



**Pacific Tertiary
Education Forum**
ENHANCING LEARNER SUCCESS



Full Schedule of Abstracts for the
Parallel Presentations at the
Pacific Tertiary Education Forum
6 & 7 September 2018
Victoria University of Wellington



POSTER PRESENTATIONS

Making a significant difference in retention, completion and outcomes for Pasifika Learners

Dr Nick Towner, Senior Lecturer, Auckland Institute of Studies

Co-author: Dr Semisi Taumoepeau, Director of Pasifika Studies and Relations

Poster presentation 30 minutes

Pasifika learners comprise a significant number of students in the New Zealand education system. In terms of educational performance, Pasifika learners generally have lower success rates and academic achievements than other student groups at both secondary and tertiary levels. A recent study by Towner, Taumoepeau, Lal and Pranish (2017) found that international Tongan students had higher graduate outcomes than local Pasifika students. The proposed research drills deeper into current understanding of effective interventions by constructing individual Pasifika graduate learner profiles and analyses the impact of whanau support both here in New Zealand and in their homeland of Tonga. Data collection will occur in two phases. The first stage of research will focus on creating comprehensive successful Pasifika graduate learner profiles, phase two will consist of focus groups and semi structured interviews with whanau both here in New Zealand and in their homeland of Tonga. The insights provided by this paper will assist education providers at tertiary institutions in New Zealand to better understand the importance of both effective student pastoral care and wider whanau support.

INSIGHTS FOR ATTENDEES TO THIS PRESENTATION

- What makes effective Pasifika intervention at an individual level?
- What are the contributing factors that make international Pasifika students more successful than local students?
- How can traditional Pasifika educational support be translated and implemented for local Pasifika students in a New Zealand tertiary environment?

BIOGRAPHY

Dr Nicholas Towner, Senior Lecturer, School of Tourism Management, Auckland Institute of Studies

Research Interests

- Theoretical and field study of sustainable tourism management
- The role that tourism plays in shaping local communities
- The emerging field of Surfing Tourism and its future opportunities
- Pacific Studies

Pasifika publications

Research papers in refereed journals

- Taumoepeau, S., Towner, N., & Losekoot, E. (2017). Low-Cost Carriers in Oceania, Pacific: Challenges and opportunities. *Journal of Air Transport Management*, 65, 40-42.
- Towner, N., Taumoepeau, S., Lal, B. & Pranish. T. (2017). Intervention and Outcomes for Pasifika Students: A New Zealand Private Tertiary Education Provider (PTE) Case Study. *New Zealand Journal of Educational Studies*, (in press), 1-22. DOI 10.1007/s40841-017-0081-4
- Towner, N. (2016). The effectiveness of destination websites in promoting linkages between visitors and the community in Tonga. *The Journal of Pacific Studies*, 36(2), 89-106.

The Bachelor of Nursing Pacific (BNP) Student and the Pacific pedagogy: Our reflections on traversing the tertiary, nursing and Pacific worlds

Presenter: Loma-Linda Tasi, Whitireia New Zealand

Co-Authors: Gabrielle Leota, Sakaria Alofa, Judy Iva, Nancy Kasonde, Siaoauli Maea, Louisa One Lino, Hnin Phyint, Kitana Pio, Tiffany Roebeck, Imeleda Savelio, Alpha Timu, Folau Ve'a and Wendy Scott; Whitireia New Zealand.



**Pacific Tertiary
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Abstracts

BE THE CHANGE YOU WISH TO SEE IN THE WORLD

6 September 2018



Pacific Cultural Centredness Pathway: An online learning tool, supporting tertiary educators working with Pasifika Learners

Pale Sauni and Misa Kolose Lagavale, Pasifika Advisors, Ako Aotearoa

1.45pm-2.40pm, Room # AM103

Oral, 55 minutes

The Pasifika Cultural Centredness Pathway is an online, educational and learning support tool. Designed at Ako Aotearoa on behalf of the New Zealand Tertiary Education Commission (TEC), the purpose of the PCCP is to improve, enrich and strengthen the cultural capability, and cultural awareness of tertiary educators across the sector, especially educators working with Pasifika learners.

In collaboration between Ako Aotearoa and our Pasifika communities, staying connected to core values and indigenous identities of each Pacific Island nations is paramount as Pasifika peoples in Aotearoa, New Zealand. These shared fundamental beliefs guided the content and activities centred around seven main Pacific Island nations, such as, Samoa, Tonga, Fiji, Cook Islands, Niue, Tokelau and Tuvalu.

The PCCP is informed by research, critical feedback and observational practices, all of which have contributed to this unique project.

INSIGHTS FOR ATTENDEES TO THIS PRESENTATION

An online platform supporting educators in the Tertiary sector that work with Pasifika learners.

Strategies to strengthen practice and achievement for Pasifika learners.

BIOGRAPHIES

Misa Kolose Lagavale. Samoa; Poutasi, Falealili / Taufusi and Falelatai

Kolose joined the Ako Aotearoa team in January 2018, is passionate about Pasifika Education and the achievement of Pasifika learners in the tertiary sector and has worked in three government organisations i.e. NZQA, MOE and formerly Career Services (now TEC) alongside other organisations. An experienced educational quality assurance manager, an independent contractor with a demonstrated history of working in education management, mentoring and facilitating engaging workshops. Skilled in intercultural communication, internal and external evaluation and reviews, career development, analytical skills, and coaching. Kolose recently acquired credentials in IT systems administration and e-learning platforms, including coding to accommodate future technology disruptions.

Pale Sauni is a Samoan born male educator who has spent 25 years working in the health and education sector. Pale has a social work background and is a sought after facilitator, MC and keynote speaker. Pale is also a long serving member of APSTE and understands the journey of Pasifika students and staff in an education environment that has changes that are both challenging and helpful. Pale led the Pasifika Success for All research team for the Faculty of Education, University of Auckland where he experienced many of the governance and operational hindrances for 969 Pasifika students who were training to be teachers. Pale is known as 'Pale n da fale' and has energy and style that motivates and entertains, but it also inspires people so that the experience is enjoyable, educational and memorable.

Ako: Māori & Pacific Teaching and Learning Strategies in a Palagi Institution

Dr Hirini Kaa, Kaiarahi, University of Auckland and Marina Alofagia McCartney, Professional Teaching Fellow, University of Auckland

2.45pm-3.40pm, Room # AM103

Workshop, 55 minutes

Embedding Māori and Pacific worldviews into the curriculum of programmes offered by Palagi dominated institutions can be challenging but crucial to the academic success of Māori and Pacific students. Utilising best-practice Māori and Pacific teaching and learning strategies to connect with all students can rapidly change the classroom environment ensuring Pacific learner enjoyment and success.

Ako has recently been identified as a key concept that needs to be at the centre of any approach to teaching at the University of Auckland (Aitken, 2018). Ako is a wide ranging concept that recognises a relationship of reciprocity between the teacher and student and positions the experiences and worldviews of students as significant to their learning. While good support for Māori and Pacific students should show that culture matters, this can be difficult in an institution based on traditional Palagi education models. This traditional education maintains control over what constitutes appropriate and “official” knowledges and ways of learning in the classroom, the opportunity for Māori and Pacific students to bring prior cultural knowledge to the classroom “conversation” can be ignored.

Dr Hirini Kaa, Kaiarahi, Faculty of Arts and Marina Alofagia McCartney, Professional Teaching Fellow, Pacific Studies recently collaborated to introduce all Faculty of Arts’ teaching assistants to the principle of Ako. The workshop utilised real life experiences, realities and worldviews offered by the teaching assistants in the audience to explore how Ako could be transferred to their classroom setting. This workshop will use a similar approach where the audience becomes the participant and talanoa will be employed to explore different styles, approaches and contexts unique to each participant. The objective will be to gather a collection of practical examples that each participant can apply to their own context when appropriate.

Future developments in establishing a database of practical Ako exercises and applications in similar contexts will also be explored.

INSIGHTS FOR ATTENDEES TO THIS PRESENTATION

- How to apply Māori and Pacific worldviews in a Palagi institution
- How the universal embedding and application of these worldviews benefits Pacific learners
- The application of the concept of Ako as defined for this context
- How to work with this concept for your own context

BIOGRAPHIES

Dr Hirini Kaa is Kaiarahi in the Faculty of Arts at the University of Auckland. Hirini is of Ngati Porou and Ngati Kahungunu descent and is also an Anglican Minister and historian.

Marina Alofagia McCartney is a Professional Teaching Fellow in Pacific Studies at the University of Auckland. Marina is of Geordie/Samoan descent, and is also a film maker, and her film Milk & Honey New Zealand’s was one of the Best shorts at the NZ International Film Festival.



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Abstracts

CHANGE THROUGH RESEARCH

6 September 2018



Reshaping Pasifika

Samson Samasoni, Chair, Wellington City Council Pacific Advisory Group

1.45pm-2.10pm, Room # AM106

Workshop, 25 minutes

Pacific learners and their families are part of local communities. The changing dynamics of their communities can impact on educational outcomes.

Local authorities play a key role in influencing and helping to shape those communities, whether it's through community safety, public transport or housing.

The Wellington City Council Pacific Advisory Group has taken a strategic, evidence-based approach to advising the local authority to better respond to the needs of Pacific communities. Whether it's trying to influence the policy process, community engagement or better understanding the needs of the Pasifika tertiary education community.

In many ways, this is about reframing the view of Pasifika issues in the minds of policy and decision-makers, as well as helping learners and their communities to have a greater voice.

What is the Pacific Advisory Group doing to help achieve change? Why is it important for local entities to help drive localised change?

How does research and evidence help drive the change? How is this translated into strategic, impactful approaches? And, ultimately, how does this help Pacific tertiary education learners?

INSIGHTS FOR ATTENDEES TO THIS PRESENTATION

How local Pacific community-based entities can support the educational outcomes of tertiary education learners through evidence-based, strategic policies and activities.

BIOGRAPHIES

Samson Samasoni is the current Chair of the Wellington City Council Pacific Advisory Group, having been elected to the post in October 2017. The Pacific Advisory Group, was established by the Wellington City Council in December 2003, to act as a link between the Council and Wellington's Pacific communities. It has representatives from Wellington's main Pacific nation groups - Cook Islands, Fiji, Melanesia, Micronesia, Niue, Samoa, Tokelau, Tuvalu and Tonga. Samson is a Strategic Communications specialist who runs his own company Pasifika Network. He is a former journalist, public servant and management consultant who has worked in New Zealand, the Pacific and the Middle East. He was formerly with the Ministry of Pacific Island Affairs and was one of the architects of the Pacific Vision Strategy in the 1990s. He also headed up the Pacific Island Economic Development Scheme, which was the forerunner to the Pacific Business Trust. He spent 14 years overseas, in the Pacific he worked with SPREP supporting 13 Pacific governments and with the Government of Tokelau. In the Middle East he worked across the region while based in Saudi Arabia, Bahrain and Qatar as a management and communications consultant. He played lead roles developing the 2030 National Vision for Qatar and their Knowledge-based Economy. He led major change communications projects in Saudi Arabia and the Abu Dhabi, as well supporting the Planning Council of Qatar with their Labour Market Strategy and Public Sector Modernisation Project. He returned to New Zealand in 2013.

A Sea of Struggles: Digital talanoa / decolonising Oceania

Dr Stanley Frielick, Auckland University of Technology

Co-authors: Tony Fala, Marcel Allen, Auckland University of Technology

1.45pm-2.10pm, Room #AM101

Oral, 25 minutes

Pacific scholars such as Epeli Hau'ofa, Konai Thaman, Haunani-Kay Trask, and Ranginui Walker have made important contributions to Pacific knowledge in community and university contexts. Rooted in the quest for decolonisation of Pacific communities, these scholars articulate specifically Pacific perspectives, pedagogies, concepts, and frameworks in different contexts—with profound influences on a wide range of academics, activists, and indigenous communities across the Pacific islands and Aotearoa New Zealand. While this body of work is well-known in Pacific and indigenous studies, there is an important need to make their thought and writings more accessible to students and wider communities.

Our project creates a 'digital talanoa' (Fairbairn-Dunlop & Coxon 2014) that introduces the lives and key writings of Hau'ofa, Thaman, Trask, and Walker, examines their contributions to decolonial thought, sets out a range of themes and roles in relation to their academic and community work, and provides a framework for using their work in learning and teaching settings. To illuminate their influence and enduring legacy, we support the core text with 20 video interviews of 14 Pacific scholars and activists at the vanguard of a new generation in the decolonisation of the Pacific, creating an additional digital layer for the text.

To assemble the digital text that presents this wide array of perspectives, voices and contexts in a coherent and navigable format, we are using the Scalar platform (<https://scalar.me/anvc/scalar/>). The affordances of Scalar support the main aims of the project—where open-source tools and open access for communities are key priorities, along with the ability to create a long-form scholarship in digital modes, juxtaposed with video and images, with opportunities for ongoing interaction with readers and users.

We will present an overview of the project to date, using some examples from the digital resource currently under development. The focus will be on how students, teachers and communities can access the rich depths of research provided for creating change, and harnessing the power of '#PacificDigitality' (Salesa 2017) in ways that contribute to ongoing decolonisation in Oceania and Pacific success into the future.

References

- Benfield, D.M (2009). *Decolonizing the digital/digital decolonization*. Retrieved from <https://globalstudies.trinity.duke.edu/volume-31-decolonizing-the-digitaldigital-decolonization> 24 April 2018.
- Fairbairn-Dunlop, P. & Coxon, E. (eds.). (2014). *Talanoa: Building a Pasifika Research Culture*. Auckland: Dunmore Publishing.
- Hau'ofa, E. (1994). *Our Sea of Islands. The Contemporary Pacific, Volume 6, Number 1, Spring 1994, 147-161.*
- Salesa, D. (2017). *Island Time: New Zealand's Pacific Futures*. Auckland: Bridget Williams Books.

INSIGHTS FOR ATTENDEES TO THIS PRESENTATION

A deeper understanding of the key roles and legacies provided by the four Oceanic intellectuals whose work is at the centre of our 'digital talanoa', with practical insights into how their work can be used in learning teaching settings for the benefit of students and enhancing Pacific success. Attendees will also learn about ways in which digital modes of research are an important aspect of the ongoing decolonisation of the Pacific, and how new directions need to build upon the past.

BIOGRAPHIES

Dr Tony Fala is of European and Pacific Island ancestry. According to genealogies held by one of his uncles, Fala has Samoan, Tongan, and Māori ancestors in his Tokelauan family lineage. He also has ancestral ties to other Pacific peoples not mentioned above in his family line. Some of Fala's Pacific ancestors were farmers, fisherpeople, vaka navigators, and warriors. He was born and raised into urban Pasifika street culture in Auckland, New Zealand. Fala is the main writer for the 'Sea of Struggles' project.

Dr Stanley Frielick is a senior lecturer in Te Ara Poutama (Faculty of Māori and Indigenous Development) at AUT. He has a PhD in Education. Previous roles include Director of Ako Aotearoa (NZ National Centre for Tertiary Teaching Excellence).

Marcel Allen is a freelance video producer, currently studying for a postgraduate qualification in teaching. He has a Masters in Creative Technologies from AUT, with lecturing experience at CoLAB, AUT.

Se'i lua'i lou le 'ulu taumamao – Do the most difficult work first: Using enrolment and achievement data to identify those shifts that (really) matter for Pasifika

Brenden Mischewski, Managing Director, Mischewski Consulting

2.15pm-2.40pm, Room # AM101

Oral, 25 minutes

There is a general consensus that the tertiary education system is not doing enough to ensure Pasifika people realise their potential. Most analysis of this system failure tends to approach the issue from the perspectives of either 'system-wide' inequity in outcomes or disparities of achievement by level. Less emphasis is given at a systems level to the differences among disciplines or industries despite the strong focus that many TEOs have on department or faculty level performance.

This research examines the scale and nature of the disparities by industry using the ANZSIC codes applied to industry trainees as a proxy.

Our key findings are outlined below.

Pasifika trainees in industry training overall experience poorer outcomes and tend to enrol in programmes at lower levels on the New Zealand Qualifications Framework than other trainees. Viewed over a six-year period, the participation rate of Pasifika trainees in programmes at level 4 or above is 17.4% lower and record a credit completion rate 12.0% lower than non-Māori, non-Pasifika trainees. These disparities are highly concentrated. The ANZSIC level one industry of Manufacturing accounts for 37.5% of the Participation Parity Gap and the Construction industry accounts for 53.3% of the Achievement Parity Gap.

Obtaining overall parity of participation and achievement involves changing the experiences of relatively few trainees. Just 398 Pasifika trainees need to enrol in programmes at level four (in preference to those at level three), and another 22,418 credits need to be achieved.

The results provide an indication of the modest scale of the disparity and a guide to where priority could be placed on shifting the performance of the system. The research approach could be extended to provider-based training and applied to analysis of enrollment and performance data using NZSCED classifications. The results might then provide a useful benchmark for TEOs generally.

INSIGHTS FOR ATTENDEES TO THIS PRESENTATION

The challenge of improving the performance of the industry training system is not as great as it might be assumed, and better performance data can help us prioritize our efforts.

BIOGRAPHY

Brenden Mischewski has worked on industry and workplace training issues managing investments in ITPs and ITOs, establishing multi partner programmes including The Southern Initiative Infrastructure Consortium, and in stakeholder engagement supporting public engagement with research and the Engineering e2e programme. Brenden worked in the tertiary education system for 15 years including senior roles at the Tertiary Education Commission managing research funding and the vocational education and training system. He has a long-standing association with Pacific Perspectives Limited collaborating on research, evaluation and capability development projects relating to Pacific communities.



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Abstracts

STUDENT & COMMUNITY VOICE

6 September 2018



E sui faiga ae tumau faavae

Who are the Pacific leaders and who is the Pacific Community?

2.15pm-2.40pm, Room # AM102

Oral, 25 minutes

E maota tauave Samoa

A'e o tumau pea lea maota?

Wherever Samoans migrate, they take their 'residence' with them; which means they take their culture, their beliefs, their values and their practices. Pacific nations although diverse share similar cultural values. Pacific have migrated to NZ for almost 60 years now. The question is – O tumau pea faavae o le maota? Is the 'residence' still intact?

This workshop is based on an observation on the trends and changes within the Pacific communities as witnessed in current times. Where the majority of Pacific students arriving at tertiary level education arrive with an over subscribe assumption of "cultural affiliation" yet most come from families who do not have an active affiliation with their communities or culture of their descendants.

The overall theme of the conference is "Be the change you wish to see in the world". For Pacific communities that is 'changing' with the times, which time zone exactly are these students coming from? What cultural values are they bringing but more importantly are we the navigators / educators / leaders within the tertiary sector well equipped to help them navigate us the Pacific community to the future?

INSIGHTS FOR ATTENDEES TO THIS PRESENTATION

- Let's talanoa about how we the Pacific leaders in the tertiary space can understand and support our students and our communities better.

BIOGRAPHY

Tofilau Nina Kirifi-Alai is the Manager of the University of Otago Pacific Islands Centre, a role she has held for the last 16 years. She is an Arts and Law graduate from the University of Auckland and is passionate about all things Pacific.

Pacific Parent Participation

Aaron Nonoa, Manager Te Pūtahi Atawhai, Victoria University of Wellington

2.15pm-2.55pm, Room # AM106

Talanoa, 40 minutes

How do we engage Pacific parents better to support the student to graduate journey of their learner? Given the significant value placed on education, and the importance Pacific people place on connectedness and the wider family, involvement of family would seem critical and fundamental to the success of Pacific students. Yet how effective are tertiary institutions in incorporating this into university life. For Pacific parents there are a number of reasons why the journey to graduation is equally as important to them, perhaps even more so, than for their children.

In this talanoa session I would like to explore the extent to which tertiary institutions engage the untapped potential of parents in the education of Pacific university students, and particularly in light of what the students bring with them to campus, for example first in family, possible language barriers, aiga, community and church obligations and expectations. This can be by way of talanoa sessions, brainstorming and structured question and answer sessions. This session will also look at some of the latest research that may examine the importance of familial and community connections to education.

There will also be sharing of initiatives and parent facing support activities recently trialled both at Victoria, but also in other NZ education agencies.

The outcome from the session will be to have shared good practice between participants, and developed a greater understanding of how to enable greater inclusion of Pacific parents at tertiary level to support the student to graduate transition.

INSIGHTS FOR ATTENDEES TO THIS PRESENTATION

Shared experiences of good practice in engaging Pacific parents into tertiary education for Pacific students. Discussing ways of further developing collaborative networks with aiga and community to support Pacific youngsters at University.

BIOGRAPHY

Aaron Nonoa is of Niuean and Samoan descent with parents who came to New Zealand in the 1950s for better schooling and work. With a Bachelor of Social Sciences from Waikato in 1993 and a Post Grad Diploma in Education from Victoria in 2015, he has over 20 years experience in the Public Sector including being appointed as the first Chief Advisor Pasifika at NZQA in 2012, and currently is the Manager Te Putahi Atawhai for Pacific and Māori student success at Vic since January 2016. His team delivers excellent academic mentoring and holistic support to Pasifika students from first year on, and pan university. He has previously developed and delivered a national Pasifika strategy at NZQA, delivered educational workshops across NZ to Pacific parents and ran a five year NZAID project in Samoa and Tonga with NZQA.

KO E FANĀ FOTŪ – Transforming Education: Valuing identity, language and culture. Pasifika Learners at the centre of pedagogy and epistemology

Dr Lesieli Pelesikoti Tongati'o, Leader Professional Learning and Development

Co-author: Tātai Angitu, Institute of Education, Massey University

3.00pm-3.40pm, Room # AM106

Workshop, 40 minutes

Placing Pasifika learners at the centre of pedagogy and epistemology needs brave leaders operating on the “balcony as well as on the dancefloor”. Understanding Aotearoa New Zealand’s social cultural contexts, hearing learner, family and community voices, and, sustaining culturally responsive practices to raise achievement are key influencers.

The Fanā Fotu - Transformation methodology was used in a research and development project titled Ngāue Fakataha ki he Ako ‘a e Fānau: Schools and Parents and Families Working Together to Better Understand and Support Pasifika Students’ Progress and Achievement at School. This focused on harnessing multiple voices in ways that schools and their parents, families and communities work together and use culturally responsive pedagogies to support children’s progress and achievement at school. A key outcome was the resulting year-long Talanoa Ako Cycle, aimed at helping schools and parents develop and sustain effective collaborations in support of student learning and success.

Valuable insights were gathered about the challenges faced by schools, parents and students themselves in working effectively together in support of student learning and progress, and, practical guidance were offered to address these challenges.

Participants included students, parents, teachers, senior leaders and board members. Their voices were gathered in response to some of the following questions:

How much do you [as a student] like coming to this school ... Do you enjoy learning at school?

Does it feel like a friendly, welcoming place for you [as parents]?

Do you think teachers in this school know much about Pasifika children, families and communities ... understand your Pasifika identities, languages, and cultures?

Student voices included:

“There’s a lot of cool teachers”, “I like their enthusiasm and they are fun”.

“[Our teachers], they set expectations but they don’t put them so high we can’t reach it ... to prepare us for high school.”

“Our teacher says that all people are the same, even if we are different cultures, different skin colours [and] different languages. Like, we are all human, we all have families, no-one’s different ... but we’re not higher than anyone, in this school we are all equal.”

Parent voices:

“You can feel it, that you are very welcome, the teachers are there ... it is easy to relate or connect.”

“They need to know more about us. They don’t realise that we are very supportive people. We respect them but they don’t respect us.” “There’s nothing in the school environment that reflect me.”

When asked about what parents most wanted teachers to tell them about their children, responses included “... want to know what [our kids] are doing well in or not well in. Sometimes there’s too much focus on the positive that we think our children are achieving well when in fact they are not”.

Senior Leadership Team and Teachers voices:

“There is a sense of inclusiveness [throughout the school] and of welcoming the children. Most of the PI children are very polite, respectful children. They want to give their best.”

“I’m not sure if there’s a particular way ... we all have our own way but we try to make children and their families feel welcome. Sometimes I will buddy a child up with another child especially if English is not their first language. The office staff are wonderful with new families.”

(Tongati'o, Mitchell, Kennedy, 2016)

INSIGHTS FOR ATTENDEES TO THIS PRESENTATION

Insights – knowledge building

Social cultural contexts influencing education

These include cultural backgrounds and values, family, church, community, identity, language, knowledge and ways of learning, relationships, connections, social links, political links, hierarchy, history, geography, curriculum and learning and teaching.

Results based accountability framework

Track and monitor progress and results by asking the following questions:

- How much did you do?
- How well did you do it?
- Is anyone better off?
- Where to next?

Fanā Fotu, Transformation methodology

Used to develop Pasifika strategic plans by bringing together Pasifika and non-Pasifika methodologies with talanoa ako, tauhi vā and Pasifika learners at the centre, from which to develop responsive leadership and culturally responsive pedagogical practices for personalised Pasifika success.

Talanoa Ako Cycle

Sets out key actions to help schools, parents and families, teachers, and students anticipate and understand the steps they need to take, and when, throughout the school year.

BIOGRAPHY

Dr Lesieli Pelesikoti Tongati'o

November 2017- current. Leader, Professional Learning and Development (PLD), Tātai Angitu, Institute of Education, Massey University. Leading and coordinating PLD across the Institute of Education.

January 2016-March 2018. Facilitator, Pasifika Professional Learning and Development, Education Plus, University of Canterbury. Providing PLD workshops across early learning services across the South Island and schools up to Napier. Also lectured in Research in the College of Education and Human Development and supervised a PHD student.

2014-2015 Research Consultant involved in research projects with the Ministry of Education and the New Zealand Council of Educational Research, with reports published in 2014 and 2016.

1994-2014 Pule Ma'ata Pasifika, Ministry of Education. Initiated and led the development of five Pasifika Education Plans approved by Cabinet. These plans covered learners' education journeys from their parents, families and communities through to early learning, schooling, tertiary education and beyond. These five plans were the Pasifika Education Plan 2001-2005; Pasifika Education Plan 2008-2012; Pasifika Education Plan 2006-2010; Pasifika Education Plan 2009-2012; Pasifika Education Plan 2013-2017.

1990-1994 Academic Director, Senior Management Development, Victoria University of Wellington. Developing and growing opportunities for Pasifika people to operate in senior management levels in the public service.

Lesieli was also a secondary school teacher, owner operator of a Private Training Establishment in Palmerston North, and, lecturer and head of science at Tonga Teachers College.



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Abstracts

LEARNER SUPPORT & COLLABORATION

6 September 2018



Working cross-culturally – supporting diverse learners within their diverse landscape

Anna Seiuli, Counsellor/Student Advisor-Pasifika, Otago Polytechnic

1.45pm-2.25pm, Room # AMLT105

Oral, 40 minutes

Background: Otago Polytechnic has identified Pasifika student success as a priority area' also shared by the Ministry of Education (PEP, 2013-2017). Rapid growth in the Pacific population is anticipated, and the number of NZ born Pasifika is on the rise (Pasifika Futures, 2017).

The numbers of Pasifika learners in the North Island is significantly higher than those in the South Island. The contributing factors to learners' struggles and successes throughout NZ are vast and diverse, similar and yet different. These diversities include languages, cultures, cultural practices, protocols and customs, communications and spiritual belief, academic and pastoral needs, etc. The increasing number of multi-racial or multi-ethnic learners in NZ is uniquely diverse which highlights the greater need for educators to be upskilled and to have cultural pedagogies.

In this forever changeable education landscape, non-Pacific educators often wrestle with a difficult task of 'getting to know your Pasifika learner' within the constraints of teaching time allocation and high numbers of learners' in the classroom. Pacific educators have the additional tasks of supporting Pasifika learners and supporting non-Pacific educators supporting Pasifika students.

Aim: The goal was not to have a 'blanket response' but to have a 'holistic tailor-made' response to each learner once learning needs have been identified. Through the exploring and mapping of learners holistic experiences, appropriate tailor-made support plan for learners was developed as well as specific strategies to support staff around developing understanding about the diversity of Pasifika learners, increasing awareness around Pasifika students diverse learning needs and looking at different models that best supported their Pasifika learners in their specific schools.

Method: Talanoa (Vaiotei, 2006), enable a mutual environment for both learner and staff to share their narratives. It has helped normalise the power dynamic between the staff member and learner and Pacific educator and non-Pacific educator. Therefore, the focus is on developing relationships and it is a process where people share their stories, realities and aspirations.

Result: Identifying the commonality that Pasifika learners shared: 'Migration' from their country of origin to NZ. Exploring 'what was their or their family's time of arrival' in NZ helped me identify their learning needs and contributing factors to success or lack thereof.

A framework to map the intricacies each learner faces and experiences as s/he walks along the "Migrated Continuum" of "Traditional Culture to Post-Morden Culture in Dunedin, NZ was developed.

Implications: Improving the learning experience and success rates for Pasifika learners throughout OP. Increasing staff awareness and confidence in their practice of cultural pedagogies. Building cultural competency of Pacific, and non-Pacific learners to enable them to work ready cross-culturally.

INSIGHTS FOR ATTENDEES TO THIS PRESENTATION

Clearer understanding around the shift in the 'Pacific learners' landscape' and why working cross-culturally is important.

BIOGRAPHY

Anna Seiuli BSS (Couns), DipAppSoS, NatDipCouns

Anna works at Otago Polytechnic for nearly ten years in varies roles, including five years as the International Accommodation Coordinator at .6ft until 2014. Her current roles: Counsellor .2fte and Student Advisor-Pasifika .8fte. In her role as a Counsellor, Anna works one day a week at Student Health working across all learners needing counselling support. As a Student Advisor-Pasifika Anna provides overall support to Pasifika learners as well as providing support to the teaching staff, who works closely with Pasifika learners. Support for staff includes cultural supports, collaborations and strategising for the best outcome for Pasifika learners, and

developing and facilitating professional development workshops focusing on developing understanding about the diversity of Pasifika learners, increasing awareness around Pasifika learners' diverse learning needs and looking at different models that best supported Pasifika learners in their specific schools. Anna is also a guest lecturer in the College of Community Development and Personal Wellbeing and the School of Occupational Therapy focusing on Working Cross-Culturally, Intergraded Practice: Counselling, and Developing Cultural Competency for Professional Practice: OCC. Preparing learners' before work placements in the community. Anna is in her final stage of completing her Masters in Professional Practice (MPP) with CAPABLE NZ. She is a proud mother of two adult sons ages 22 and 24. Anna has a small private practice offering Professional Cultural Supervision – Moana House (currently) and Mirror Counselling as well as working as a counsellor for contract work from other agencies like Stopping Violence Dunedin or court referrals. Anna is also a member of Association of Pasifika Staff in Tertiary Education (APSTE) for 8 years and as a member of the executive team for 5 years.

Enhancing resilience in practice

Barbara Fogarty-Perry, Programme Leader, Social Services, Otago Polytechnic and Anna Seiuli, Otago Polytechnic

2.30-2.55pm, Room # AMLT105

Oral, 25 minutes

Enhancing resilience in practice will present a case study of a Pacific Island student who, through collaboration and support from both lecturing staff and the Pasifika student Adviser, developed resilience to overcome a number of challenges in a placement/work experience situation. The student was very relational and succeeded in work placement in practice however faced other challenges along the way. Some of these included extremely different placement experiences in two placement experiences which she found challenged her scope of experience, different models of practice in use, issues in report writing and also family pressure. Through close support and critical reflection this student managed to work through these challenges and feed the lessons learned into her course reflections. Collaborative learning support between staff and the student, honest reflection and communication between staff will be demonstrated in action in the case study.

INSIGHTS FOR ATTENDEES TO THIS PRESENTATION

Collaborative learning support between staff and the student, honest reflection and communication between staff will be demonstrated in action in the case study.

BIOGRAPHY

Barbara Fogarty-Perry is the Programme Leader of the Bachelor of Social Services at Otago Polytechnic and formerly disability and well-being adviser. **Anna Seiuli** is the Pasifika Adviser at Otago Polytechnic and in the Student Success team. Both of these staff are currently completing their Masters.

Nesian Sparkies: Supporting Pasifika Electrical apprentices

Issac Liava'a, National Manager Pasifika, The Skills Organisation

Co-author: Tony Laulu, The Skills Organisation

2.45-3.10pm, Room # AM101

Oral, 25 minutes

Electricians and plumbers have been identified by MBIE as the two occupations with the highest of all construction sectors, projected to be an increase of 13 percent and 14 percent respectively on the current labour force by 2021. Skills is working hard to develop a pipeline of talent into industry through school programmes and tertiary and community partnerships; support skills development solutions for those on the job.

Recently, Skills along with a consortium of Industry partners led by Pacific Perspectives, a Pacific owned and led consultancy, undertook research that focused on learners, learning facilitators and Industry Training Organisations (ITOs) staff engaged in improving Pacific learners' achievements in industry training in workplace settings. The project identified critical success factors and effective models for Pasifika learners, including those generally applicable to industry training, and specific to the training models of ITOs.

The presenter(s) will demonstrate how they developed the Nesian Sparkies approach which has contributed to Pasifika learner success at The Skills Organisation.

As at July 2018, Skills Pasifika outcomes:

- Pasifika L4 and above programme completion rates were higher (75%) in comparison to Non-Māori and Non-Pasifika (70%)
- First year retention rates for Pasifika apprentices were higher (58%) in comparison to Non-Māori and Non-Pasifika (54.66%)

The Skills Organisation - Skills

The go-to workforce development partner for industry, providers, iwi & communities. Skills is working across 22 industries to deliver excellent employment and educational outcomes for people and increase productivity and the skills base to drive New Zealand's economic growth.

INSIGHTS FOR ATTENDEES TO THIS PRESENTATION

- Developing a programme of success for Pasifika learners in Industry Training
- Using Research and evidence-based approaches as well as our own unique Pacific epistemology.

BIOGRAPHY

Issac Liava'a holds a Masters in Adult Literacy and Numeracy Education and has been involved in the Tertiary sector for the past 15 years as a Tutor, Facilitator, Programme developer and now leads the Pasifika strategy at the Skills Organisation as the National Manager Pasifika.

Tony Laulu holds a Bachelor of Business and has worked in Pasifika communities, youth, learners and apprentices for the past 10 years and is now the Pasifika adviser for the Skills Organisation.



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Abstracts

LEADERSHIP & CAREER PROGRESSION

6 September 2018



Bringing your whole self to work - Tupu Tai experience in the public sector

Matalena Leaupepe, Policy Manager, Pasifika, Institution Ministry of Business Innovation and Employment (MBIE)

1.45pm-2.10pm, Room # AM102

Oral, 25 minutes

Malo e lelei, warm Pacific greetings.

Lifting Pacific people's household incomes is MBIE's overall goal. To achieve this for Pasifika, we have focused on policy interventions mixed with on the ground pilots to provide pathways for Pasifika young people into skilled roles. Over the past two years, we have piloted Tupu Tai, (Public Sector Internship Programme) and Tupu Tek (ICT Internship Programme) to create pathways for Pacific students to gain experience and ultimately, employment in these highly skilled, highly paid and digitally sustainable roles.

One of the fundamentals of Tupu Tai, is the importance of bringing your whole self to work. That your culture counts and that what you bring is of value because it builds cultural intelligence in our organisations. I would like to share some insights about what we have found to be our experience as employers working with the Tertiary sector and Pacific students coming through the programme. I will share about how this programme is helping to build a more diverse, inclusive and more informed Public Service.

"Because of Tupu Tai, we got to spend our summer working on important policy issues, and not on the factory floor or on retail jobs. Because of Tupu Tai, we were able to earn an income that could support our families" Mary-Jane Kivalu (Tongan Tupu Tai intern with the State Services Commission).

INSIGHTS FOR ATTENDEES TO THIS PRESENTATION

They will gain insights about what we have seen as barriers for Pacific students to get into mainstream roles. They will learn why bringing your cultural background to work is important and the linkages to policy development. Attendees will also learn about the vision behind our internship programmes.

BIOGRAPHY

Matalena Leaupepe is the Policy Manager, Pasifika, at the Ministry of Business Innovation and Employment (MBIE). Matalena is responsible for leading the development and supporting the delivery of the Pacific Economic Strategy. Part of the Pacific work at MBIE includes leading the Tupu Tai Public Sector Internship Programme which won a Gold Award in MBIE in 2017 and was a finalist in the IPANZ: Excellence in the Public Sector Awards in the Diversity and Inclusion category. Matalena was born in Samoa from the villages of Fasitoo uta, Safotu, Sili & Satupaitea and is the mother to three amazing girls. A graduate of Victoria University, majoring in Politics and Pacific Studies, Matalena was the longest serving tutor for Pacific Studies 101 at VUW starting in 2000 when it was established under Assoc Prof Teresia Teaiwa. Matalena has worked in the Public Sector for over 10 years starting out as a Policy Advisor at the Ministry of Pacific Island Affairs (now Pacific Peoples), then Careers NZ, Department of Labour which included a short stint as Private Secretary for Hon. Minister Tariana Turia.

Using micro-credentials to improve Pasifika participation in engineering education

Lisale Falema'a, Senior Advisor, Tertiary Education Commission

Co-author: Dr Neel Pandey, Senior Advisor - Strategy and Priorities, Tertiary Education Commission

2.45pm-3.40pm, Room # AM102

Workshop, 55 minutes

Engineering E2E was formed to help improve the public's perception of engineering career and to address New Zealand's shortage of engineers. Engineering E2E represents a partnership between the Tertiary Education Commission, the Institutes of Technology and Polytechnics (ITPs), Business New Zealand and Engineering New Zealand. Engineering E2E has identified the need to develop clearer pathways from diploma to degree study, improve credit transfer by tertiary providers, and improve the pipeline into diploma-level study.

Pasifika students are underrepresented in the engineering profession and in engineering education programmes. Research indicates that:

- Pasifika communities do not prefer engineering because of associations with manual employment,
- Inherent bias in the secondary school system means that Pasifika students do not view STEM-related education as a viable option, and
- Pasifika students developing an interest in engineering in senior secondary school when their earlier decisions have foreclosed this option.

The Pasifika Pathway Project is a joint initiative between Engineering E2E and Manukau Institute of Technology to provide microcredentials (in mathematics, technical literacy and other curriculum areas necessary for success in engineering education) to Pasifika senior secondary school students in the Achievement in Multi-Cultural High Schools (AIMHI). This would allow Pasifika students to develop the required engineering preparatory skills and provide an alternative pathway into engineering education programmes.

MIT recognises that it has a special obligation to serve the people, communities and employers of South Auckland. Achieving significantly improved tertiary education outcomes in this region is critical to the future economic and social prosperity of New Zealand.

MIT stays strongly connected to its region, its unique cohort of students and diverse business and community groups.

The Pasifika Pathway Project entailed the following process:

- Engage key stakeholders to develop an engineering micro-credentials programme;
- Identify key learning areas that forms barriers to engineering education programmes;
- Identify existing and new courses to be included in the engineering micro-credentials programme;
- Map existing school subjects and courses in engineering programme curriculum
- Integrate the engineering micro-credentials programme within the NCEA and NZDE framework
- Identify delivery models of the integrated curriculum
- Examine and implement quality assurance framework options for the engineering micro-credentials programme.

INSIGHTS FOR ATTENDEES TO THIS PRESENTATION

There still exists several persistent issues that impact on the progression of Pasifika students in engineering education. Microcredentials provide an alternative opportunity to address this issue. Well-designed micro-credentials have the potential to fill the knowledge gap so that the students can have a better sense of how their learning is linked to engineering education and the needs of employers. It also has the potential to improve the flexibility and relevance of the education and training system.

Micro-credentials are new stand-alone education products intended to enable students to access specific knowledge and skills in a cost-effective and time-efficient way. They are smaller than qualifications, with a tight focus on developing skills to meet the immediate needs of industry, employers, iwi and/or community.

Micro-credentials will provide industry with an opportunity to work with Tertiary Education Providers and Industry Training Organisations to bring emergent skills to market quickly, so employers can access employees with the expertise they need and so that students can continue updating their competencies.

Micro-credentials are becoming important as the nature of work continues to change. Individuals will need new up-to-date skills across their lifetime. Sometimes these skills will require a full and formal qualification. In other cases, employers have indicated that learning packaged as a micro-credential would be more appropriate.

A micro-credentials system will allow New Zealand students to access a wide range of education and training options, both domestically and internationally. They will support students to participate in a way that suits their individual needs and circumstances.

BIOGRAPHIES

Lisale Falema'a, Senior Advisor, Strategy and Priorities, Tertiary Education Commission

Dr Neel Pandey, Head of School, School of Professional Engineering, Faculty of Engineering & Trades

APSTE - As we were, What we are now, Where to next

Presenters: Mele Wendt, Pale Sauni and Anna Seiuli, Association of Pasifika Staff in Tertiary Education (APSTE)

3.00pm-3.40pm, Room # AMLT105

Talanoa, 40 minutes

From time to time, as the education landscape changes, new students and educators arrive fresh on the scene, questions are asked about APSTE and what its role was and is. Today Mele, Pale and Anna will answer this because it's important and it is necessary. APSTE is the longest-serving Pasifika association (over 32 years) in education and has a membership of over 200 staff/students.

In this session, we will engage you in a short history of why APSTE was set up and with whom. We will interest you into why it's important to have an APSTE voice in the education and health sector. We will look at the benefits of APSTE in today's education political landscape and economy, the purpose of its membership and constitution, the partnership between Pasifika and Tangata whenua and the part that we can all play in the association.

We will also share some of the future projects that Ako Aotearoa is supporting and introduce you to the members of the committee and the roles that they play in APSTE.

BIOGRAPHIES

Mele Wendt (BA, DipTchg, CertMgt, CertIoD) became a member of the group of tertiary education Pasifika liaison officers when she began working at Victoria University of Wellington in 1996. She was a founding member of the Association of Pasifika Staff In Tertiary Education (APSTE) and has been a member since. Mele spent a total of 24 years in the education sector - first as a secondary school teacher and then at Victoria University as the founding Pacific Liaison Officer and as manager of the domestic student recruitment and course advice office. This was followed by serving as Executive Director of Fulbright New Zealand for 10 years. In the past three years Mele has been doing a mix of consultancy work and governance. She is the Chair of the Pasifika Education Centre in Auckland and is on the boards of Te Kura (the Correspondence School) and the ASH Foundation. She also an active member of PACIFICA, Institute of Directors, Wellington Pasifika Business Network, Wellington Women Leaders, and SuperDiverse Women. Mele is Samoan (Malie, Vaiala, Lefaga) and palagi. She lives in Wellington, is married to Eteuati Ete and has four grown-up children and three grandchildren.

Pale Sauni is a Samoan born male educator who has spent 25 years working in the health and education sector. Pale has a social work background and is a sought after facilitator, MC and keynote speaker. Pale is also a long serving member of APSTE and understands the journey of Pasifika students and staff in an education environment that has changes that are both challenging and helpful. Pale led the Pasifika Success for All research team for the Faculty of Education, University of Auckland where he experienced many of the governance and operational hindrances for 969 Pasifika students who were training to be teachers. Pale is known as 'Pale n da fale' and has energy and style that motivates and entertains, but it also inspires people so that the experience is enjoyable, educational and memorable.

Anna Seiuli BSS (Couns), DipAppSoS, NatDipCouns

Anna works at Otago Polytechnic for nearly ten years in various roles, including five years as the International Accommodation Coordinator at .6ft until 2014. Her current roles: Counsellor .2fte and Student Advisor-Pasifika .8fte. In her role as a Counsellor, Anna works one day a week at Student Health working across all learners needing counselling support. As a Student Advisor-Pasifika Anna provides overall support to Pasifika learners as well as providing support to the teaching staff, who works closely with Pasifika learners. Support for staff includes cultural supports, collaborations and strategising for the best outcome for Pasifika learners, and developing and facilitating professional development workshops focusing on developing understanding about the diversity of Pasifika learners, increasing awareness around Pasifika learners' diverse learning needs and looking at different models that best supported Pasifika learners in their specific schools. Anna is also a guest lecturer in the College of Community Development and Personal Wellbeing and the School of Occupational Therapy focusing on Working Cross-Culturally, Intergraded Practice: Counselling, and Developing Cultural Competency for Professional Practice: OCC. Preparing learners' before work placements in the community.

Anna is in her final stage of completing her Masters in Professional Practice (MPP) with CAPABLE NZ. She is a proud mother of two adult sons ages 22 and 24. Anna has a small private practice offering Professional Cultural Supervision – Moana House (currently) and Mirror Counselling as well as working as a counsellor for contract work from other agencies like Stopping Violence Dunedin or court referrals. Anna is also a member of Association of Pasifika Staff in Tertiary Education (APSTE) for 8 years and as a member of the executive team for 5 years.



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BE THE CHANGE YOU WANT TO BE IN THE WORLD

7 September 2018



Pacific Island Visibility in the Classroom

Meri Karina Nathan, Pukenga Matua/Academic Lead, Te Wananga o Raukawa

11.00am-11.25am, Room # AM106

Oral, 25 minutes

The Bachelor of Social Work programme – Biculturalism in practice [now Bachelor of Bicultural Social Work] developed by Matua Taina Pohatu and Whaea Hariata Pohatu, launched the first delivery, to a full capacity lecture theatre in 2006. The bicultural part of the programme comes from the Two Pou metaphor, which establishes the positioning of Māori bodies of knowledge as the first Pou and non-Māori bodies of knowledge as the second Pou. Each Pou having equal space in all courses of the programme. What is critical in the Two Pou framework is that all bodies of knowledge in the second Pou are required to be visible and active. Hence, the bicultural relationship here, is established and maintained between each unique body of cultural knowledge, and Māori cultural body of knowledge.

The Bachelor of Social Work programme, is underpinned by the kaupapa Māori framework Nga Takepū (Pohatu 2006). The intent of teaching and delivering Nga Takepū principles, is to generate the awareness, of the similarities Nga Takepū principles have, to cultural bodies of knowledge possessed by each indigenous grouping. As the programme progresses, learners form a clear understanding that their cultural bodies of knowledge are required in the ako/learning space. Individual learners begin to draw from their cultural bodies of knowledge which they have aligned with the principles of Nga Takepū. This begins the process of building confidence to bring into the ako/learning space, their own cultural bodies of knowledge relevant to social work theory and practice. The kaiako and the teaching strategies in this process is critical, as the learners begin to feel safe, they begin to draw confidently from their cultural bodies of knowledge, thus acknowledging their bicultural relationship with Māori bodies of knowledge.

The presentation looks at the [1] origins of this view of bicultural practice in the class room, [2] the bicultural teaching strategies within the classroom, [3] examples of bicultural presentations from students, [4] the impacts of these strategies through student survey responses and finally, [5] graduate students, now qualified social workers, practicing bi-culturally.

INSIGHTS FOR ATTENDEES TO THIS PRESENTATION

Participants will gain insight into teaching and delivery strategies that foster the visibility of Pacific Island bodies of knowledge in the ako/learning space.

BIOGRAPHY

Meri Poasa Nathan, is of Māori/Niue descent. Her passion for a bicultural learning and working space, stems from her experiences growing up with her Niue father from the villages Liku and Lakepa, and Māori mother from Ngapuhi. While Meri was born and raised in Whangarei, she resides in Auckland. Meri is currently appointed to the role of Pukenga Matua/Academic Lead to the Poutuarongo Toiora Whanau [Bachelor of Social Work] programme, delivered out of Te Wananga o Raukawa in both Otaki and Manukau sites. While Meri teaches kaupapa Māori Toiora Whanau [social work] theories and practice, in her previous appointment, she taught on the Bachelor of Social Work biculturalism in practice programme, delivered out of Te Wananga o Aotearoa, sharing the learning space with a multicultural student body, predominantly Pacific Island. Meri is currently studying on the Doctor of Indigenous Development and Advancement at Te Whare Wananga o Awanuiarangi, and her topic theme is bicultural social work practice in Aotearoa.

Rearticulating a relevant message for Pacific churches in a global world

Dr Terry Pouono, Theology Lecturer, Laidlaw College

11.30am-12.10pm, Room # AM106

Oral, 40 minutes

This presentation looks at the praiseworthy aspects and shortcomings of mainstream Pacific churches as an educational institution replicating historical, transplanted ways of teaching Christian Scripture. More specifically, the teaching of the gospel message through a Pacific hermeneutical lens has been instrumental in preserving language, culture and traditional church structures through the medium of diaspora churches.

However, it is my view that there needs to be a more holistic outlook for the teaching of Scripture, moving beyond old-fashioned ways of informing Scripture that are aligned with traditional methods and cultural ways of teaching. Put another way, a village type, church-centred model allows for minimal opportunities for the diaspora churches to adapt to the changing global world. Alternatively, a holistic approach encompassing fresh ways of looking at the Bible should be communicated in Pacific communities, particularly as our Pacific people face various social challenges in a multi-faceted world.

From this investigation, I will be engaging with core teachings of Biblical Theology as a creative, way of understanding the Story of the Bible as one coherent, comprehensive narrative. Furthermore, I will address the relevance of Christ's teachings founded on Basileia tou Theou- the Kingdom of God,' which is a message that transcends time and space, taught by Christ, advanced by the church, and perceived through diverse cultures.

This message conveyed in the teachings of the Kingdom of God have implications for church mission. The objective of Christian mission is to carry out the responsibility for promoting hope, justice and peace in situations of political, social and economic injustice. In twenty-first century ecumenical theology there has been a shift to understand mission as an attribute and activity of a Trinitarian God. Participation in God's saving activity, or Missio dei, is understood as bearing witness to God's love towards all people and working for the promise of God's reign.

Central to my discussion is the following question, how can a rearticulation of the Christian message better inform Pacific churches in its quest to become an authentic witness in a global world?

INSIGHTS FOR ATTENDEES TO THIS PRESENTATION

1. Creative ways of teaching and learning about the Bible
2. The Bible in many Pacific churches are taught through a Pacific hermeneutical lens or Worldview.
3. How can the gospel message taught and preached in Pacific churches be a transformative learning experience?
4. Our Pacific communities are plagued by so many social issues. How can the gospel promote hope in situations of doubt and despair?

How can the teaching of the gospel be more effective and relevant?

BIOGRAPHY

Terry Pouono is a New Zealand-born Samoan raised in Massey, West Auckland. He is currently a lecturer at Laidlaw College Manukau Campus. In addition to the teaching ministry, Terry is also a licensed security guard for Platform 4 Group Security, a Board of Trustees member for Roscommon School, and a soccer manager for his son's soccer team. Terry lives with his wife Toese and their four children in Clendon Park, Manurewa.

Overcoming the tyranny of distance: bringing Open Distance Flexible Learning (ODFL) to life for Pasifika learners?

Alan Cadwallader, Executive Director Learning Delivery, Open Polytechnic New Zealand

12.15pm-12.40pm, Room # AM106

Oral, 25 minutes

Increasingly tertiary education providers are turning to technology to facilitate the delivery of learning and teaching to their students. This technology enabled delivery of learning can be anywhere on a continuum from fully online and at distance, to different modalities of blended learning where traditional face-to-face delivery is mixed with some form of technology enabled delivery.

Even those tertiary education providers with strong traditions of face-to-face, traditional contact based delivery are looking to technology-enabled delivery to enhance the learners' experiences and bring greater flexibility to learning engagement for both learners and staff.

How does this increasing use of technology-enabled tertiary education delivery serve the needs of diverse learner groups? Especially in focus, how do technology-enabled modalities meet the education needs of Pasifika learners?

There is frequent anecdotal reference to the well known proverb, 'It takes a village to raise a child', when discussion centres on approaches to learning and styles of education delivery that best serves the Pasifika learner. In the context of that discussion, how can the Open Distance Flexible Learning delivery model be harnessed to not only meet the needs of Pasifika learners, but to promote participation in tertiary education and raise the levels of successful learner outcomes?

In this discussion paper the ODFL delivery model is explored and its key characteristics are identified. Ways of fitting the ODFL model to address the need of Pasifika communities for access to tertiary education, and the barriers that may need to be overcome, are considered. This paper concludes by proposing that there is an urgent need to establish an evidence based approach to ascertaining how ODFL, and technology-enabled education delivery generally, can be utilised to positive effect for Pasifika learners.

INSIGHTS FOR ATTENDEES TO THIS PRESENTATION

- An understanding of the Open Distance Flexible Learning (ODFL) model and key characteristics
- How ODFL can be used to benefit Pasifika communities
- What the barriers to ODFL might be for Pasifika learners
- Why we need to pursue an evidence based approach to understanding how ODFL can benefit Pasifika communities

BIOGRAPHY

With a career in the New Zealand vocational tertiary education sector that spans two decades, Alan has significant experience in the management of the complex and diverse organisations that characterise the Institutes of Technology Polytechnics sector in New Zealand driving transformational change in the delivery of learning and teaching at Open Polytechnic New Zealand. This transformation has reshaped the organisation of faculty and sets out to radically shift the way in which learning is delivered. Previously, Alan has held positions as Academic Director at the Wellington Institute of Technology, Head of the Business School at the Universal College of Learning, and an Associate Dean with responsibilities for Education Innovation. He has a MBA from Otago University, a research-based Masters in Management from Massey University and certification in adult teaching and learning.



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CHANGE THROUGH RESEARCH

7 September 2018



What role do tertiary education institutions play in facilitating contact and friendship formation between international students from the Pacific Islands and New Zealand students?

Dr Franco Vaccarino, Senior Lecturer, Massey University

Co-authors: Dr Angela Feekery and Ms Vivita Matanimeke, Massey University

11.00am-11.25am, Room # AMLT105

Oral, 25 minutes

Many countries throughout the world, including Aotearoa New Zealand, are experiencing an increase in globalisation, and over the last few decades, international education has become increasingly more common. Globally, around two million tertiary students are involved in formal education outside their own country. Many studies that have focused on intercultural contact in tertiary education have highlighted that international students want to, and indeed expect, to have contact and develop friendships with local or domestic students. Numerous studies in fact have reported that contact with domestic students is beneficial for international students' academic performance and sociocultural adaptation. Social interactions such as friendships have a significant influence on individuals, as friends can boost our happiness, help increase our sense of belonging, improve our self-worth and generally contribute towards our wellbeing.

Research confirms the complex relationship between the quality of contact that international students have with domestic students and the impact this has on the international students' psychological, emotional, social, cultural and academic wellbeing. Friendship is one of the most significant interpersonal relationships that people develop with others, and although friendship is universal across all cultures, the interpretation of what a friend means varies from culture to culture. In addition, international students who have greater contact with domestic students appear to "fit in" better and are likely to experience fewer social difficulties. However, the reality is that international students are often faced with many barriers which inhibit the formation of meaningful friendships with domestic students.

Research on international student friendship formation across cultures has been undertaken with students from diverse cultures and from a range of perspectives; however, very limited research has been conducted on friendship formation with Pacific Island students studying abroad. Through talanoa sessions and an online survey, data around friendship formation were collected from a group of Pacific Island students who were born and raised in Pacific Island countries and moved to New Zealand to pursue tertiary education.

This study explored the concept of friendship and the perceptions of international Pacific Island students' perceived benefits and barriers about forming friendships with domestic New Zealand students.

Results revealed many barriers to friendship formation with domestic students, including limited contact. This raises the question whether tertiary education institutions need to set up formal institutional interventions to promote contact between international Pacific Island students and New Zealand domestic students. Without directed interventions, there could be the tendency for Pacific Island students "to hang out with other Pacific Island students". This in itself is not necessarily a problem as close connections to those who are culturally similar play a significant role, especially when living far from home. However, intercultural friendships also play a significant role in the students' wellbeing.

As globalisation continues and international education becomes more of a reality, what formal interventions can tertiary education institutions implement in order to facilitate more focused and meaningful contact – and possible friendships - between international Pacific Island students and New Zealand students so that all students can benefit and become more culturally and globally inclusive citizens of the 21st century?

INSIGHTS FOR ATTENDEES TO THIS PRESENTATION

Tertiary education institutions play a crucial role in providing intercultural spaces to facilitate intercultural interactions between international Pacific Island students and New Zealand students. Some of these intercultural spaces include:

Formalising buddy or peer-mentor programmes (with appropriate recognition) to assist with the academic and socio-cultural adaptation of new Pacific Island students.

Holding more student events throughout the semester so that all students can learn about different cultures, perceptions, food, communication, language, entertainment, and new experiences.

Arranging local community volunteers to spend social time with Pacific Island students and build reciprocal intercultural relationships.

Providing new Pacific Island students with intercultural communication workshops (co-facilitated by New Zealand students).

Providing culturally mixed residential halls on campus where friendships can develop naturally (rather than separate halls for international and domestic students).

Showcasing Pacific language weeks on campus to raise more awareness for other students and staff.

Organising short-term family home stays to experience Kiwi life and culture.

BIOGRAPHIES

Dr Franco Vaccarino, senior lecturer in intercultural communication, Massey University, School of Communication, Journalism and Marketing, Manawatū campus, Palmerston North.

Dr Angela Feekery, lecturer in communication, Massey University, School of Communication, Journalism and Marketing, Manawatū campus, Palmerston North.

Ms Vivita Matanimeke, currently Communications Consultant, Pacific Community-SPC. Previously postgraduate Massey University student.

A University-wide Pacific-related Curricular Stocktake at the University of Otago.

Ana Hoseit, Pacific Projects Administrator, University of Otago

Co-author: Dr Tasileta Teevale, Director, Pacific Development, University of Otago

11.30am-11.55am, Room # AMLT105

Oral, 25 minutes

The Pacific population makes up 7.3% (Statistics NZ 2013) of the New Zealand population. The population is growing rapidly and as a consequence we see an increase in students at University who identify as Pacific. The University of Otago is committed to Pacific student achievement and meeting the needs of Pacific Peoples. The Pacific Strategic Framework, launched in July 2013 articulates the University's Pacific student equity plan. A key activity of the Pacific Strategic Framework is to undertake a University-wide stocktake review of Pacific-related curricular. This presentation will focus on this activity and the processes we are undertaking to complete this at the University of Otago.

The changing demography in Aotearoa New Zealand necessitates exposure to diverse philosophies and knowledges so that future graduates can thrive in this diversity. The large increases in Pacific students entering tertiary study, means it is imperative that Pacific students engage with academic material that endorses their experiences and worldviews. Equally important is it that non-Pacific students be introduced to Pacific worldviews and develop skills in cultural competency as their future will see them working alongside Pacific people.

INSIGHTS FOR ATTENDEES TO THIS PRESENTATION

- Methodology used for this activity.
- The rationale behind this stocktake.
- Outcomes derived from this stocktake.
- The importance of education on promoting diversity and varying worldviews.

BIOGRAPHIES

Ana Hoseit – BA (Hons), MA (Otago). Ana is the Pacific Projects Administrator with the Pacific Development Office. Ana's role is to provide high level assistance to the Director, Pacific Development, together with leading the management and delivery of key Pacific Strategic Framework projects, Ana completed her studies with the University of Otago Sociology department in 2012 and then went on to work for the department as a Teaching Fellow, University of Otago.

Dr Tasileta Teevale, University of Otago. Tasileta has worked as an academic and within the tertiary education public sector. After graduating with a Bachelor of Physical Education degree from Otago University, Tasileta lectured in Exercise Science at UCOL, Palmerston North, completed a Masters in Business Studies from Massey University and then entered the public sector as a National and Regional Advisor for the Tertiary Education Commission. Tasileta has also worked at Manukau City Council's Strategic Development Unit. Tasileta completed a public health doctoral degree (PhD) at the University of Auckland and is an active public health researcher with focus on Pacific family and adolescent health.

How to improve student educational outcomes: some new insights from data analytics

Mino Cleverley

12.00pm-12.40pm, Room # AM103

Workshop, 40 minutes

By analysing “Programme for International Student Assessment” (PISA) data, management consultants “McKinsey & Company” identified factors that play a critical role in student achievement. Using advanced analytics and machine learning, they analysed the 100 most predictive variables from the PISA survey (out of 1,000) and concluded “controlling for all other factors, student mindsets are twice as predictive of Students’ PISA scores than even their home environment and demographics. This finding, and its magnitude, is consistent across all five regions (Asia-Pacific, Europe, Latin America, Middle East and North Africa, North America), which amplifies its importance.” They also found that students who receive a blend of teacher-directed and inquiry-based instruction have the best outcomes.

This workshop will succinctly present the factors identified by McKinsey & Company that can influence student achievement such as home environment, school resources and leadership, teachers and teaching, and student mindsets and behaviours. However, several student mindsets emerged as the greatest predictors of academic performance, making the most difference for students either in low performing schools or lower socioeconomic quartiles.

The workshop will interactively explore what we, as parents, family, community, educators and support staff can do and are already doing in applying and enhancing the McKinsey & Company findings for our own Pacific learners and contexts.

INSIGHTS FOR ATTENDEES TO THIS PRESENTATION

Awareness of the factors, particularly the student mindsets that can be highly predictive of academic performance, and some actions we can do and are already doing to enhance success for our own Pacific learners and contexts.

BIOGRAPHY

Mino Cleverley (“Aiono” is his affiliated Matai title) has a background spanning the fields of education, training and evaluation, management and governance, business consultancy and engineering. His interests have centred around aspects of community development having come from a family heritage of community work, but are increasingly focusing on the environment propelled by the fact that his family’s village and home he built in Samoa is being threatened by rising sea levels. Mino has been part of numerous governance and working groups and panels and is currently serving on Ako Aotearoa’s Pacific People’s caucus, Wellington City Council’s Pacific Advisory Group and is an elected member of Wellington East Girl’s College Board of Trustees. Mino holds qualifications in Adult Education, Teaching and Training, Business Administration and Civil Engineering and is currently pursuing a PhD.



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STUDENT & COMMUNITY VOICE

7 September 2018



PASIFIKA RESOURCE KIT – Implementation and Evaluation phase update

Pauline Luafutu-Simpson, Director, Pacific Development UC, University of Canterbury; Ashalyna Noa, Kaiarahi Pasifika (Academic) University of Canterbury and Sam Uta'i (Senior Academic), ARA Institute of Canterbury

Co-authors: Ashalyna Noa and Sam Uta'i

11.00am-11.25am, Room # AM101

Talanoa, 25 minutes

Motivated by continuing educational disparities for Pasifika and the paucity of research around Pasifika strategies coming out of the South Island, Pasifika staff at the University of Canterbury (UC), Ara Institute of Canterbury (Ara) and Lincoln University (LU) established a collaborative research project examining Pasifika success. Three projects were developed:

Project one, a pilot study, was completed in 2013 to test the idea. The study was co-funded by the Ako Aotearoa Southern Hub.

Project two, also co-funded by the Southern Hub resulted in the completion of a report "Change strategies to enhance Pasifika student success at Canterbury tertiary institutions" and published on the Ako Aotearoa website in 2015.

Project three, the current project, was co-funded by the Ako Aotearoa National Project Fund and focused on developing a Pasifika resource kit which was then delivered, unpacked and evaluated across the three institutions. The collective Pasifika student voices from the three institutions were the building blocks in the development of this resource kit.

In this presentation, the project group will provide an update on the Pasifika Resource Kit and this particular phase of the journey by the sharing of key participant learning areas and recommendations. It is also an opportunity to highlight the collaborative nature of the project, by sharing our experiences as fledgling Pasifika researchers.

Our overall objective was to capture the Pasifika student voice, with the most effective best practices within this Pasifika Resource Kit and make it accessible to institutions and staff across the motu. Our ultimate goal is that these tools be used to contribute in the enhancement of the Pasifika student experience as they journey through education systems and result in increased success for Pasifika as Pasifika at each institution.

INSIGHTS FOR ATTENDEES TO THIS PRESENTATION

Update of this project that we have now been sharing about for the past three years.

BIOGRAPHIES

Ashalyna Noa – Kaiārahi Pasifika (Academic Advisor) University of Canterbury. Ashalyna is a New Zealand born Samoan, raised in Auckland and Christchurch. Ashalyna is currently working as Kaiārahi Pasifika (Ako Project) with the UC Pacific Development Team and studying towards her PhD at the Macmillan Brown Centre for Pacific Studies. Ashalyna is an executive member of P.A.C.I.F.I.C.A Inc and Christchurch Branch and has a passion to work with Pacific communities. She is also a proud foundation member of the Pacific Youth Leadership and Transformation (PYLAT) Council who support Pasifika youth to participate in democracy and access leadership opportunities.

Sam Uta'i – Senior Academic Ara Institute of Canterbury. Sam is descendant of Sā Tu'u'ū AND Sā Vaeafē. Born in Auckland, Sam finally settled in Otautahi/Christchurch and has been working at Ara for the last 20 years. An advocate for Pacific peoples' and Sam has been active in Pasifika development & education and her work with women.

Pauline Luafutu-Simpson – Director Pasifika Development University of Canterbury. Pauline is a Samoan Kiwi (SAKI). Born in Grey Lynn Auckland her family moved to Christchurch when she was 9 years old. Pauline's parents hail from the Southern Coast of Samoa, in the district of Falealili. She was sent to Samoa as a young teen to attend High School and that experience was a significant game changer for her. Pauline has always had an active interest in Education for Pasifika learners from a Community Development perspective and is currently enrolled as a PhD Candidate advocating for more Pasifika Indigenous knowledges to be included in education spaces.

Pacific Student Voices – experiences of tertiary education in Aotearoa

11.30am-11.55am, Room # AM101

Oral, joint presentation

Fale Niu: our journey in starting a Pasifika Student Association

Presenter: Sulu-Danielle Joshua, Auckland University of Technology

In this presentation I will be talking about our journey in starting a Pasifika Student Association - Fale Niu and some of the things we are doing. I would like to share some of the events we have tried and some things we would like to try. I hope to inspire those students who want to do the same. I would like to empower the Pasifika Student Voice and show them how powerful our Pasifika name can be. Not just our presence, but even just our Pasifika name towards our own people in terms of support.

Pasifika Scarfies

Presenters: Tausala Fruean and Nera Tautau, University of Otago

A presentation about what it means to be a Pacific student at the University of Otago, and what sets us apart from other universities. In this presentation we will bring awareness to the struggles Pacific students face when moving away from home, but also the benefits that can result in.

BIOGRAPHY

Tausala Fruean is a tertiary student currently studying at the University of Otago. She grew up in Samoa and moved to New Zealand for the latter part of her high school years. She is now in her fourth year of a double degree of Law and Arts majoring in Geography. She has sat on both the executive boards of the Otago Samoan Students' Association (OSSA) and the Otago Pacific Island Law Students' Association (PILSA), where she currently serves as the Vice-President of PILSA. Tausala is passionate about Pacific student success at Otago and wishes to speak on her experiences of moving to Dunedin and how the student life at Otago contributes to building great Pacific students.



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LEARNER SUPPORT & COLLABORATION

7 September 2018



Reading and writing skills in English for Academic purposes: How to support Pasifika students at tertiary levels

Dr Amir Sadeghi, Senior Lecturer, Azad University of Davamand, University of Canterbury

11.00am-11.25am, Room # AM102

Oral, 25 minutes

The changing ethnic population in New Zealand calls for investigation in how minority groups develop effective literacy skills to support their academic success at tertiary levels. Pasifika students' achievement levels in literacy, particularly reading and writing, has been an area of national focus for the Ministry of Education, teachers, teacher educators and the Pasifika community. Pacific students seem commonly encounter challenges that can impact on the process of achieving academic success. Reading and writing are two fundamental and integral skills required using English for Academic Purposes (EAP). However, the skills of reading and writing can themselves be divided into various cognitive-linguistic processes that influence acquisition and achievement, and such skills can interact across languages. The Simple View of Reading (Gough & Tunmer, 1986) proposes that decoding and linguistic comprehension are the two key constituents involved in reading comprehension. The Simple View of Writing (e.g., Berninger et al., 2002; Jones & Berninger, 2016) considers that writing is the result of two main processes: composing and translating. Among these predictors of reading and writing, processes related to vocabulary acquisition and use are probably one of the major underlying skill-sets. However, in addition, the way in which a language is learnt, rehearsal strategies, self-talk about efficiency and elaboration have also been considered as predictors of reading comprehension that may be particularly important in EAP. Students' self-confidence, self-efficacy, and positive attitudes should also be considered when studying English for Academic writing. This talk presents the relationships between these skills and reading and writing with the aim to provide theoretical foundations necessary to examine interactions between first language (L1) and second language (L2) skills and provides a framework for acquisition of reading and writing among university students.

Keywords: Reading comprehension, writing composition, English for Academic Purposes

INSIGHTS FOR ATTENDEES TO THIS PRESENTATION

Attendees will be informed of research findings on the cognitive-linguistic skills involved in English reading and writing with the focus of English for Academic purposes needed for academic success at tertiary levels. The attendees will be provided insights on how the components of English as a second/additional language may predict reading and writing for academic purposes. The influence of the first language will also be discussed.

BIOGRAPHY

Amir Sadeghi is a lecturer of Teaching English to Speakers of Other Languages (TESOL) at the Islamic Azad University, Damavand Branch in Iran and an adjunct researcher at the Language and Literacy Research Lab, University of Canterbury. He obtained the UC Doctoral Scholarship for his PhD programme at the University of Canterbury. Amir is interested in language and literacy development among bilingual/multilingual speakers, focusing on how oral language skills are acquired and how they relate to literacy (reading and writing) outcomes.

A Navigator's Path: A Teaching, Learning and Practice Framework developed through Manako (mind), Ngaakau (heart), Koopuu (belly) and Vaerua (spirit)

Rose Marsters (Te Maru o Toi), Pukenga Awhina, Wintec

11.30am-12.10pm, Room # AM102

Workshop, 40 minutes

I am the image of an Onu (turtle) etched into a contemporary tivaevae (quilt) created and inspired through the hands and collective approach of my ancestors, my mentors, my educators and my anau (family).

Like the Onu, I am a navigator of the sea. The sea represented in my learning journey. Each stitch in my learning has contributed to the pattern etched on my shell as I have travelled the waters of Tangaroa. In my learning journey, a pattern has presented through the change of tides and waves represented through challenge, critique and celebration that have created an intricate design, uniquely my own.

Like the Onu I am cautious on land, the land represented in the western constructs of a tertiary institute, weaving carefully my knowing, experience and values of my ancestors an indigenous practice. Like the Onu, consciously aware that each step, just like each stitch to fabric, can determine whether there is success in the completion of a tivaevae or an uncompleted frayed piece of fabric. The students I serve are pieces of fabric, awaiting the seamstresses as individuals to work in a collective approach to enhance and develop the seams of their evolving teaching and learning experiences. They too are Onu (turtle) on a learning journey uniquely their own.

There has been a growing movement in tertiary education Aotearoa to meet the achievement needs of our Indigenous students identified as having Māori and or Pasifika heritage. Supporting, mentoring, facilitating and teaching in the appropriate ways towards meeting their enrolled achievements has been highlighted within the strategic plans of most institutes including government, to lift the rates of succession.

This presentation explores the synergy between teaching, learning and practice supported by a values based, heart driven and best practice approach with a Polynesian flavour. A framework developed through time, practice and reflection.

INSIGHTS FOR ATTENDEES TO THIS PRESENTATION

This workshop will have a practical hands on experience providing an example of the synergy in action, utilising the values based framework to highlight the connections between teaching, learning and pastoral best practice. The workshop will affirm, enhance and highlight the intrinsic skills required to support a teaching and learning framework that caters to the needs of a student, and supports the capabilities of an educator.

This presentation will support and explore identifying the key merger between teaching, learning and practice required that is implemented quite naturally by Indigenous practitioners. It will highlight the outcomes of a ranga'ao/research project that will provide an opportunity to promote and justify successful indigenous teaching and learning practices rather than western educational constructs as a resource base.

This presentation will also highlight how the ranga'ao/research project supported the development of a model of practice that will enhance any culture. It will also share the developed resource base, accessible by anyone, to support and enhance their own practices.

BIOGRAPHY

Rose Marsters, Ngapuaariki te vaka (Ngapuaariki is my ancestral vessel); Mangapu te maunga (Maungapu is my ancestral mountain); Araura te enua (Araura is my homeland). Rose has a history in education that has been developed through lived experiences. She has had strong role models in her community that have provided her meaningful life lessons around the values that are intrinsic to indigenous cultures and has the ability to transfer these learnings into all facets of her work and practice. Rose has graduated with a Degree in Teaching, Masters in Applied Indigenous Knowledge and is currently enrolled in a Professional Doctorate in Indigenous advancement and development. She is also an active researcher and practitioner of practices that develop Ngākau (heart) intelligence and pedagogy.

What's love got to do it with it?

Tapu Vea, Victoria University of Wellington

12pm-12.40pm, Room # AMLT105

Oral, 40 minutes

I will instruct and teach you the way you should go. I will counsel you with a loving eye – wise words from a famous harpist. Love comes in different forms and it is important to understand how we can use love to be the change.

If we are called to be agents of changes let us add love to the mix of our approach with our learners, colleagues, friends in the tertiary sector. We talk about meeting people half way but it is important to meet people's need where they are. Get to know their world and be the change which will shape their views, perspectives and life.

INSIGHTS FOR ATTENDEES TO THIS PRESENTATION

This workshop will provide tangible tools to help us navigate through the different challenges we face in the tertiary sector. Empowering us to be the best version of ourselves in a changing world. We are the salt and light of the world – adding flavour to every aspect pathway we cross will make a difference in our approach to tertiary life.

Level Up for Pasifika Student Success

Utufaasisili Rosemary Mose, Pasifika Internal Relations Manager, Manukau Institute of Technology

Co-authors: Nicole Henry and Blake Silimaka Wong-Ling

12.15pm-12.40pm, Room # AM102

Oral, 25 minutes

Manukau Institute of Technology (MIT) is the largest education provider to Pacific peoples in New Zealand serving approximately 5,000 Pasifika students.

A targeted intervention named Hokule'a has recently been implemented to specifically target and increase support for Maaori and Pasifika students. This support includes anticipating students' pastoral, academic and cultural needs and putting in place interventions to better support and enhance student outcomes such as attendance, participation, engagement and course success rates. The Hokule'a project is still in motion however interim results indicate positive progress for Pasifika students.

*please note the usage of Tainui kawa in using Te Reo Maaori words

INSIGHTS FOR ATTENDEES TO THIS PRESENTATION

How pre-emptive / early intervention model can have in impacting the success of our Pasifika (Maaori and Under 25 learners) inclusive of Fanau and cultural embedment?

*please note the usage of Tainui kawa in using Te Reo Maaori words

BIOGRAPHIES

Utufaasisili Rosemary Mose is a New Zealand born Samoan who has worked in the education sector for over 15 years. Her career journey has included diverse roles such as secondary school teacher, Pasifika dean, and roles within the Ministry of Education including Pasifika adviser and Student Achievement Practitioner. Utufaasisili Rosemary is currently the Pasifika Internal Relations Manager at Manukau Institute of Technology in Auckland where improving Pasifika student outcomes is a strategic priority. Her 2012 Masters thesis explored Pasifika Student conceptions of success and learning (University of Auckland). Change leadership, appreciative inquiry, culturally responsive curriculum design and pedagogy, as well as evidence based student-centric approaches, are key areas of expertise. Rosemary's matai title Utufaasisili hails from the village of Vaisala, Savaii, in Samoa. Utufaasisili Rosemary is married to Afoa David and they have three young daughters.

A Time With Alofa

Reverend Alofa Lale, Mission Coordinator, Mercy Hospital

12.00pm-12.55pm, Room # AM101

Oral, 55 minutes

Growing up in Cannons Creek, Porirua in the early 1960's Alofa is the eldest child born to Vaotupu and Levine Ta'ase. When Alofa started school she could only speak Samoan. Traumatic memories as well as identity forming experiences throughout her compulsory education and on into her Tertiary education have helped shape her outlook on life. All of these rich experiences and more make "A Time with Alofa" a session not to be missed.

Currently the Mission Coordinator at Mercy Hospital in Dunedin, Alofa designed a teaching session for Mercy Hospital staff entitled, "Pacific Pronunciation and Protocols: A Time with Alofa" In this session, Alofa shares her years of experience and insight to give the participants a "walk in my shoes" type of experience and in turn instills in them the confidence to attempt to pronounce Māori and Pacific names correctly. After attending "A Time with Alofa" a participant was asked to write a blurb to advertise the session to other staff. The blurb reads, "Alofa shares her own story and takes the listener along on the journey of reclaiming her identity and making it her own in a country that is not her culture. Along the way Alofa teaches you about the beauty of her language and her culture. A relaxed but informative session providing you with the tools for pronunciation and awareness of protocols within her culture – a must for any frontline staff."

"A Time with Alofa" is a proven way to empower those who will interact with Pacific peoples to be confident to attempt Pacific names and by doing so continue to foster the sense of well-being and self-esteem of the Pacific learner or their Pacific co-worker. For the past 3 years this session has been used in the Pacific module taught to 2nd year students in the University of Otago Teachers Training programme. This session has also been used as Cultural Competency training for other organisations and schools. It is well worth coming along to be part of this session and seeing how it can also help to support you in equipping your non-Pacific colleagues for deeper interaction with Pacific peoples.

INSIGHTS FOR ATTENDEES TO THIS PRESENTATION

As a child in the classroom Alofa has always had her name mispronounced. Now as a parent her children's names are always mispronounced. Alofa uses her story to enable educators to walk in her shoes, to see through her lens and to then equip them with the tools to confidently attempt to pronounce Māori and Pacific names and language. This session can be used as a Cultural Intelligence/Competence tool for educators and organisations.

BIOGRAPHY

Alofa Lale is an experienced Pacific Practitioner who has worked in various roles over the years. Some of these roles include: Primary school teacher, Secondary school teacher, Pacific Liaison Officer at Victoria University of Wellington, Pacific Liaison Officer in Humanities Division at University of Otago, Minister of the Otago Peninsula Presbyterian Parish, Mission Coordinator at Mercy Hospital Dunedin, Alofa uses her vast experience to create a rich learning experience that moves the heart to positive action.



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LEADERSHIP & CAREER PROGRESSION

7 September 2018



Ako Aotearoa supported Pacific Research

11.00am-11.25am, Room # AM103

Oral, joint presentation

From Good to Great: The 10 Habits of Phenomenal Educators for Pasifika Learners

Dr Cherie Chu, Victoria University

Co-author: Janice Ikiua-Pasi, WelTec, Whitireia

What makes a phenomenal educator? In Aotearoa/New Zealand the educational issues for Pasifika learners continue to be prominent with rates of low academic achievement still being problematic in tertiary education. However, there are many exemplars of good educators who have enhanced the academic achievement of Pasifika learners. We would like to stretch this notion of a good educator further and delve into what makes an educator great. Our aim is to turn theory into practice to ensure that educators become more confident with owning their own skills and 'cultural toolkit' for the tertiary field. This will enable the question of "What can I do to help my Pasifika student?" to be answered through a deeper understanding of what the Pasifika learner needs for their educational journeys. This study positions the Pasifika learner at the centre of the study.

INSIGHTS FOR ATTENDEES TO THIS PRESENTATION

Thought provoking understandings of our project.

BIOGRAPHIES

Cherie Chu is a senior lecturer at Victoria University

Janice Ikiua-Pasi, WelTec, Whitireia

Hīnātore: Upskilling Māori and Pasifika Workplace Learners

Presenters: Lalofi Ripley, Careerforce and Anne Alkema, Skills Highway

Co-authors: Kerehoma, Ripley, Alkema and Murray

The Tertiary Education Commission's (TEC) Workplace Literacy and Numeracy (WLN) Fund supports around 7,000 learners a year to undertake learning programmes in their workplaces, in work time. Over a third of these learners are Māori and Pasifika employees, a significant number of whom do not hold qualifications and who need to improve their literacy (including digital literacy) and numeracy skills to help them do their jobs more easily and, for some, get them onto a qualifications or career pathway.

The Skills Highway team, who support these programmes, know from employers, providers and the employees themselves that workplace literacy and numeracy programmes engage and retain Māori and Pasifika employees. This project will examine the teaching and learning processes that enable this, the cultural values that underpin the programmes, and will explore the workplace as a learning environment that supports ongoing knowledge and skill development of Māori and Pasifika employees.

BIOGRAPHIES

Laloifi(Ifi) Ripley works for Careerforce, the industry training organisation for the health and well-being sectors as a Learning Engagement Advisor. Ifi is an adult educator specialising in Adult Literacy and Numeracy and brings to this Ako Aotearoa project extensive experience across the adult education sector. Prior to joining Careerforce, Ifi had a Learning and Development role at Counties Manukau District Health Board, running the

Step Up Literacy Programme as well as a Careerforce-funded Innovation Fund Project. Ifi was involved in the Ako Aotearoa co-funded Pacific learner success in workplace settings Research Project which was launched in September 2017. Ifi's role in this project was to facilitate the Careerforce components of the research, and was a valued and respected member of the research project team. Ifi completed her Bachelor of Arts (Otago) in 1987, has completed her PGDip specialising in Adult Literacy and Numeracy in 2015, and has almost completed her Masters of Education at the University of Waikato.

Anne Alkema is the Skills Highway Research Manager and has worked in education as a teacher, public servant, and for the last 11 years as a researcher and evaluator. Her main area of work is in adult literacy and numeracy where her focus has been on the economic and social impact of New Zealand government policies and the extent to which these policy settings are working for target groups and industries.

Launch of the Pacific Professional Development Scholarship Fund – 2018 round

Mino Cleverley, Sam Uta'i and Esmay Eteuati, Ako Aotearoa Pacific Peoples Caucus

11.30am-11.55am, Room # AM103

Oral, 25 mins

The Ako Aotearoa Pacific Peoples' Caucus will open the 2018 round of the Pacific Professional Development Scholarship Fund 2018 at the forum. To support this, we invite you to attend a 30-minute session to find out from Caucus representatives what this fund aims to do and what it doesn't!

Supporting Pacific staff from all areas of our tertiary sector, this fund aims to contribute to the career development of Pacific staff. As long as it's not 'business-as-usual' for you or your organisation, you could be eligible to receive \$2,000-\$5,000 towards associated PD costs. Find out more, ask questions and hear from a past winner.