for the co-leads that Wāhine Māia is valued and that ākonga wāhine feel that the institute is actively supporting trades wāhine. This implies also that Wāhine Māia contributes to the confidence, sense of belonging, and success of trades wāhine.

Feedback from kaimahi involved in Wāhine Māia included that they enjoyed the opportunity to come together from different areas of the institute, to produce an opportunity for our ākonga wāhine to have a space to be together, and share and experience the support of other wāhine. We became a team, bringing unique skills and ideas to the table, for the benefit of our ākonga. Trades wāhine could clearly see the strong and dedicated commitment we have as a collective to support and encourage their confidence and success in a traditionally male dominated workplace. Having our ākonga see and experience positive collaboration between kaimahi shows good role-modelling for our ākonga to apply in their future workplaces.

Wāhine Māia demonstrates that collaboration and teamwork across different areas of an organisation is positive because it allows otherwise disconnected kaimahi to join with a common purpose. The input from Learner Services has been invaluable and proves the breadth of influence that they bring is vital when it comes to an institute-wide initiative. As learning advisors, we encourage you to reflect on your role, the influence you have, and how you might be able to add to the effectiveness and success of a particular project.

References

- Cochrane, B., & Pacheco, G. (2022). *Empirical analysis of Pacific, Māori and ethnic pay gaps in New Zealand*. New Zealand Work Research Institute.
<https://tikatangata.org.nz/cms/assets/Documents/Reports-and-Inquiry/Race-and-Ethnicity/Empirical-analysis-of-Pacific-Maori-and-ethnic-pay-gaps-in-New-Zealand.pdf>
- Construction Centre of Vocational Excellence (ConCOVE Tūhura). (2024a). *Active bystanders-kaupapa Māori research project*. <https://concove.ac.nz/concove-projects/active-bystanders-kaupapa-maori-research-project/>
- Construction Centre of Vocational Excellence (ConCOVE Tūhura). (2024b). *A theory of change for a bystander culture in the NZ Construction and Infrastructure Sector*.
<https://concove.ac.nz/concove-projects/a-theory-of-change-for-a-bystander-culture-in-the-nz-construction-and-infrastructure-sector/>
- Construction Centre of Vocational Excellence (ConCOVE Tūhura). (2024c). *Women's experiences working in construction and infrastructure*.
<https://concove.ac.nz/concove-projects/womens-experiences-working-in-construction-and-infrastructure/>
- Deloitte. (2022). *Post COVID 19 workforce development needs in New Zealand's manufacturing and engineering sectors*. Deloitte. https://hangaarorau.nz/wp-content/uploads/2023/07/Hanga-Aro-Rau-COVID-19-Final-Research-Report-Final-v1.0-10Oct2022_lr2.pdf
- Diversity Works New Zealand. (2024). *Workplace diversity case model*.
https://diversityworks.nz/media/3663/dw-case-model_web.pdf
- Hanga-Aro-Rau. (2022). *Skills and workforce leadership plan 2022/23*.
<https://www.hangaarorau.nz/latest-news/our-skills-and-workforce-leadership-plan-202223/>
- Hanga-Aro-Rau, & Waihangā Ara Rau (2022). *Keep it decent, 2022*.
<https://hangaarorau.nz/keep-it-decent-guidelines-for-safe-and-respectful-workplaces/>
- Ministry for Women. (2015). *Getting it done: Utilising women's skills in the workforce*.
https://www.women.govt.nz/sites/default/files/2021-10/2315-MFW_Canterbury%20research%20report-v10.pdf

Radio New Zealand. (2024). *What the census tells us about the māori population.*

<https://www.rnz.co.nz/news/te-manu-korihi/518182/what-the-census-tells-us-about-the-maori-population>

Toi Ohomai. (2024). *Te Ao Marama.* Toi Ohomai.

Papakupu/Glossary: Kupu Māori / Māori words

Ākonga	Learners
Aroha	Love
Arotakenga	Evaluation/review
Hauora	Health
Hauora Hinengaro	Mental Health
Kai	Food
Kaiako	Tutor
Kaimahi	Colleagues
Kaitātaiako Facilitator	Māori Support Facilitator
Kaupapa	Subject/theme/topic
Kaupapa Māori	Māori-based principles
Korero	Conversation, talk
Kotahitanga	Unity and shared purpose
Mahi	Work
Manaakitanga	Care/support/nurturing
Mangopore	Hammerhead shark
Maunga Tāniko	Woven pattern encapsulated in a mountain design
Moko kauae	Traditional female chin markings
Pakeha	Non-Māori New Zealander
Poutama	Metaphor to describe a pathway to acquiring skill and knowledge
Rangatira	Chief, of higher status
Tāne	Men
Taonga	Treasure

Te Haeata	A beaming light/dawn of a new day
Tohu	Sign/Symbol/Direction
Tuakana-teina	Mentoring relationship
Wāhine	Women
Wāhine Māori	Māori Women
Wāhine rangatira	Women leaders of high prestige
Wānanga	Collaborative Workshop
Whakanuia	Celebration
Whakawhanaungatanga	The act of developing relationships and connections
Whanaungatanga	A relationship through shared experiences, kinship, working together
Wheako	Shared experiences
Whenua	Land