SUPPORTING STUDENTS TO SUCCEED

Helping students develop the essential resilience skills to overcome disadvantage
Resilience

Defined by Windle (1999, p163)

‘the successful adaptation to life tasks in the face of social disadvantage or highly adverse conditions’.

Artemis (2017) found

The more risk factors people experience in childhood (e.g. parent in prison, parent on benefit, intervention by Child Youth and Family/Oranga Tamariki, history of childhood neglect/abuse, financial/material hardship, transience), the more likely they are to experience poor outcomes (defined as a failure to achieve a qualification and being on a benefit)
Individual factors that build resilience

Positive attitudes, beliefs and aspirations, including:

- Hope and desire for a better life
- Self determination
- Spiritual, religious and knowledge frameworks
- Building self-esteem and confidence
- Ability to reflect and make choices
- Self-care and self-management
Interpersonal factors that build resilience

Supportive relationships and networks
- Someone believing in you
- Supportive relationships in childhood
- Supportive relationships in adulthood
- Breaking the intergenerational cycle of violence and addiction
Responsive government and community services

- Early intervention for children – responsive service provision
- Healing and rehabilitation for children, adults and families
- Services that are accessible and are skilled at engaging with families and whānau
- Education services that support children living in adverse environments
- Building skills and capability – education services that support young people and adults back into education
- Support to get into employment
WHERE WE WORK – HUTT VALLEY NZ

High deprivation = high disadvantage = high need for resilience
WelTec
Tertiary education provider
Trades and applied professional education
23% Māori and 14% Pasifika

Te Runanganui o te Atiawa
Iwi-based service organisation
kaupapa based on Māori values – manaakitanga, whanaungatanga, tino rangatiratanga

Provider/community Partnership
Underpinning philosophy

Whānau Wellbeing

- Access to information, education and support
- Financial security
- Sustainable Employment
- Social cohesion and cultural identity
- Physical, mental and spiritual health
- Secure and safe environment
Our goal – The skills to be resilient and independent

Dependance - having others do things to/for you

Supported growth and development. Growing confidence in your ability to address your own needs

Independence - determining what you need and doing it for yourself
Case study
Māori male
C

Came from area of high deprivation
Family on benefit with history of gang association and drug use
Poor start in education
The Tamaiti Whangai:
• Provided a supportive environment where C felt he belonged;
• Provided unconditional support;
• Advocated for C when he needed it;
• Identified and addressed specific learning needs.
D came from a difficult background and had a poor attitude, low self-belief and a chip on his shoulder.

Had a number of issues including living with his grandmother and having to care for his disabled sister

The Tamaiti Whangai team supported D through:

• Non-judgmental listening;
• Engaging authentically without judgement;
• Understanding and empathising with his family circumstances;
• Working with a range of agencies to address D’s needs and those of his whānau in a holistic manner; and
• Walking alongside him with empathy.
Case 3 Pakeha male K

- A family background with poor adult role models and high levels of deprivation risk factors.
- He dressed “like a gangster” and tended to alienate people with his aggressive, belligerent behaviour.
- He came to WelTec to study sport science, however, his poor social skills and alienating behaviour meant that he struggled and was at risk of failing.

Key to K’s success were:
- Having someone who believed in him
- Seeing the skills he demonstrated as a strength that could be built on.
- Using K’s success in boxing as a motivator to ensure he succeeded in other fields of endeavour.
- Assisting him to develop positive communication and interpersonal skills.
Case 4 Māori female L

- L commenced study in 2010 undertaking her hairdressing qualifications.
- In 2011 she became pregnant and dropped out before completing her study.
- In 2015 she returned to WelTec, this time study a Bachelor of Applied Management. By this time, she was married with 2 young children.

The team rebuilt L’s confidence and affirmed her identity as a Māori woman by:

- Creating a whangai whānau – providing the sense of belonging needed to overcome negative perceptions of teaching staff.
- Affirming L’s right to be Māori, adopting all appropriate protocols, in the WelTec environment.
- Reassuring her that she had the ability to succeed even in the face of past failures.
Tamaiti Whangai Team Practices that Build Resilience

• Ensuring students are studying programmes that align to the skills and interests and have good employment outcomes.

• Having skilled mentors who understand the context the students come from and relate to them on their level.

• Working with students to set goals and help them achieve.

• Being empathetic, seeing the strengths in people, holding out a challenge for students to achieve and believing they can reach their potential.

• Creating a whānau environment where people relate well, work together, help each other and enjoy being together.

• Being supportive and providing access to additional Learning Support when needed.
Practices cont’d

• Having good, knowledgeable tutors and facilitating the development of understanding relationships based on professional standards.

• Having the knowledge to identify the social care services available and the necessary advocacy skills to achieve successful outcomes for students.

• Celebrating student’s and each other’s successes.

• Providing a “home base” whānau environment where students can relax and have a feed, and a place where people feel they belong.

• Allowing the students to identify as and be Māori and to succeed as Māori.

• Assisting students find employment and supporting them into employment by providing on-going mentoring for the first 6 months of employment.
Values that underpin these practices

- **Aroha** – giving unconditionally to create strong whānau.
- **Whānaungatanga** – building relationships and whānau working together to make decisions and act in ways that support the betterment of the whānau.
- **Whakapapa** – building identity through knowing their whakapapa and where they belong.
- **Mana/Manaaki** – upholding people’s dignity and giving of yourself to others, building the mana of others by nurturing, growing and challenging.
- **Kōrero awhi** – communicating clearly, positively and with compassion.
- **Tikanga** – ensuring the safety and protection of the whānau through rules, customs and rituals that keep whānau safe from harm, both physical and spiritual.
Success MPTT Course Completions

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Graduate Outcomes
Arohanui

Questions