

Motivational interviewing can help change this and can address some of the common misconceptions that clients often hold: that smoking helps alleviate stress, smoking is cool, quitting is too difficult, nicotine therapies are dangerous or don't work etc. Many also believe that if they fail to quit, they themselves are failures or if they don't quit 'cold turkey' then they haven't given up on their own. Mass media campaigns such as 'Smoking Not Our Future' are helping to address these misconceptions and it's also an area where health professionals can help people reframe these thoughts more positively.

What we do know is that the more quit attempts smokers make, the more likely they are to succeed. Utilising subsidised smoking cessation medicines (e.g. nicotine patches, gum and lozenges, bupropion, varenicline or nortriptyline) can also increase their chances of successful quitting, with smokers four times more likely to stay smokefree if they use a combination of behavioural support and medication. We also know that an offer of help, regardless of a patient's readiness to quit, will increase their chances of a successful quit attempt. Having support during the quit process again increases the chance of a person staying smokefree.

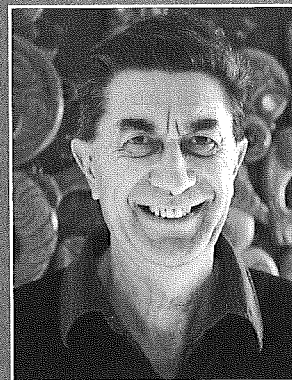
Each individual has his or her own reasons for their displayed behaviours and we can find out these individual reasons and then dispute and replace. As we know 'cookbook approaches' don't work, people are individuals and need to be treated as such. Motivational interviewing will

see that the fit of the approach with the client is the best predictor for success and not the theory or approach itself. In order to take control over their life, the person needs to gain and win in the situation, meaning that any successful intervention will ultimately lead to empowerment.

Regardless of the issue people are trying to confront and fix, they have usually tried many times to change and are so relieved when they finally can do it themselves. It is a huge boost to their self-esteem in general and affects all other areas of their life as if it has been a shift in thinking about themselves and their circumstances in the first place.

The vast majority of smokers want to quit but most don't know how best to approach it...you can help make this possible.

## Researching the success of Angus Hikairo Macfarlane



Angus Hikairo Macfarlane is of the Te Arawa waka and its confederate tribes in the central north island of New Zealand. The thrust of his activities is concerned with the exploration of cultural concepts and strategies that affect positively on professional practice, from which numerous publications have emanated. He has presented papers on culturally responsive educational approaches for improving motivation and learning, throughout the world. In 2003 Dr Macfarlane was awarded the inaugural Research Fellowship by the New Zealand Council for Educational Research and in 2004 his landmark book, *Kia hiwa ra! Listen to culture - Māori students' plea to educators*, was published. He has also been a recipient of a Tohu Kairangi award, a citation for academic achievement in Māori education. His book, *Discipline, Democracy and Diversity*, was published in 2007 and in 2010 he was presented with the Tohu Pae Tawhiti Award, acknowledging his contribution to Māori research. In 2011 his edited book on Restorative Pedagogies was published. Dr Macfarlane is Professor in Māori Research at the University of Canterbury and Kaihautū for the NZPsS.

## Māori achievers

The proverb “we learn by our failures” can be turned around to “we learn by our successes”, as espoused in the whakataukī “tama tū tama ora”. The whakataukī refers to the notion of the youngster who is enthusiastic is the one who will thrive - and the converse applies. NZPS Kaihautū Professor Angus Hikairo Macfarlane from the University of Canterbury is looking at the qualities which make high achieving Te Arawa students successful learners. Professor Macfarlane is working with his Te Arawa tribal (iwi) colleagues Hiria McRae (Victoria University of Wellington), Dr Melinda Webber (University of Auckland) and Rotorua-based health/education consultant Dr Candy Cookson-Cox on the two-year iwi-based project, called Ka Awatea. A nationally acclaimed clinical psychologist who is based in Rotorua, Dr Averil Herbert, is the project manager.

The study based in Rotorua is a partnership project between the University of Canterbury and Ngā Pae o te Māramatanga, the New Zealand Centre of Research Excellence in Auckland. Professor Macfarlane said Ka Awatea was commissioned and is being supported by Ngā Pae o Te Māramatanga because of its collaborative and multidisciplinary aspects.

Professor Macfarlane said the aim of the project was to find out what motivated successful Māori learners then develop a “mana model” that can be used to help advance Māori achievement.

Ka Awatea, which means “the emergence of light”, stems from a pilot study carried out in Rotorua in 2009-2010 which gave the research team some indication as to what factors may be contributing to the success of young Māori scholars. These factors included the presence of good role models, parents that valued education,

and teachers who were culturally responsive and who pushed them to reach their potential. The students demonstrated self-efficacy and tended to engage themselves at school and in extra-curricular activities.

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The pilot study concluded that education should be an opportunity for skilful young Māori to harness their collective strength and focus on developing innovative solutions and strategies in order to participate in the global community, as Māori. In order to succeed and to enter the global context, learners must be encouraged to see ‘being Māori’ as integral to success. The study added that the parents of these successful students immersed their children in aspects of te ao Māori. This was likely a contributing factor for their having a positive attitude of ‘being Māori’. Cultural confidence goes hand in hand with accomplishments in sport, study, and personal development as the study showed that the student participants were successful in a range of areas including sport, academic and cultural activities. The learning environment, the pilot study contended, has dual responsibilities to Māori learners: to prepare students for participation in wider society, and to prepare students for engagement in te ao Māori.

Professor Macfarlane said that “the pilot study made us want to find out more – to dig deeper and go wider. What we’re hoping is that this study (Ka Awatea) will show us areas of distinctiveness that did not show up in the first study. One of our hypotheses is that the students will also show a firm link to their culture that gives them a

strong sense of identity. But we can only hypothesise at this stage. The data will provide the evidence”.

The 2012-2014 study will involve interviewing and surveying over 100 Māori students in their senior years who have been nominated by their school as being someone who is excelling in their studies and other aspects of school life. A further 200 participants made up of whānau, teachers and school leaders will also be pivotal to the study. All high schools in the Rotorua area, including wharekura, have been invited to take part in the project.

Professor Macfarlane said eight qualities demonstrated by icons from the iwi’s past – identity, diligence, relationships, creativity, wellbeing, scholarship, humility and values – will be used as a benchmark for the study.

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Once the study is completed in 2014 the findings will be produced in a manuscript and gifted by Ngā Pae o te Māramatanga to the iwi, then shared with schools, families and the Ministry of Education.

Whilst various Ministry of Education policies, including Ka Hikitia, have stipulated that Māori students should experience success ‘as Māori’ – none appears to have explained with adequate clarity what ‘success’ might look like for Māori students, whānau and communities. The Ka Awatea project aims to define, devise and test a model of success that puts Te Arawa tribal conceptualisations at the centre. Subsequently it will consider the potential for the model to spread outward from Te Arawa for trial and

adaptation.

A point of difference for this project is that it will move away from the approach that has appeared to have been the accepted one up until now; the deficit theorising approach. For decades researchers in the field of education and psychology have attempted to come to terms with the disparities that have been associated with Māori achievement by focusing on the reasons rangatahi are failing in the system. Ka Awatea is concerned that the system may be failing rangatahi but the project has no intention of apportioning blame. What Ka Awatea wants to do is reposition the emphasis simply by ascertaining the imperatives that contribute to Māori students experiencing success – and using these as benchmarks for learners, teachers, educational leaders, and psychologists who work with Māori students and their whānau. According to Professor Macfarlane, “It’s time to move forward affirmatively; Me haere whakamua tātou”.

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