



2008

He Tipu Harakeke: Recruitment of Māori in the Health and Disability Workforce

Manakotanga: Acknowledgements

This booklet draws on *Rauringa Raupa: Recruitment and retention of Māori in the health and disability workforce*. The research was undertaken by Taupua Waiora (the centre for Māori health research at the Auckland University of Technology), Ngā Pae o te Maramatanga and Rātāteitei Associates. The researchers were Mihi Ratima, Rachel Brown, Nick Garrett, Erena Wikaire, Renei Ngawati, Clive Aspin and Utiku Potaka.

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Whakāturanga mō tēnei pukapuka:

About this booklet

This booklet draws on research undertaken in *Rauringa Raupa: Recruitment and retention of Māori in the health and disability workforce*. It summarises the factors that prevent and facilitate the recruitment of Māori in to the health and disability workforce.

Three career profiles are included to highlight potential career pathways for Māori wishing to enter health as a profession.

While the information presented here comes from *Rauringa Raupa*, it is not the aim of this booklet to provide an in-depth interpretation and discussion of *Rauringa Raupa*. For a full discussion of methods, findings and results, see *Rauringa Raupa*, which is available from the Auckland University of Technology website (<http://www.aut.ac.nz>) and the Māori health website (<http://www.maorihealth.govt.nz>).

Te urunga o te Māori ki te mahi hauora: Māori participation in the health workforce

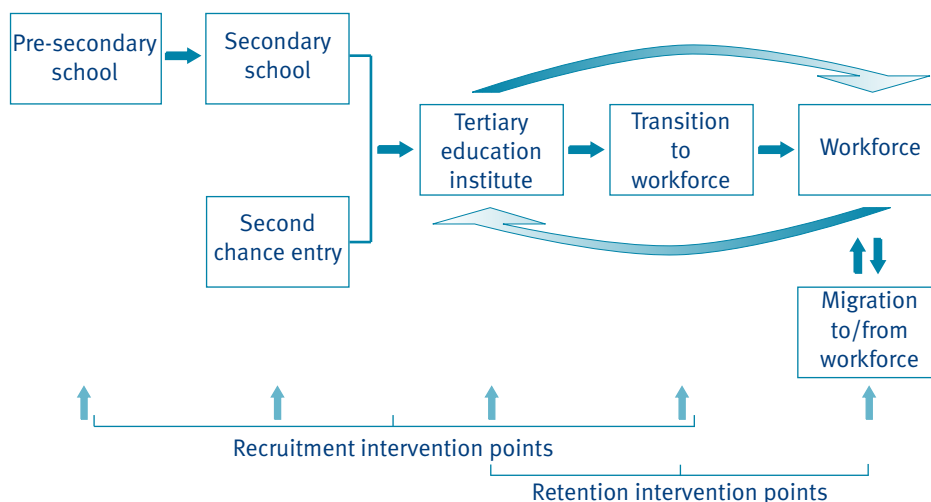
Increasing Māori participation in both the regulated and unregulated workforce will build a representative, culturally safe and competent national health and disability workforce that will lead to optimal health outcomes for all New Zealanders.

Māori health and disability workforce development pathway

International literature refers to a ‘pipeline’ for the generation and recruitment of the health workforce. The ‘pipeline’ (more commonly described as a ‘pathway’ in New Zealand) is an individual’s progress from being an undergraduate in an educational institution, to graduating, with a skill set that is suited to the workforce (see figure 1).

The pathway has five phases: pre-secondary school; secondary school and second-chance entry; tertiary education; transition to the workforce; and the workforce. The pathway allows for tertiary-level professional development opportunities that may facilitate workforce retention, and are consistent with a ‘life-long learning’ approach to professional development.

Figure 1: Māori health and disability workforce development pathway



Source: Rauringa Raua: Recruitment and retention of Māori in the health and disability workforce 2008.

Multiple intervention points for improving workforce recruitment and retention are identified along the pathway.

A comprehensive approach to developing the Māori health and disability workforce is needed, which relies on interventions along and across the pathway to bridge the health, education and labour sectors. A long-term investment is needed from the kōhanga reo/preschool phase through all stages of the career lifespan for an optimum workforce, which depends on quality education at all levels.

Table 3 on page 10 identifies the successful intervention components for the recruitment and retention of Māori in the health workforce.

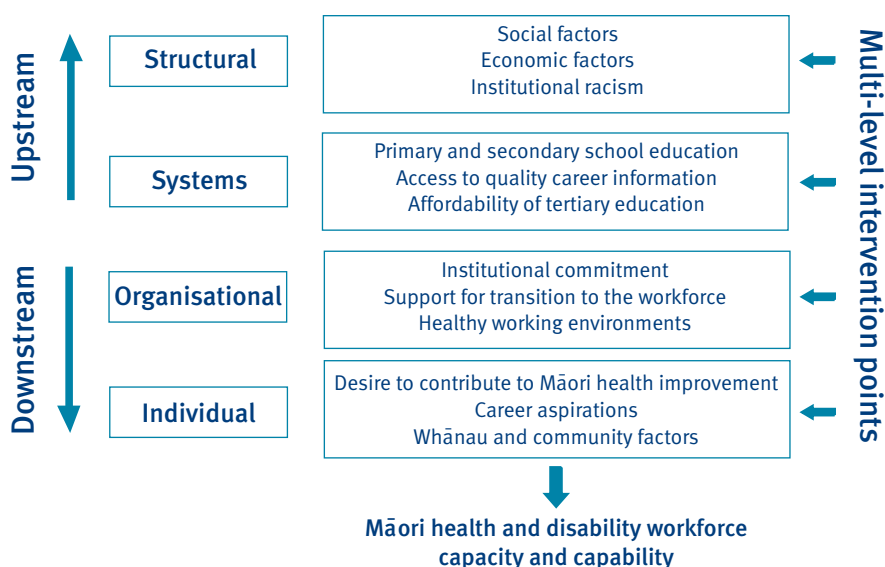
Determinants of Māori recruitment in the health and disability workforce

Four groups of factors determine recruitment of Māori in the health and disability workforce, as outlined below.

- *Structural factors* are the historical, social, economic, political and cultural factors that are the fundamental drivers of Māori participation in New Zealand society and, therefore, Māori participation in the health and disability workforce.
- *System factors* relate to the health and education systems as a whole, rather than to the characteristics of individual institutions.
- *Organisational factors* relate to specific health and educational institutions and services.
- *Individual factors* relate to a person's contribution to their whānau and the community and individual career aspirations.

For further discussion on the categories see *Rauringa Raupa*.

Figure 2: Determinants of Māori health and disability workforce participation



Source: Rauringa Raupa: Recruitment and retention of Māori in the health and disability workforce 2008.

The barriers to recruitment and the factors that facilitate recruitment are grouped into the four categories (and are summarised in Tables 1 and 2).

A career in Māori health research

Bridget Robson

Ngāti Raukawa

Bridget Robson (Ngāti Raukawa) is the director and a senior research fellow at Te Rōpū Rangahau Hauora a Eru Pōmare. Bridget has played a major role in improving health outcomes for Māori and addressing disparities in health.



Bridget started working in the health sector while studying Māori at Victoria University of Wellington and Te Reo at Te Wānanga o Raukawa. When she finished her Bachelor of Arts degree, she took up a full-time position as a research assistant at the Wellington School of Medicine.

In 1991, the Health Research Council and Te Puni Kōkiri supported the establishment of two Māori health research centres. Bridget worked for three years at Te Pumanawa Hauora ki Te Whanganui-a-Tara, under a Health Research Council training fellowship. The research centre was set up by Professor Eru Pōmare and Dr Papaarangi Reid. The kaupapa of the research centre was to do research by and for Māori, and to train Māori in a variety of research methods. In 1995, after the untimely death of Professor Pōmare, the Centre was renamed Te Rōpū Rangahau Hauora a Eru Pōmare. After Bridget's fellowship ended, she continued working at the Centre as a research fellow on various grants and contracts. She then progressed to become the director and a senior research fellow.

Bridget has made significant contributions to Māori health in the areas of Māori epidemiology, racism, inequitable treatment in the health system and social and economic determinants of health. Bridget was a co-author of *Hauora: Standards of Health III & IV*, and is currently working on many projects including the Mauri Tangata project on unemployment and health, the unequal treatment research project on disparities in health care, and Māori cancer outcomes projects. Bridget is also part of a team active in providing tackling inequalities workshops for the health sector.

Bridget feels very fortunate to have worked with so many passionate and dedicated Māori researchers who are committed to making a difference to Māori health.

A career as a Māori medical practitioner

Bryce Wenetia Allen Kihirini

Tapuika, Tuhourangi, Ngāti Whakaue

Bryce Kihirini dreamed of being a doctor from a very early age. Getting a business studies scholarship at the end of college diverted him from this goal for several years, but he is now in his fourth year of a Bachelor of Medicine and Bachelor of Surgery at the University of Auckland.



Bryce grew up in the small settlement of Waitangi. He comes from a humble background. His mother, Raiha, is a registered nurse. His father, Clive, passed away early in his life and he was raised by his maternal whānau.

Bryce has a Master of Management Studies (Hons) from the University of Waikato. He was torn between pursuing a career in education or in health, but the dream of becoming a doctor burnt stronger. Bryce's wife Nicola is supportive, and encouraged him to pursue his dream. The couple have three children, so they knew it was going to be tough.

Bryce is determined to become the top Māori general practitioner in Aotearoa. Eventually, he would like to practise in Waitangi to serve his whānau, hapū and iwi.

Bryce was asked, 'What advice would you give Māori wanting a career as a medical practitioner?'

He replied, 'Wanting to become a doctor is not a one-off achievement but the pursuit of a life time. You will have people that genuinely believe that you can't do it. The trick is to use their non-belief as fuel for yourself when the times get trying, and they will get trying. Finally, do not be a second-class citizen. A number of my colleagues look at the Māori and Pacific Island doctors as second class and think that we would have never gotten into medical school had it not been for our ethnicity. What they fail to recognise is that we sit the same exams as they do and we have the added bonus of being able to service both Māori and non-Māori communities alike. Never forget who you are or where you come from and that our ancestors watch on with pride.'

Table 1: Barriers to Māori recruitment

Category	Description
Structural factors	<ul style="list-style-type: none"> • social factors • economic factors • institutional racism
System factors	<ul style="list-style-type: none"> • primary and secondary school education barriers • poor access to quality health career information • few Māori role models promoting science and health careers • inadequate quality and availability of career guidance • poor information about course options and the range of professions • specific skills required to access health career information in the tertiary education system • high cost and low awareness of funding sources • distant location of institutions • long courses and heavy study workloads • narrow entry criteria • inadequate Māori-specific support programmes • low Māori representation in the health and education sectors • lack of formal links between Māori and academic departments • lack of opportunities to work ‘in a Māori way’ • lack of clear career pathways • restrictive workforce entry qualification requirements
Organisational factors	<ul style="list-style-type: none"> • low levels of commitment from educational institutions <ul style="list-style-type: none"> – institutions and programmes that do not have a positive learning environment for Māori – lack of Māori-specific study pathways or programmes delivered in a way that is appropriate to Māori – limited Māori course content – lack of value attributed to Māori approaches – personally mediated racism • perceptions of limited employment opportunities
Individual factors	<ul style="list-style-type: none"> • limited whānau experience in tertiary education • whānau commitments • not knowing someone working in health • Māori community expectations

Source: Rauringa Raupa: Recruitment and retention of Māori in the health and disability workforce 2008

Table 2: Factors that facilitate Māori recruitment

Category	Description
Structural	<ul style="list-style-type: none"> • social factors • economic factors • elimination of institutional racism
System	<ul style="list-style-type: none"> • enhanced responsiveness of primary and secondary school education • access to high-quality career information and advice • Māori engaging in the promotion of science and health careers • enhanced tertiary education system, including: <ul style="list-style-type: none"> – financial support – locally provided, part-time and short courses – flexible entry criteria – bridging programmes and Māori student support • strong Māori presence in the health and education sectors • high status of health professions • career development opportunities • flexible workforce entry qualification requirements • formal Māori support mechanisms and recruitment interventions • career development opportunities • earning potential
Organisational	<ul style="list-style-type: none"> • commitment of educational institutions through: <ul style="list-style-type: none"> – Māori course content – Māori and non-science papers included in health programmes – bridging courses – childcare facilities • commitment of health institutions through: <ul style="list-style-type: none"> – employer study expectations and support – culturally safe and supportive environments that value Māori competencies – adequate pay rates – clear career pathways
Individual	<ul style="list-style-type: none"> • whānau encouragement and support • practical experience and links to the health sector • desire to work with Māori and make a difference to Māori health • desire to improve responsiveness of the health system to Māori

Source: Rauringa Raupa: Recruitment and retention of Māori in the health and disability workforce 2008

Table 3: Potential interventions

Pathway phase	Intervention components
Pre-secondary school	<ul style="list-style-type: none"> • promote science and careers in health • introduce role models • encourage academic preparation
Secondary school and second-chance learners	<ul style="list-style-type: none"> • promote science and careers in health and a culture of success by using role models, mentors and ambassadors • promote practical science and health learning experiences through, for example, university and provider outreach services • provide high-quality course and career information, advice and counselling to support the transition from secondary school to tertiary study
Tertiary level	<ul style="list-style-type: none"> • facilitate supportive and culturally appropriate learning environments, including access to financial support, enhanced admissions processes and a culture of success • enable inclusion in communities of learning • strengthen relationships between providers and tertiary education institutions to enable clinical placements and work experience
Transition to workforce	<ul style="list-style-type: none"> • encourage preceptorships (mentorships) for new employees • provide career counselling and clear career pathways • facilitate access to Māori health professional networks
Workforce	<ul style="list-style-type: none"> • encourage institutional commitment to Māori health and disability workforce development • facilitate healthy and culturally reinforcing working environments • enable access to Māori colleagues and professional bodies
Comprehensive pathway intervention	<ul style="list-style-type: none"> • address the structural determinants of Māori workforce participation • operate across the Māori health and disability workforce development pathway • provide complementary and co-ordinated interventions

Source: Rauringa Raupa: Recruitment and retention of Māori in the health and disability workforce 2008

A career as a Māori physiotherapist

Cathrine Waetford

Ngāti Wai, Ngāti Hine



At school, Cathrine was a very sporty person, and was encouraged to pursue a career in health and fitness. Cathrine was initially enrolled to do a Bachelor Physical Education at Otago University, however a month before she was due to make the big move to Otago she discovered she was hapū and chose to defer a year. After she had her son, Cathrine decided to stay in Auckland to be close to her whānau. She applied to do medicine, physiotherapy and teachers' college (Physical Education). She says 'Medicine was my first choice, but MAPAS (Māori and Pacific Admissions Scheme) turned me down, and I wasn't convinced about teaching all my life, and I was interested in the sports side of physiotherapy. I knew it was a job that could fit around having a family so I chose a Bachelor of Health Science in Physiotherapy'.

Since graduating, Cathrine has worked extensively as a physiotherapist in the public sector. When her son started school Cathrine decided to go back to study and complete a Postgraduate Diploma in Sport Management and a Graduate Certificate in Clinical Teaching.

Cathrine then became involved in Tae Ora Tinana, the newly formed Māori physiotherapy professional group, completed the Certificate in Hauora Māori and awarded a Counties Manukau District Health Board scholarship to enrol in the Māori Health for Advanced Practice paper at AUT University where she discovered her passion for Māori health and research.

What has been really important to Cathrine is flexibility in her work so that she can support and enjoy the love of her son, whānau and friends. Cathrine knows her knowledge in physiotherapy and health has helped whānau and friends understand the types of services that hospitals have available and those they are entitled to.

Cathrine is currently completing a Master of Health Science at AUT University. She is currently working with Auckland District Health Board developing the Rangatahi Programme which is aimed at recruiting Māori secondary school students into health careers.

When asked what advice would you give Māori wanting a career as a physiotherapist, Cathrine says, 'Find out everything you can about the profession. Don't be afraid to talk to people and ask them what they like and don't like about their jobs. Most of us only know about sports physiotherapy, but see if you can go into the hospital setting and work alongside a range of physiotherapists as there are lots of different clinical areas physiotherapists are involved with. Find out as much as you can about university life, how much time they expect you to spend studying, the amount of time you spend on clinical placements and what scholarships are available to help you along the way.'

Ngā pārongo umanga mahi mo te Māori: Māori health career information

Career Services (<http://www.careers.govt.nz>) provides information, advice and guidance about careers. The website's home page is linked to Mahi Māori, which hosts information on Taiohi Tu, Taiohi Ora Career Planning Workshops and Te Whakamana Taitamariki Career Awareness Seminars.

Tertiary education websites provide information on courses and study pathways in health to prospective students. They link prospective students to liaison, learning and career support services.

Tertiary institution career support includes personal career counselling, job search strategies, interview skill training, and assistance with the preparation of a curriculum vitae. University career services are not generally Māori-specific. Most tertiary institutions employ Māori liaison officers and some employ Māori learning support staff.

Hauora.com (<http://hauora.com>) targets Māori seeking information on a career in health and Māori health professionals. It has information on careers in medicine, including study pathways, scholarship opportunities, qualification requirements, medical career options and links to relevant university sites.

Ministry of Health (www.moh.govt.nz) provides information of the Māori health workforce, Māori workforce statistics and the Hauora Māori Scholarship Programme (HMSP). The HMSP provides financial assistance for students undertaking a tertiary health-related programme of study who are committed to Māori health and have whakapapa and/or cultural links with Māori.

Health Research Council of New Zealand (www.hrc.govt.nz) has a number of scholarships and fellowships designed to foster the Māori health research workforce.

Ētahi atu rawa: Other useful resources

Resources that may be useful to readers include the following.

- Auckland University of Technology. 2008. *Rauringa Raupa: Recruitment and retention of Māori in the Health and Disability Workforce*. Auckland: AUT University.
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