

*An Evaluation of  
TE RAU PUAWAI  
WORKFORCE 100*

# **Te Rau Puawai Support team and staff perspectives**

## **technical report no. 4**

**Prepared for the Ministry of Health**

By

*Linda Waimarie Nikora  
Michelle Levy  
Jacqueline Henry  
Laura Whangapirita*



*Maori & Psychology Research Unit  
University of Waikato*

May 2002

**The  
University  
of Waikato**  
*Te Whare Wānanga  
o Waikato*

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## Summary

To evaluate the Te Rau Puawai programme, the Ministry of Health commissioned the Maori and Psychology Research Unit of the University of Waikato in July 2001. The overall aim of the evaluation was to provide the Ministry with a clearer understanding of the programme including: the perceived critical success factors, the barriers if any regarding Te Rau Puawai, the impact of the programme, the extent to which the programme may be transferable, gaps in the programme, and suggested improvements.

The Te Rau Puawai support team were identified as an important source of support for bursars particularly the support provided by the coordinator and administrator. This report documents the perspectives of four members of the telephone support team (including the coordinator), and individual interviews held with the coordinator and the administrator in addressing the objectives of the evaluation.

A number of findings are highlighted below:

- Overall, the support team and staff report that they a good rapport with bursars and are able to respond to student need.
- Academic skills, being good role models, commitment, and positive attitude were seen as important support staff qualities in meeting the learning needs of bursars.
- Te Rau Puawai is regarded as a 'Maori' programme that offers a wholistic approach to supporting bursars.
- With the current number of students, support staff thought the programme was running at an optimal level. If the programme continued to expand support staff felt that more staff would need to be employed, or less time dedicated to each bursar.

## Table of contents

Summary .....	i
Table of contents .....	ii
Introduction .....	iii
Brief Overview of Te Rau Puawai .....	1
Te Rau Puawai Support Team and Staff .....	2
Evaluation Objectives .....	3
Method .....	5
Participants .....	5
Procedure .....	5
Data Analysis .....	5
Ethical issues .....	5
Findings .....	6
Critical Success Factors .....	6
Barriers to Success and Gaps in the Programme .....	8
Uniquely Maori Aspects .....	8
Transferability .....	9
Other Relevant Issues .....	9
Conclusions .....	13
References .....	14

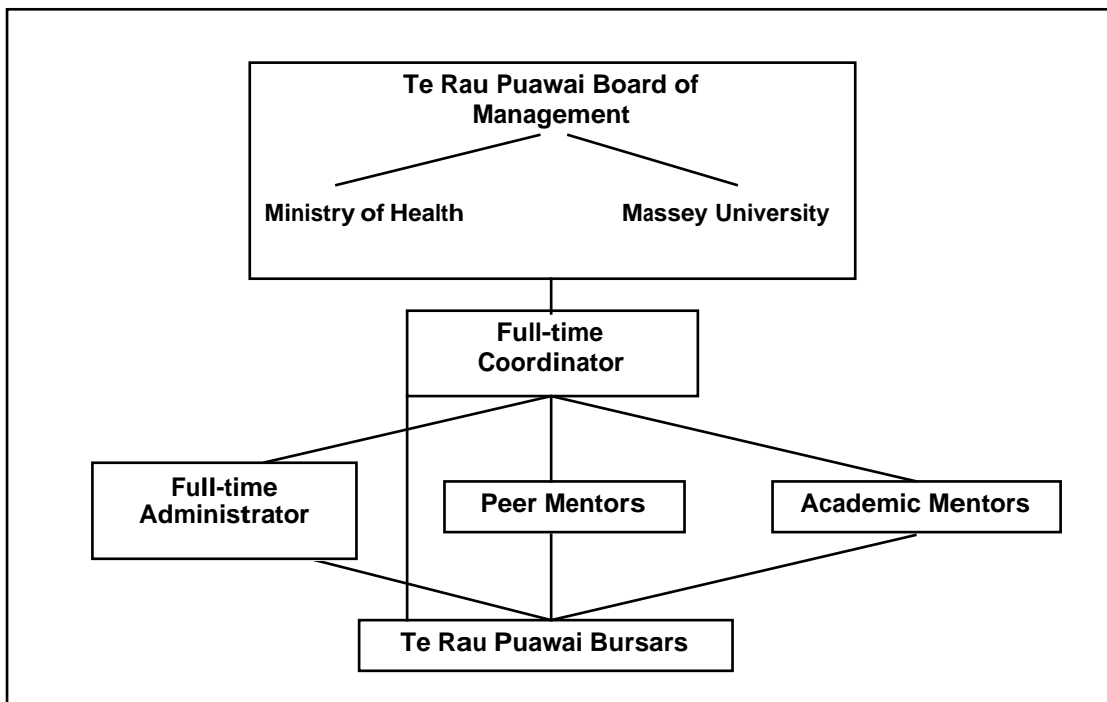
## List of Appendices

<a href="#"><u>Appendix 1</u></a>	<a href="#"><u>Support Team Information Sheet and Interview Schedules</u></a>	15
<a href="#"><u>Appendix 2</u></a>	<a href="#"><u>Support Team Interview Schedule</u></a>	16
<a href="#"><u>Appendix 3</u></a>	<a href="#"><u>Coordinator/Administrator Interview Schedule</u></a>	17
<a href="#"><u>Appendix 4</u></a>	<a href="#"><u>List of technical reports</u></a>	18

## Introduction

### Brief Overview of Te Rau Puawai

Te Rau Puawai is a workforce development programme aimed at assisting Maori who have a strong interest in Maori mental health, gain tertiary qualifications relevant to the mental health field. Since 1999, Massey University, in partnership with the Ministry of Health, have combined to offer a selected group of Maori students (bursars) support throughout their study. The Ministry of Health is the funding agency and Massey University provides various support resources for the student's programme of study. The goal of Te Rau Puawai is to enable 100 Maori to successfully complete and gain relevant mental health related academic qualifications by 2003. This objective is to be achieved through the provision of bursaries and academic and learning support (mentoring and study programme) for Maori students enrolled in appropriate programmes within the College of Humanities and Social Sciences at Massey University. Bursars study courses from a number of mental health related disciplines such as social work, nursing, rehabilitation, psychology and Maori studies.



**Figure 1.** Organisational framework of Te Rau Puawai

Massey University offers flexible training options including: internal, extramural, block courses, and mixed mode (internal and external) from three campuses located in Palmerston North, Albany and Wellington. Te Rau Puawai however, has its base at the Palmerston North campus within Te-Putahi-A-Toi, the School of Maori Studies. At the time of this evaluation, the programme supported 123 students many of whom are employed within the broad area of Maori mental health, are mature students and

study part-time as distance learners. Bursars (students) are located extensively throughout New Zealand from Kaitaia in the far north to Christchurch (Maxwell-Crawford, 2001).

Te Rau Puawai is lead by a full-time coordinator under the umbrella of the Te Rau Puawai Board of Management. The Board comprises of:

- the Pro Vice-Chancellor of the College of Humanities and Social Sciences and three other representatives from Massey University appointed by the Pro Vice-Chancellor
- three representatives from the Ministry of Health appointed by the Deputy Director General of Mental Health

The organisational framework of Te Rau Puawai is shown above.

Finance from the Ministry of Health supports the following:

- bursar fees and course related costs
- bursar attendance to on-campus courses and headstart hui
- the full-time coordinator
- the full-time administrator
- cost of staffing the Thursday night call centre (peer mentors)
- regional visits by Te Rau Puawai staff to meet with and support bursars
- website
- database

Massey University provides the following:

- Te Rau Puawai office located within the School of Maori studies
- the provision of an academic mentor for each of the bursars
- Te Rau Puawai room with access to a computer and internet 24 hours per day
- a site for the Thursday night call centre
- a place to hold headstart hui twice per year in the School of Maori studies
- relevant mental health related educational programmes
- overhead cost for Te Rau Puawai coordinator, administrator and call team (eg. power, phone costs and equipment).

## **Te Rau Puawai Support Team and Staff**

The Te Rau Puawai support team, the administrator and coordinator play important roles within the programme. The support team comprises of the coordinator and four peer mentors (Maxwell-Crawford, 2001).

In 1999, the programme began with 32 bursars, however, in 2000 numbers escalated to 106. To meet the administrative load that these numbers presented, an administrator was employed. The Te Rau Puawai support team was also put in place in 2000 to accommodate the learning support needs of bursars. Bursar numbers continued to increase to 123 in 2001 (Maxwell-Crawford, 2001).

Peer mentors (who are also bursars) are senior undergraduate students or postgraduate students who assist bursars according to their own area of study. As part of the Thursday nights telephone support service, peer mentors:

- develop a working rapport with each of their assigned students
- provide academic support
- and contact students whom they have not heard from for two weeks or more regarding their study and progress on pending assignments.

To help facilitate their work, peer mentors are provided with academic texts and course outlines which include due dates and assessment details for papers taken by bursars. The peer mentors are also able to forward calls to the voice mail messaging services of the coordinator, academic mentors or paper coordinators.

Peer mentors may be seen by some bursars as more approachable in terms of the experiences they have had as students (Maxwell-Crawford, 2000a):

*For example it is not uncommon to hear a mentor express words such as “I have been there bro, I know its hard to ask for help and I’ve failed a couple of papers because of it. I used to hide away when I got stuck. But that is why I am here, to try and help you not make the same mistakes I made” (p. 6).*

Peer mentors act as a link between other bursars and the Te Rau Puawai Office, academic mentors or staff (Maxwell-Crawford, 2000a).

The main role of the support team is to answer bursar inquiries at the Thursday night telephone call centre based at Te-Putahi-A-Toi, School of Maori Studies, Massey university. As many bursars study part-time and are mature distance learners the call centre provides a vital and convenient after hours service for working bursars (Maxwell-Crawford, 2001). The Thursday night call centre is regarded highly by bursars as being most helpful (Maxwell-Crawford, 2000b).

Along with other staff, members of the support team also assist with workshops at the headstart hui held each semester. Various study related workshops are available to bursars from: how to use the internet, note taking skills, writing reports/assignments, to participating in waiata and karakia (Maxwell-Crawford, 2001).

Whereas originally the coordinator alone would conduct regional visits to maintain contact with bursars, members of the support team are now also involved. The promotion of Te Rau Puawai also occurs during visits to mental health provider agencies (K. Maxwell-Crawford, personal communication, November 21, 2001) and at conferences, for example the Health Research Councils Hui Whakapiripiri held in Rotorua in 2001.

## **Evaluation Objectives**

To evaluate the Te Rau Puawai programme, the Ministry of Health commissioned the Maori and Psychology Research Unit of the University of Waikato in July 2001. The



overall aim of the evaluation was to provide the Ministry with a clearer understanding of the programme including: the perceived critical success factors, the barriers if any regarding Te Rau Puawai, the impact of the programme, the extent to which the programme may be transferable, gaps in the programme, and suggested improvements.

The Te Rau Puawai support team were identified as an important source of support for bursars as well as the support provided by the coordinator and administrator. This report documents their perspectives and experiences in delivering the Te Rau Puawai programme.

## **Method**

### **Participants**

A focus group was held with four members of the telephone support team. This included three peer mentors and the coordinator. Individual interviews were also held with the coordinator and the administrator.

### **Procedure**

The evaluation team had regular contact with the programme coordinator and were able to arrange a focus group and individual interviews with her, the support team, and the administrator. Suitable dates and times were arranged on campus at Massey University. All participants consented to be interviewed and were given information sheets (see Appendix 1).

One to three members of the evaluation team were involved in interviewing participants individually or in the focus group. The sessions were recorded on tape. On completion of the interviews, the notes taken were supplemented and expanded by verbatim quotes to produce a summary report which was offered for feedback.

A semi-structured interview schedule (see Appendix 2) was used to seek information from the support team regarding: the activities of the Thursday night call centre, the number of students who used the call centre, the problems encountered, the positive and negative aspects of Te Rau Puawai, suggestions for improving Te Rau Puawai, transferability of the programme, success factors and barriers, the uniquely Maori aspects of Te Rau Puawai, and other relevant issues regarding the programme.

We also sought information from the coordinator and administrator regarding (see Appendix 3): the success factors and challenges of the programme, the qualities needed for the position of coordinator/administrator, the nature and responsibilities of coordinator/administrator, how the programme evolved, what the uniquely Maori aspects of the programme were, transferability of the programme, and suggested improvements.

### **Data Analysis**

Data analysis involved analysing the resulting summaries for repetitive themes or issues, which are reported on thematically in the following section.

### **Ethical issues**

This procedure was subjected to ethical review by the Research Committee of the Department of Psychology at the University of Waikato.

## Findings

The following themes emerged from the interviews/focus group held with members of the Te Rau Puawai support team, the coordinator and administrator. The major themes generally reflected the evaluation aims. They are: the critical success factors; the barriers to success and gaps in the programme; the uniquely Maori aspects of Te Rau Puawai; transferability of the programme; and other relevant issues.

### Critical Success Factors

The support team and staff identified the following as critical components of Te Rau Puawai that had contributed to its success. They were: a) the creation of a Maori environment based on familiar and affirming Maori cultural processes; b) building a system of effective support around bursars; c) profiling role models with positive attitudes to their own work and to supporting other bursars; and d) coordinating support in such a way that the resources of the programme were well used. These points are elaborated in the following sections.

#### *Maori Environment and Processes*

The creation of a Maori environment that incorporated Maori values and principles for interaction was seen as important. Albeit constructed, this enabled students to gain a sense of social familiarity, predictability and confidence in establishing relationships with others. The headstart hui provided a forum for bursars to engage in these processes. Tuakana – Teina relationships between bursars were developed and both personal and academic successes and disappointments were shared.

#### *Support Systems*

Support systems were seen as critical to the success of the programme. Hui held each semester, workshops, regional visits to bursars, telephone support, and financial support served to weave a web of support around students. Maintaining regular contact with bursars and keeping records of student contact was seen as an important monitoring activity that provided an ‘early warning system’ for both the students and the Te Rau Puawai support team.

*Behind whanaungatanga is the systems, [these systems] need to be right to reach out effectively to whanau. Developing effective record keeping, administration, communication systems – in order to be available for bursars.*

### **Positive Attitude and Role Models**

We were impressed by the commitment and positive attitude of the support team towards their work and for the bursars they worked with. The team had a solid sense of motivating students and the importance of themselves as role models. They felt that a strong belief in each of the students was important:

*Strong belief that each one of our students is brilliant and that they can do the mahi. It's important to have someone there that can say... 'hey they can do this'. If they don't believe it themselves then hopefully they can use our belief in them [as] fuel to keep going until they get to a point [that they] believe in themselves.*

The support team also regarded themselves as role models in terms of staying 'on track' with their own studies. They felt that each member of the team had to have a serious commitment to their studies otherwise the status and reputation of the Te Rau Puawai team could become compromised. The following comment was made:

*We need to be transparent, we can't be saying one thing and doing another cause our whanau would see straight through us.*

Encouraging bursars to realise their goals and aspirations was mentioned as an important role of the support team. For instance guiding bursars into papers they may have felt more comfortable with first (such as Maori courses) then progressing onto mainstream<sup>1</sup> papers was sometimes recommended.

### **Coordinator**

Reference was made to the positive and motivating contribution the coordinator made to Te Rau Puawai. Team members felt that the coordinator's knowledge of everyone on the programme, ensuring that people who needed help were given help, and how she encouraged and motivated the team to become proactive, were critical to the programme's success. Her enthusiasm was viewed as 'infectious'. Being motivated and supported by the coordinator enabled the team to be just as enthusiastic with the bursars that they worked with.

As evaluators, we noted the responsiveness of bursars and other support team members to her leadership. At the head start hui that we attended in July 2001, recognising that the hui was behind on its schedule, the coordinator summarily cancelled afternoon tea in favour of progressing the business of the day. Usually, a person making such an announcement at any other hui would be responded to in a rather harsh manner. The fact that bursars and staff responded positively to the coordinator, in our view reflects a fundamental spirit of cooperation and a high degree of respect for her leadership.

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<sup>1</sup> Papers that have little or no Maori content.

A respondent in this study also commented that without the present coordinator the programme may have problems remaining visionary in terms of the goals of Te Rau Puawai.

## **Barriers to Success and Gaps in the Programme**

### **Mainstream Papers**

Mention was made of the difficulty that some students experience in taking mainstream papers. The team, however, sympathised and encouraged bursars to continue. The following statement reflects the approach of the team:

*Students find it hard relating to papers they have, lack of integration, but we... encourage them to go on with pakeha papers... Have a relationship with tauira, knowing them to know what's the best approach. Phone team will ask the hard questions. It's about 'awhi ing' the whanau but still be a little forceful. Different approaches for different whanau. Team is open in terms of feeding off each other.*

### **Academic Mentors**

There was some comment about bursars not accessing their academic mentors. To better utilise this support it was recommended that the coordinator and/or the support team could try to spend more time helping to strengthen relationships between bursars and mentors. It was noted by those we spoke with that with 123 students on the programme this could be difficult.

Although some academic mentors were reported to be helpful, a respondent talked about the negative attitude of other mentors with regard to helping Te Rau Puawai students and not others. Personalities of academic mentors were mentioned as a factor. Some academic mentors were perceived as friendly, open and approachable, others as intimidating and authoritative.

## **Uniquely Maori Aspects**

The Te Rau Puawai support team members were quite clear about what made their programme a 'Maori' programme. A wholistic approach to supporting bursars in their encounters with the broader academic institution and with their course work was seen as important to the spirit and success of Te Rau Puawai. Breaking down the impression of university as a foreign institution was important to achieve. By using recognisable Maori processes, bursars were able to perceive a place for themselves and to feel comfortable and supported within the complex of inter-relationships established. The specific processes mentioned by the support team as contributing to

supporting bursars were whanaungatanga, awhi, aroha, kanohi ki te kanohi, tuakana – teina relationships, and whakamana i te tangata.

*Honouring the process that Maori go through, having a process that meets their expectations that Maori are comfortable with and doesn't alienate...*

## **Transferability**

Support staff agreed that elements of the programme were transferable. In terms of meeting the general needs of Maori students and at reasonable cost, the website, headstart hui, and newsletter were thought to be transferable. But, as Te Rau Puawai was developed mainly for distance and mature students, this particularity would need to be reviewed in any transfer. For example, regional visits and the Thursday night phone support were established to meet the needs of bursars who worked full time and who were distance learners. This demographic characteristic may be different for other target groups. Different

With regard to Te Rau Puawai, support staff were keen to highlight the key elements that helped to develop the programme. They were:

- A need was apparent in terms of enhancing the Maori mental health workforce and an opportunity for funding was made available.
- Key people were involved in the development and maintenance of the programme such as members of the academic staff at Massey University and Te Rau Puawai staff.
- There was a clear focus with regard to supporting 100 Maori students to gain a mental health qualification by the end of 2003.
- Disciplines captured under the umbrella of Maori Mental Health were clearly situated in a limited number of schools within the university's structure. This made for more efficient coordination and targeting of support activities.

Key elements to establish a similar programme in another institution were identified:

- Financial resources to support staff, to provide bursaries, and to develop and maintain support systems.
- Academic support to assist students in their study.
- Key people to coordinate academic support.
- A coordinator with academic and managerial skills to lead the programme.

## **Other Relevant Issues**

### ***Thursday Night Call Centre Activities***

The support team have a general routine that they follow each Thursday night while on duty. This includes karakia in the beginning and end of the night, setting up the phones, checking the website and email, receiving calls as they come in and contacting bursars who have not been in touch for the previous two weeks or more. Generally 8-10 phone calls are received each Thursday night, but a number of phone

calls are made to bursars as well. Conference calls are also initiated from the call centre to facilitate discussion and encourage bursars to talk with one another.

### **Optimality**

The programme was thought to be running at an optimal level with the current number of bursars. But respondents signalled the need to think carefully about the consequences of expansion. Respondents felt that with present numbers they were able to successfully build rapport and relationships with all bursars and to support them to successful outcome. There was some thought that if expansion of the programme were to continue, then there was likely be a reduction in the support team's capacity for knowing and interacting with bursars on the same level and with the same intensity as is currently experienced.

Given the support team's comments about already having an optimum number of students relative to resources available, should Te Rau Puawai further expand then they also felt that more staff would be needed.

### **Critical Challenges**

Critical challenges for the coordinator and Te Rau Puawai staff were mentioned. These included:

- Working continually to encourage students to access the team, as many are distance learners.
- Ensuring students make contact before they reach crisis point.
- Developing the programme and support systems without clear direction from the board.
- Expanding from 32 internal students to 110 mainly extramural students and developing systems to cater to the needs of students.
- Maintaining systems without placing a huge workload on Te Rau Puawai staff.

A respondent mentioned that at times the workload on staff had been 'horrendous' and that the board could have greater input in maybe 'pulling back' some of the support systems. It was thought that more involvement from the board into the day to day activities of the programme would enable them to gain a clearer perspective of how the programme works and workload on staff. More board meetings were suggested to discuss the programme. Another suggestion was to have Massey members of the board meet regularly, maybe twice per semester. The following quote reiterates the importance of working collectively:

*Nau te rourou, naku te rourou, ka ora ai te iwi – in the sense that it's about "all" parties coming together (governance and operations more regularly) to carry TRP forward.*

### **Long Term Planning**

A respondent suggested that the Te Rau Puawai Board develop a strategic plan for the programme. Each year the coordinator is unsure how many students will go onto Te Rau Puawai and long term planning would help. Set funding could be put aside to support the planning process.

### **Key Skills: Phone Team**

Respondents commented that to be a member of the phone team, it was important to have the following skills:

- *Good sense of humour*
- *Patience*
- *Perseverance*
- *Faith in own abilities*
- *Academically strong/experienced with Massey University and study area, know the paper*
- *Be flexible*
- *Dedication, otherwise wouldn't last, good to have a team who will stay on and work with whanau*

### **Key Skills: Coordinator**

When asked what qualities a coordinator would need to have, the following were mentioned:

- *The ability to relate well to whanau in different ways depending on where they are at in their level of study.*
- *To have an awareness of the dynamics that go into a Maori whanau while also knowing when to maintain the position of leader of the whanau.*
- *The ability to 'juggle 20 things at once' while not forgetting the 20<sup>th</sup> thing.*
- *To know each of the individual members of the whanau, to reinforce to them how special they are.*
- *To be able to travel and have flexibility to do so.*
- *Time management skills to ensure that when a student needs you, you are able to attend to their needs.*
- *To not be too restrictive in the interpretation of the job description as the job entails more than just the hours between 9 to 5.*
- *To be passionate and committed to Maori education and Maori Mental Health.*
- *To have experienced university, know the systems, have at least an undergraduate degree in order to provide academic guidance.*
- *Be tactful, have initiative, think creatively and be able to ask hard questions of bursars.*
- *Speak te reo Maori.*



***If the programme were to start over again...***

A question was asked that if the programme were to start over again what things would be done differently? The following suggestions were made:

- *Encourage board to develop a strategic plan given that no long term planning was in place.*
- *Not provide the same range of support systems as some are under-utilised, such as the website.*
- *Encourage the university to recognise their responsibility towards Maori students and the programme and that Te Rau Puawai is not a Maori studies programme but belongs to other schools as well.*
- *Improve or narrow down the following support systems:*
  - *Headstart hui - in terms of funding hold these once per year.*
  - *Internet – encourage bursars to utilise more and perhaps use the website to inform bursars rather than the monthly newsletter.*
  - *Phone team – if the number of bursars were less, to limit the service.*
  - *Regional support visits – reduce this service by contacting students as they come in on block courses.*

## Conclusions

Overall the support team and staff have close contact with bursars in such a way that they are able to respond to student need. These findings reiterate those reported previously by Maxwell-Crawford (2000a, 2000b, 2001).

The support team and staff shared with the evaluators what they thought the critical success factors of Te Rau Puawai were. Creating a Maori environment that embraced Maori values and principles in which bursars were familiar and comfortable with was one factor. The provision of various support systems was another. Having a support team who were committed, had a positive attitude towards bursars and role modelled what they advised bursars in terms of staying 'on track' with their own studies was also perceived as important to the programme. A coordinator who was encouraging, positive, motivating and proactive not only towards the bursars but all involved in Te Rau Puawai was mentioned as another success factor.

Te Rau Puawai was regarded as a 'Maori' programme which offered a holistic approach to supporting bursars. Providing a comfortable environment by utilising Maori processes was seen as important to the success of Te Rau Puawai.

Some of the challenges faced by bursars were shared. Mainstream papers were sometimes difficult and bursars needed guidance, encouragement and support from the Te Rau Puawai team. As bursars under-utilised the support offered by their academic mentors, the team recommended that they facilitate access by strengthening relationships with bursars, however, this was problematic due to the large number of students on the programme.

Some elements of the programme were regarded as transferable such as the website, headstart hui and newsletter. Exploring effective ways to meet the needs of different target groups was recommended.

With the current number of students, respondents thought the programme was running at optimal level. The support team were able to establish rapport with bursars. If the programme continued to expand respondents felt that they would be unable to dedicate as much attention to bursars.

Critical challenges faced by the coordinator and Te Rau Puawai staff were discussed with emphasis that at times the workload could be stressful on staff. If the programme were to start over again suggestions were made to improve or reduce some of the services currently provided.

## References

- Maxwell-Crawford, K. (2000a). *An internal report on mentoring prepared for academic mentors of Te Rau Puawai Bursars*. Unpublished paper, Massey University, Palmerston North.
- Maxwell-Crawford, K. (2000b). *Internal report: Student evaluations 2000*. Unpublished paper, Massey University, Palmerston North.
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## Appendix 1 Support Team Information Sheet and Interview Schedules

### Information Sheet for Support Team:

#### Te Rau Puawai WORKFORCE 100 Evaluation

Tena koe,

*Kei te tuku atu nga mihi ki a koe e hapai ana nga tauira Maori o Te Whare Wananga o Manawatu.*

In July 2001, the Ministry of Health commissioned the Maori & Psychology Research Unit of the University of Waikato, to evaluate the Te Rau Puawai Work Force 100 programme of which Massey University is the provider.

The overall aims of the evaluation are to investigate and comment on the following aspects of the Te Rau Puawai programme.

- critical success factors
- barriers to success
- uniquely Maori aspects of the programme
- gaps in the programme
- recommendations for improvements
- transferability
- other relevant issues

We are seeking your views as they relate to your role in the Te Rau Puawai programme. In our report, we will not identify you by name. However, because of your unique position, it is possible that some readers will recognise who is being interviewed. If there is certain information you would like treated with confidence, please indicate this during the interview. We will respect all such confidences.

Please note the following:

- This is an anonymous interview/focus group. We ask you not to provide any information that may identify you in any way unless you state otherwise.
- Answer only those questions that you want to answer.
- You may withdraw from this process at any time and without explanation.
- Announcements and progress reports on the evaluation will be provided in Nga Moemoea. You will be given a summary report and not a full transcript of the interview/focus group.
- If you have any concerns about this project, please contact other evaluation team members, or the Chair of the Psychology Department's Ethics Committee - Dr Bernard Guerin, University of Waikato, Private Bag 3105, Hamilton, Phone: 07 8562889.

Manaakitanga,  
Linda Waimarie Nikora  
(Evaluation team leader)

## **Appendix 2 Support Team Interview Schedule**

1. How many students do you generally speak to on Thursday nights?
2. What kinds of benefits do you see Te Rau Puawai students receiving from the Call Centre?
3. What kinds of problems have you encountered while working at the Call Centre?
4. What do you think are the positive aspects of the Te Rau Puawai programme?
5. What do you think are the negative aspects of the Te Rau Puawai programme?
6. In what ways do you think the Te Rau Puawai programme could be improved?
7. With regard to transferability of the programme to another tertiary institution to encourage Maori participation and success rates at tertiary level:
  - a. what elements of the programme do you think are easily transferable?
  - b. what elements of the programme do you think are not easily transferable?
8. Any other comments that you think are important for us to know as evaluators?

## **Appendix 3    Coordinator/Administrator Interview Schedule**

1. What have been the critical challenges to implementing the Te Rau Puawai programme?.
2. What do you think are the critical challenges to the programme's continuance?
3. What qualities does the co-ordinator/administrator of the Te Rau Puawai programme need to have?
4. What was the nature of the position when you started?
5. What were your responsibilities when you started?
6. The programme seems to have evolved over time – how did this come about?
7. What do you think are the critical success factors of the programme?
8. In what ways do you think the Te Rau Puawai programme could be improved?
9. What do you think are the uniquely Maori aspects of Te Rau Puawai?
10. Do you think there are any gaps in the programme? Please explain.
11. With regard to transferability of the programme to another tertiary institution to encourage Maori participation and success rates at tertiary level:
  - a. what elements of the programme do you think are easily transferable?
  - b. what elements of the programme do you think are not easily transferable?
12. Any other comments that you think are important for us to know as evaluators?

## **Appendix 4 List of technical reports**

Technical report no. 1	Te Rau Puawai – Evaluation overview
Technical report no. 2	Addressing the recruitment and retention of Maori students in tertiary education institutions: A Literature Review
Technical report no. 3	Perspectives of Te Rau Puawai Bursars
Technical report no. 4	Te Rau Puawai Support team and staff perspectives
Technical report no. 5	Academic mentors perspectives
Technical report no. 6	Stakeholder perspectives