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Abstract

In New Zealand, Maori (indigenous New Zealanders) and Pacific students tend not to attain the same levels of educational success as Pakeha (New Zealanders of European descent). Addressing this problem is a particular challenge in the sciences. The kaupapa (values-base) of Te Ropu Awhina (Awhina) is to produce Maori and Pacific professionals to contribute to Maori and Pacific development and leadership through the creation of an inclusive off- and on-campus whanau (extended family) environment where high expectations, aspirations and achievement, collective success, and reciprocity are normalised. This paper reviews theories and practices of recruitment and retention relevant to Maori and Pacific students at tertiary level, presents the rationale for Awhina in the Faculties of Science and Architecture and Design at Victoria University of Wellington, and assesses the impact of the whanau. Based on analyses of quantitative measures of student achievement, and biennial surveys of student responses from the first 6 years of Awhina, it is suggested that the results are consistent with improving Maori and Pacific graduate and postgraduate

06.10.2026

achievement and retention. Potential implications for efforts to reduce disparities in tertiary education in New Zealand and elsewhere are summarised. (HRK / Abstract übernommen) Richardson, Ken,
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