

# Regional Forum 2024



**Kirikiriroa, 21 June 2024**



Nā āheitanga ā-mātauranga,  
ko angitū ā-ākonga  
Building educational capability  
for learner success



# Opening mihi, karakia and waiata



**Dr Joe S Te Rito**

Deputy Director, Kaihautū Mātauranga Māori  
Ako Aotearoa – National Centre for Tertiary Teaching Excellence



# Opening Karakia

**Whakataka te hau ki te uru**

May the westerly winds subside

**Whakataka te hau ki te tonga**

May the southerly winds subside

**Kia mākinakina ki uta**

As they freeze the land

**Kia mātaratara ki tai**

And freeze the ocean

**E hī ake ana te atākura**

So that dawn brings with it

**He tio, he huka, he hau hū**

Ice, frost and chilly winds

**Tihei mauri ora!**

May wellness then prevail!



# Opening Waiata

Ka pinea koe e au

Ki te pine o te aroha

Ki te pine e kore nei

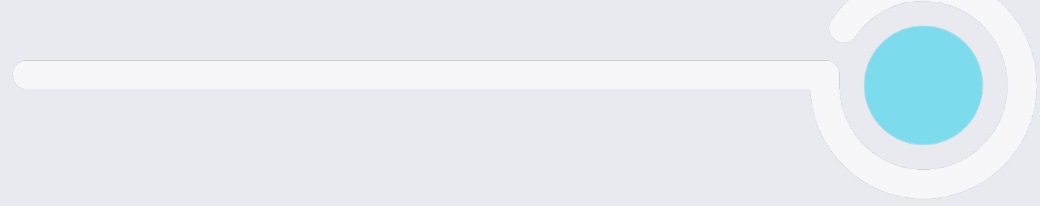
E waikura e

I pin upon you

The brooch of love

It is a brooch that

Will never rust away







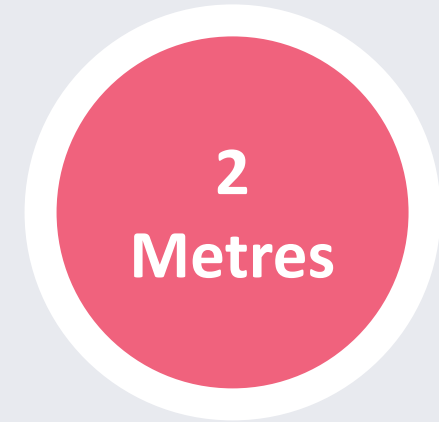
# Tūhono: Connecting Traditions and Futures in Tertiary Learning

- A theme bringing together cultural heritage and technological advancement; encapsulating a vision where Te Tiriti o Waitangi principles guide a future-focussed, inclusive learning environment.
- Connecting Mātauranga Māori, Pasifika values, and modern pedagogies with the nuances of Artificial Intelligence (AI) and technology, this approach champions an educational landscape that celebrates the identity of our ākonga, from the indigenous to the neurodiverse, ensuring both tradition and innovation thrive side by side.



# Whakawhanaungatanga

## 2x2x2



1. What's one thing that is working well for you?
2. What is one thing that might help you where you're at today?





# Te Pātaka Mātauranga Māori o Ako Aotearoa

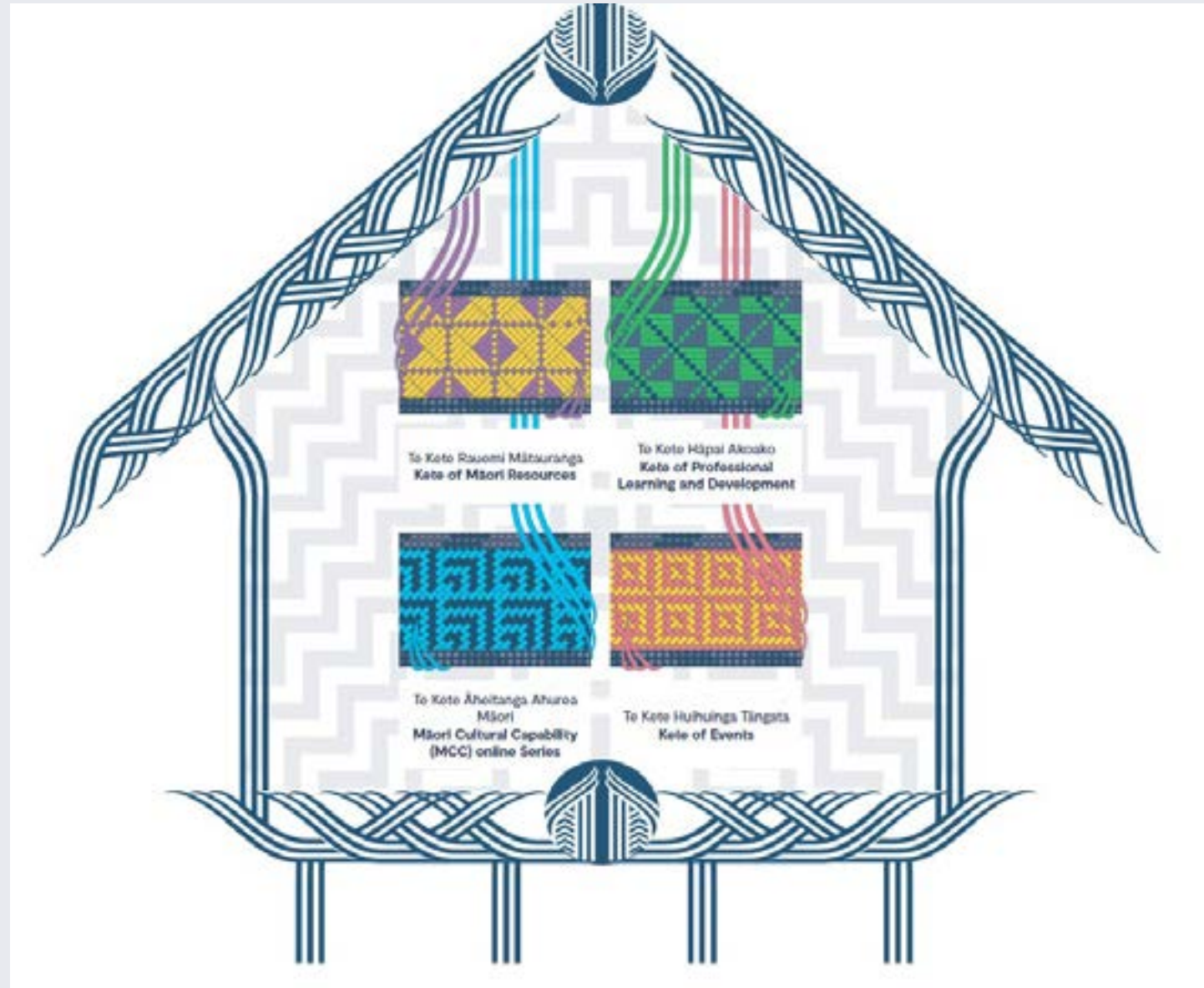
**‘Tūhono: Connecting Traditions and  
Futures in Tertiary Learning’**

**Dr Joe S Te Rito**

Kaihautū Mātauranga Māori / Deputy Director, Māori  
Ako Aotearoa – National Centre for Tertiary Teaching  
Excellence



# Te Pātaka Mātauranga – Storehouse of Māori Knowledge (with 4 Kete)



# TE PĀTAKA MĀTAURANGA MĀORI

## KO NGĀ KETE E IRI ANA I TARA-Ā-WHARE

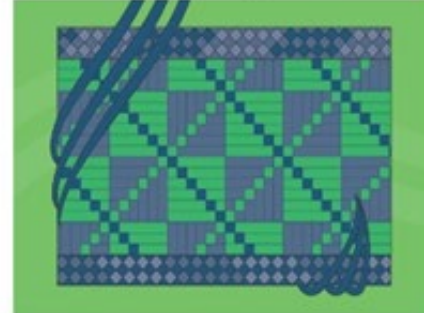
Te Kete  
Rauemi  
Mātauranga  
**Kete of Māori  
Resources**



Te Kete Āheitanga  
Ahurea Māori  
**Kete of Cultural  
Capability  
Pathways**



Te Kete Hāpai  
Akoako  
**Kete of Professional  
Learning  
& Development**



Te Kete  
Huihuinga  
Tāngata  
**Kete of  
Events**



# Te Kete Rauemi Mātauranga

## Kete of Māori Resources



Explore our research projects, teacher support resources,  
and other tools to support Māori learner success by clicking  
on the tags or using the search function below.

Teacher professional development

Vocations and Trades

Mātauranga Māori

Māori learning/teaching pedagogies

Tikanga Māori

Te Reo Māori

Kaupapa Māori

Values-based learning

Assessment and evaluation

Te Tiriti o Waitangi

Māori learner success

Bridging and transition





Launched 'KI TE HOE – INDIGENISING SPACES' (17 te reo Māori booklets) by Dr Ngāroma Williams (in red) and research team from University of Canterbury. It was an offshoot of one of our research projects. We acknowledge Jennifer Leahy for her involvement and promotion of the resources. Links to this te reo Māori resource for beginners can be found on our website: [www.ako.ac.nz](http://www.ako.ac.nz)

# Te Kete Āheitanga Ahurea Māori

## Māori Cultural Capability (MCC) online Series



### Huarahi Āheitanga Ahurea Māori / Māori Cultural Capability Pathway

2.2 Kōwae: Manaakitanga and Building Positive Relationships

Learn more about the Māori value and practice of Manaakitanga and building

Review

Reset

Start

MIHI

INFO

AKO

MANAAKITANGA

RANGATIRATANGA

WHANAUNGATANGA

1.0

2.0

3.0

4.0

1.1

2.1

3.1

4.1

1.2

2.2

3.2

4.2

1.3

2.3

3.3

4.3

1.4

3.4

Ako  
AOTEAROA



# Māori Cultural Capability (MCC) programme

Led by Dr Mei Winitana

## Four Māori cultural values:

- **Ako** (learn-teach)
- **Manaakitanga** (care, hospitality)
- **Rangatiratanga** (independent thinking)
- **Whanaungatanga** (relationships)

*In development* - **Wairuatanga** (spirituality)

## Four types of PLD available :

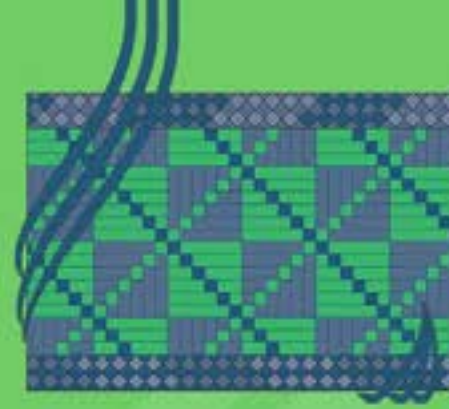
- Free Māori Cultural Capability Pathway (*online*)
- Self-directed courses (*online*)
- MCC Public workshops (*online*)
- Customised workshops/ courses (*In-person/ online*)





## Te Kete Hāpai Akoako

Kete of Professional Learning and Development



### Te Tiriti o Waitangi Workshops

Led by Ruth Peterson



- Intro to Te Tiriti o Waitangi (for Tangata Tiriti, non-Māori)
- Intro to Te Tiriti o Waitangi (for Tangata Whenua, Māori)
- Te Tiriti for Organisational Management
- Applying Equity in Tertiary Education
- Addressing Racism in Tertiary Education
- He Wakaputanga (being planned)

# A Visual Introduction to Te Tiriti o Waitangi (for Tangata Whenua)

- 9 July 2024
- 9.30am-1pm online
- With Daniel Tāwhai
- \$150+GST
- Content includes:
  - overview of events leading to signing in 1840
  - what the Tiriti says
  - consequences of colonization
  - Tiriti-related policy in tertiary education sector today





## High uptake of Te Tiriti o Waitangi workshops in 2023

### However, demand has plummeted in 2024



## 2024

- Run only 8 ; 4 in-house, and 4 public
- 2 cancelled due to low registrations
- No 'Addressing Racism' workshop yet
- No 'Applying Equity' workshop yet
- No 'Tiriti for Tangata Whenua' workshop yet - but due 7 July 2024
- Unprecedented in our history of delivering these workshops



# 2023 Census – Māori population

- Māori are not dying out
- From 2018, the Māori population increased 12.5%
- Māori population is nearly 1 million
- One in five NZers are of Māori descent
- Almost one in three NZers under 25 are Māori
- Many of them will fill your classrooms
- How will you ensure their success as learners?





**Naomi Manu**  
**Director of Auraki Group**



[www.tohucareers.co.nz](http://www.tohucareers.co.nz)

**Completed soon**  
**Includes almost 400 different occupations**

## Te Kete Huihuinga Tāngata

Kete of Events



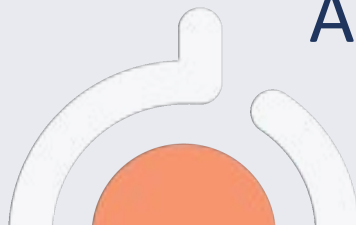
### Te Whatu Kairangi 2024

#### ○ Aotearoa Tertiary Educator Awards

- Te Tohu Reo Māori (new)
- Kaupapa Māori
- Le Moana Mua
- General
- Closes 28 June 2024

### Tūwhitia Symposium 2024

- Ōritetanga theme on Tauira Success
- Collaboration with Te Pūkenga (Unitec/MIT) & TEC
- 21 & 22 November 2024, Auckland







# Our two kaupapa are:

## The Tohu App

- statistics show slow uptake of Māori into STEMM careers
- yet Māori will make up one third of under 25s
- a career pathway app for rangatahi
- targeted at Māori students to stimulate interest in and understanding of the possibilities in our sectors
- interactive Qs that allow students to discover their alignment to ngā atua, identify their strengths, skills, and interests, and match these core values to STEMM-related jobs that align kaupapa Māori value
- HERA partnered with Auraki Group to develop the app





# Our two kaupapa are:

## Ngākopa Construction 4.0 hub

- Research on Construction 4.0 “Developing a Construction 4.0 transformation of the Aotearoa New Zealand construction sector”
- dedicated focus on incorporating mātauranga Māori
- a karakia and branding entity gifted to represent our Construction 4.0 digital hub which will share research from across Aotearoa with links to this kaupapa. Launch of the Ngākopa branding and the digital hub led by Saul Paul.





# Indigenous Approaches to Innovation

Kia whakatōmuri te haere whakamua  
Walking back into the future, with our eyes fixed on the past



TE WHARE WĀNANGA O  
AWANUIĀRANGI



# Indigenous Approaches to Innovation



Figure 1: Te-Kore.png (1024×1792) (wp.com)

- Mai te kore – From the universe of the void to opportunity
- Having the imagination of Māui
- Being responsive and innovative in crisis driven by humanity and duty of care
- Indigeneity at the core of being at one with Papatuānuku
- Being unshackled from neoliberalism



# Reimagine the Concepts of Innovation



Figure 4: <https://tinyurl.com/22ertxpm>





# Historical World Views



Challenges and Ethical Considerations



# Navigate the Indigenous Landscape



Figure 6: <https://tinyurl.com/5bvxh9z9>

Context + Culture + Capability + Collaboration





# Innovation and Mātauranga Māori



Kia whakatōmuri te haere whakamua

Walking back into the future, with our eyes fixed on the past



# Motivation

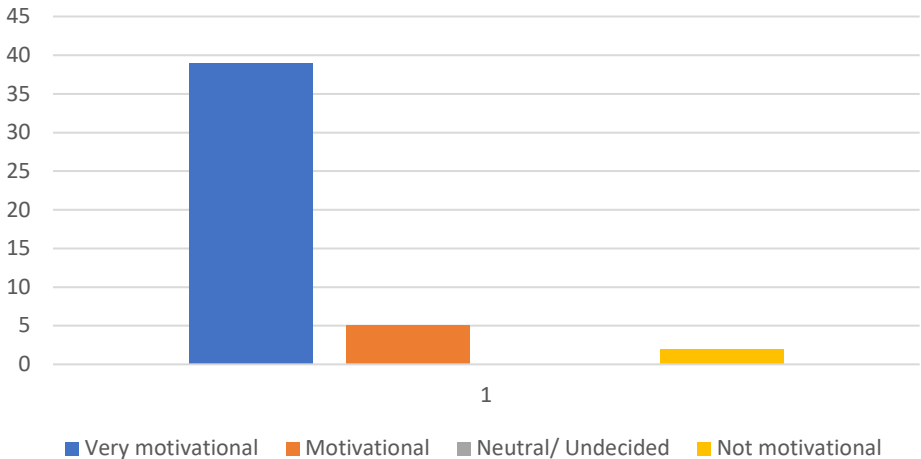


Very Motivational	39
Motivational	5
Neutral/ Undecided	0
Not motivational	2

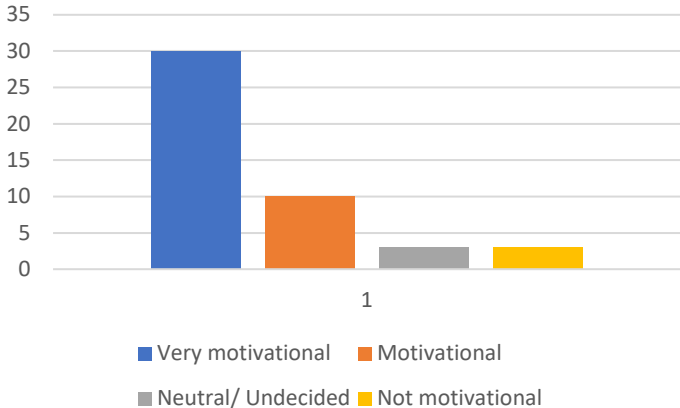


Very Motivational	30
Motivational	10
Neutral/ Undecided	3
Not motivational	3

Support the Well-Being of Their Whānau



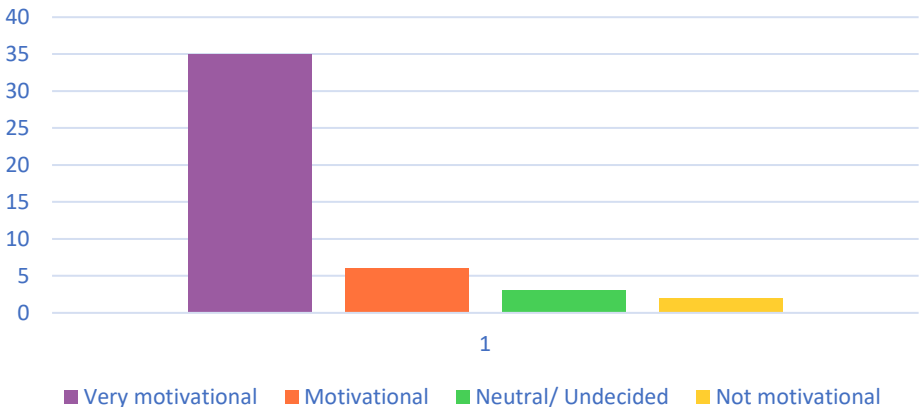
Create a Safe Space for them to be themselves as Māori



High

Being able to be themselves as Māori and make a difference to their communities is highly motivational.

Making a Difference within their Community



Very Motivational	35
Motivational	6
Neutral/ Undecided	3
Not motivational	2

# Motivation

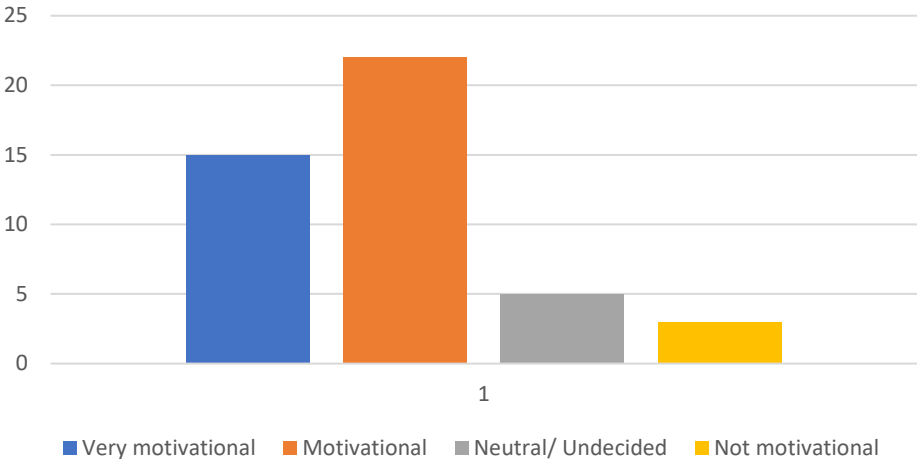


Very motivational	15
Motivational	22
Neutral/ Undecided	5
Not motivational	3

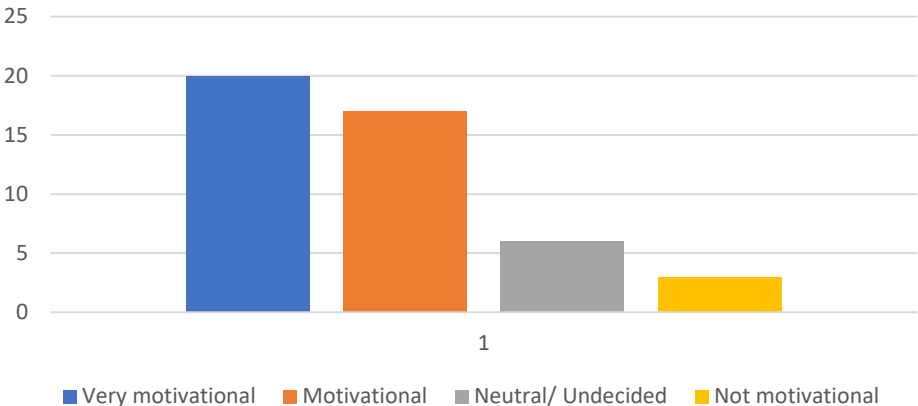


Very Motivational	20
Motivational	17
Neutral/ Undecided	6
Not motivational	3

Allow Them to Make Independent Choices



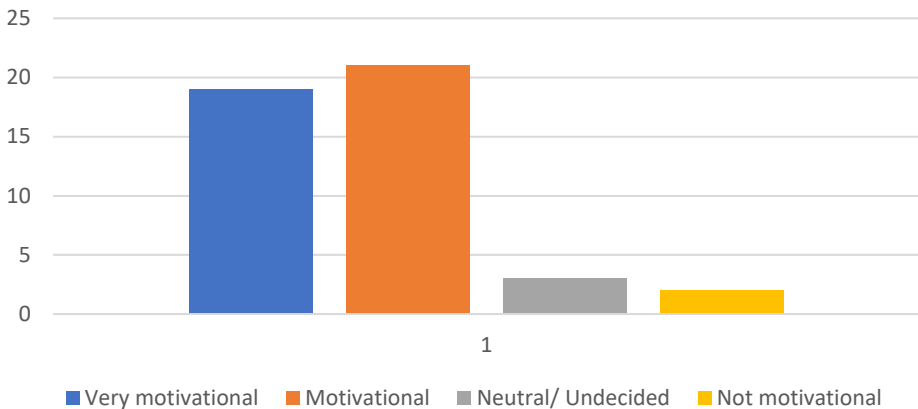
Allow them to Share their Whakapapa, Stories and Histories with Others



## Medium

Allowing them to be independent, enabling them to find employment, and tell their stories, are important factors in attracting Māori to Tech.

Provide Employment for Themselves and Others



Very motivational	19
Motivational	21
Neutral/ Undecided	3
Not motivational	2

# Motivation

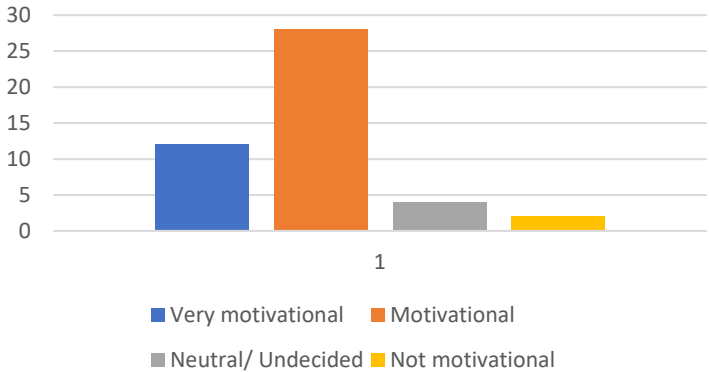


Very Motivational	12
Motivational	28
Neutral/ Undecided	4
Not motivational	2

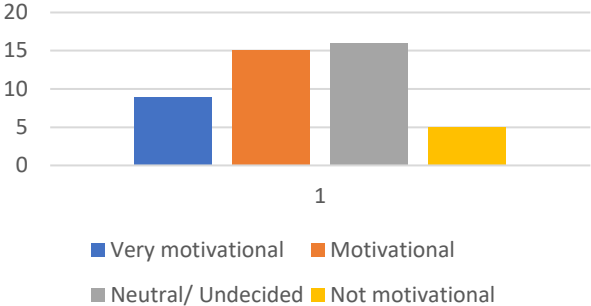


Very Motivational	9
Motivational	15
Neutral/ Undecided	16
Not motivational	5

Ability to Make Money and  
Secure their Future



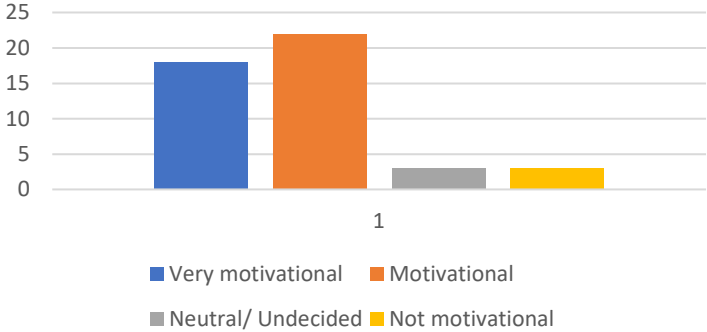
Build a Person’s Reputation  
as an Innovator and Leader



Low

Making money and building their reputation is not as motivational to Māori as serving their communities.

Allow Them to Use their Creative  
Talents in a Team Environment



Very Motivational	18
Motivational	22
Neutral/ Undecided	3
Not motivational	3



# Indigenous Approaches to Innovation



- Taking the risk
- Backing the risk
- Falling over and getting back up
- Be Māui



# Indigenous Approaches to Innovation

Kia whakatōmuri te haere whakamua  
Walking back into the future, with our eyes fixed on the past



TE WHARE WĀNANGA O  
AWANUIĀRANGI



# Future Direction of Ako Aotearoa



Helen Lomax


Tumuaki | Director, Ako Aotearoa



# Overview and update on NCTTE priorities for 2023-2026

- Why – TEC open call
- Who – consortium for Ako Aotearoa led by Massey (host) with Te Pūkenga MIT/Unitec and Te Wānanga o Aotearoa
- 2024 priorities





# Facilitation of tertiary education and vocational sector collaboration

- Through and with Ōritetanga national communities of practice learner for success
- Co-host Ōritetanga annual event with the TEC
- Innovative PLD programmes including Māori and Pacific Cultural capability pathway and for neurodiversity





# Leadership, Promotion and Celebration of Tertiary Teaching Excellence

- Tertiary excellence capability framework
- Aotearoa professional teaching standards
- Te Whatu Kairangi





# Thought Leadership

- Research on learning and teaching
- Advice on teaching excellence and learner success
- Global and future changes in tertiary and vocational education teaching and learning
- Excellent teaching in indigenous communities
- Innovation, eg, exploring the pros and cons of generative AI within sectors and industries; instructional design learning, teaching and assessment, ethics, and integrity





# 2024/2025 Priorities

- NCTTE Board strategic context
- Ako Aotearoa Research and Innovation Agenda – call for proposals
- Engaging with stakeholders on new priorities and opportunities for partnerships - Regional forums; sector events and sponsorships







# Services Update

- AARIA | New research funding
- Free access to Manako programmes through Pathways Awarua  
<https://pathwaysawarua.com/>
- Submissions
  - University Advisory Group (UAG) Submission
  - Manako Programme Digest (no 1)
- Regional Forums
- Resources on our website



# Ako Explored



## Ako Explored

Evidence-based learning and teaching practices that enhance quality of outcomes in tertiary education in Aotearoa: The kaiako's role

Linda Keesing-Styles for Ako Aotearoa.



<https://ako.ac.nz/knowledge-centre/ako-explored/ako-explored/>





Pūtahi Mātauranga  
Knowledge Centre

Te Akoranga Ngaio  
Professional Learning

Storehouse of Māori Knowledge  
Te Pātaka Mātauranga Māori

Foundation Learning  
Manako

Ko ngā Hōtaka me ngā Ratonga  
Programmes and Services

Mō Mātou  
About Us and News

Professional Learning > Courses and workshops > Teaching practice/strategies > [Exploring Ako | Six steps to success](#)



### Online course

## Exploring Ako | Six steps to success

### Duration

A 2-hour overview workshop, plus a series of 1-hour elective sessions.

### Price

Overview workshop  
\$100+GST | Elective  
sessions \$50+GST per  
workshop.

This workshop, and series of elective sessions, will provide kaiako (educators) with an opportunity to access a fresh new resource to guide them in aligning their teaching practices with proven strategies for ākonga (learner) success.

[Contact us](#) to register your interest, or to book an in-house course on this topic for your workplace.

## Exploring Ako workshop series

This series investigates six key principles for enhancing learner outcomes in tertiary education.

This series of workshops is designed to support the aims of the Ako Aotearoa project [Ako Explored – Six principles for enhancing learner](#)



## Ki te hoe – Indigenising Spaces



L to R: Rahera Cowie, Dr Ngaroma M. Williams (lead), Dr Tracy Dayman, Dr Kay-Lee Jones

<https://ako.ac.nz/knowledge-centre/ki-te-hoe-indigenising-spaces>





# Enoka Murphy

Te Whatu Kairangi Supreme Award Recipient 2023



Nā āheitanga ā-mātauranga,  
ko angitū ā-ākonga  
Building educational capability  
for learner success

**A personal  
indigenous reflection  
on ako**









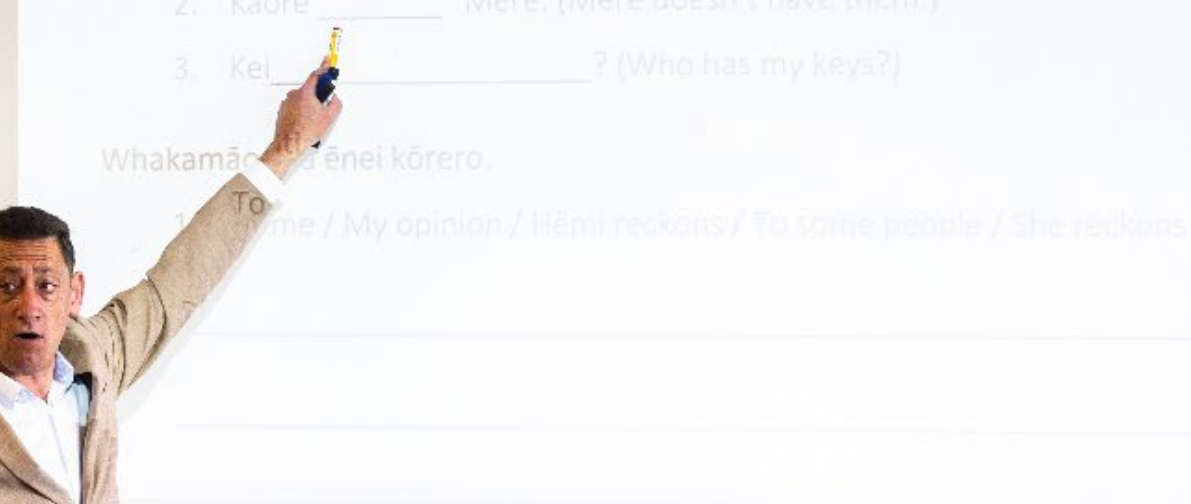


*The formalities of the classroom, of assessment seemed to dissipate as you simply sat in the glory and beauty of the language and knowledge that he possessed*

***Passion oozes through this man's pores. He is charismatic and humorous, but serious when he needs to be.***







*This kaiako had a knack for teaching te reo; it was lively, it was energetic, it was challenging, and at times humbling.*







Ki a au,  
Ki a au,

Ki a au nā

1 a

Ki a wai atu

1. To me / My opinion / Hēmi reckons / To some people / She r

*Matua Enoka truly  
changed my entire life  
perspective and I have  
never been more proud  
to be Māori.*



*Ka mahi te tawa  
uho ki te riri*

Well done, you whose courage is  
like the heart of the tawa tree.







***A very kind human being, who touches  
the lives of many, he is beyond a  
teacher. He is a rangatira for Te Ao  
Māori***



Nā āheitanga ā-mātauranga,  
ko angitū ā-ākonga  
Building educational capability  
for learner success

# “It’s not as bad as I thought”: Teaching Te Tiriti o Waitangi in a required course

Mel Wall & Karen Fisher

Waipapa Taumata Rau | The University of Auckland



# We have a vision.....

*Our enduring  
relationship with  
tangata whenua is  
based upon Te Tiriti o  
Waitangi, an essential  
part of our  
distinctiveness*



Professor Dawn Freshwater  
Vice-Chancellor  
The University of Auckland

# Education and Student Experience

*Through the curriculum, and through the richness of experiences of University life, **students will be highly connected to knowledges of place and conversant in mātauranga Māori, kaupapa Māori and Te Tiriti o Waitangi***

**But how.....??**

A photograph of the interior of the Pūtoi Ako Māori Centre. The room features extensive traditional Māori carvings (whakairo) on the walls and ceiling. A large, intricately carved wooden pillar stands in the center. In the background, a man is visible near a colorful stained glass window. The lighting is warm and focused on the architectural details.

**Pūtoi Ako**

Te Tiriti, mātauranga, and kaupapa Māori pedagogies







# How did we get here?: Māori-led change



**NGĀ  
TAMATOA**





# How did we get here?: Māori-led change



# How do we make real change for Māori?

- Shifting the norms





# What we teach and how we teach



## Te waharoa | The gateway

Te Tiriti and he whakaputanga.



## Te reo Māori

Using te reo Māori in learning spaces.



## Place-based curriculum

Drawing from local narratives, histories, and perspectives.



## Mātauranga Māori

Utilising Māori ways of knowing and being.



## Promote relational learning



# Waipapa Taumata Rau courses

- Central and Faculty courses - new way of working within the University
- Co-led PVC Māori Te Kawehau Hoskins and PVC Education Bridget Kool

Foundational WTR courses are about:

- Understanding knowledge systems relevant to each faculty, the significance of place-based knowledge, and Te Tiriti o Waitangi
- Māori-focused curriculum content throughout
- Helping first-year students transition into university (skills and cohort-building)



# How do you create a course for ~8000 p.a?

- 5 Faculty-based core courses
  - Foundational requirement
  - 2025 to scale
- WTR Common Course Framework
  - E.g. prescription, title, subject codes, learning outcomes
  - Common content (Taumata)





# Why am I telling you about this?



Have I got an opportunity for you...



# What does it look like in practice?

## WTRSCI 100: Waipapa Taumata Rau Science



# The team is everything! FoS rōpū

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Karen Fisher



Daniel Wilson



Meg Parsons



Emily Parke



Mel Wall

Tangata Whenua / Tangata Tiriti approach



Kaitlin Beare





# Aspirations

- Transition
  - Planting the seeds of belonging in the Faculty of Science
  - Preparing students for success in their programmes
- Connection and cohort
- Students make some friends
- Values-based approach to Ako
- Expanding horizons
  - Students are encouraged to challenge their notions of what science is and who it's for.







# Common WTR learning outcomes

**By the end of this course, students will be able to:**

Demonstrate how place, and an understanding of Te Tiriti o Waitangi, are significant to your field of study

Critically and constructively engage with knowledge systems, practices and positionality

Employ a reciprocal, values-based approach to collaborating

Communicate ideas clearly, effectively and respectfully

Reflexively engage with the question of ethics in academic practice

Demonstrate a critical understanding of sustainability

# Design Considerations

- Expecting 2400 students across both semester 1 and 2.
  - 40 studio streams of 30 students per week
  - 20 workshop streams of 60 students per week
- Tension between scale and relational learning.
  - peer-to-peer
  - students and staff
  - student and place - campus / Tāmaki Makaurau and beyond



Asynchronous online content alongside in-person studio-based learning.

# Design Considerations

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- Tension between expert-delivered content and a consistent, navigable experience for students

Subject matter experts in digital artefacts.  
Online student guides for continuity.

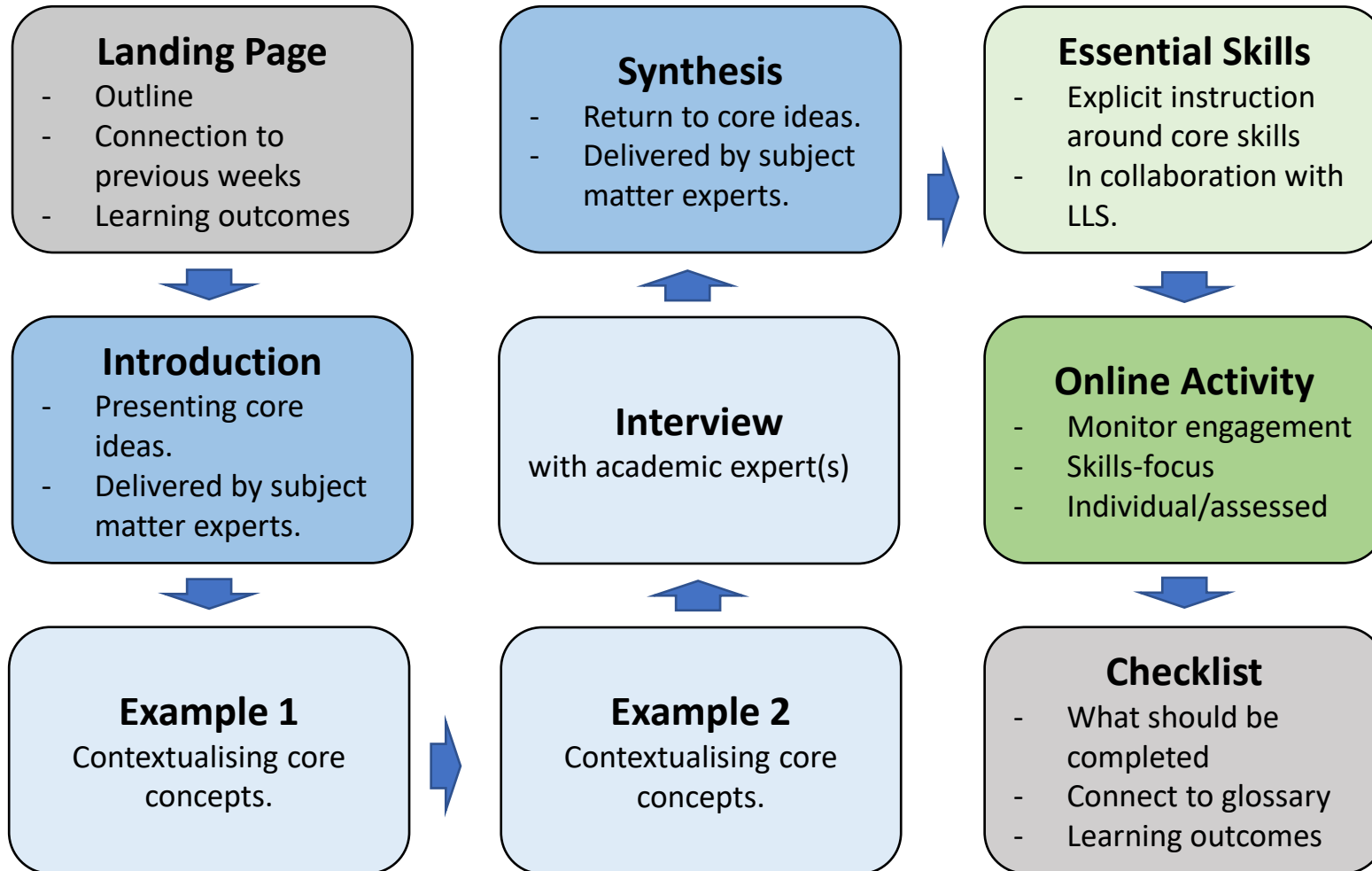
Uniform weekly structure

Consistent teaching staff in studios

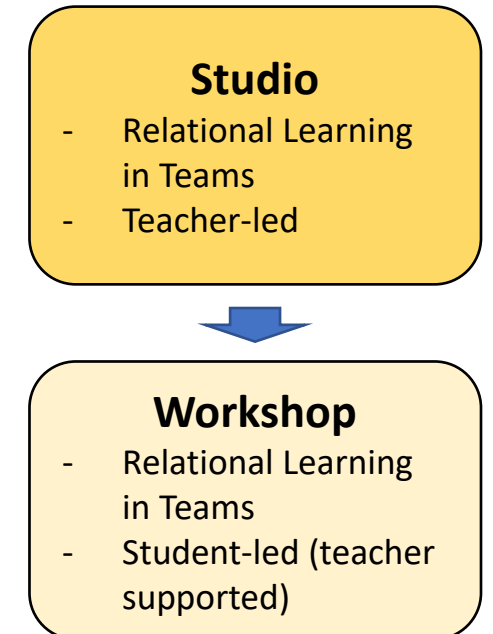


# What does a week look like?

## ASYNCRONOUS / ONLINE



## CLASSROOM





# Curriculum

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- Critical understanding of science
- Māori-focused curriculum content throughout
- Learning outcome linked to *Waipapa ki Uta: The Landing Place Sustainability* - (GP)
- Sustainability as a lens to explore knowledge systems, knowledge of place, and Te Tiriti o Waitangi
- Science-based course making the learning relevant to students

RAUIKA MĀNGAI

A WAI 262 BEST PRACTICE  
GUIDE FOR SCIENCE  
PARTNERSHIPS WITH  
KAITIAKI FOR RESEARCH  
INVOLVING TAONGA

LESSONS FROM MĀORI VOICES IN THE  
NEW ZEALAND SCIENCE SECTOR

JUNE 2022

TE PŪTAHITANGA

A TIRITI-LED SCIENCE-POLICY  
APPROACH FOR AOTEAROA  
NEW ZEALAND



# Building on and Strengthening

- WTR course not in isolation.
- Connecting to Schools/Departments.
- Pūtaiao 200 – nascent mātauranga pathway.
- Looking for opportunities to extend/deepen WTR content, skills and pedagogy within programmes.
- Connected student experience.
- **“It’s not as bad as I thought”**

# Under the hood....

- Shifts v. inertia – Māori v. non-Māori?

E.g.

- Support for change (staff & students)
- All hail the bureaucracy!
  - central + faculty + dept + discipline
- Staffing – capability lift
- Relational learning at scale
- The dinosaur in the room



# Making change happen











WAIPAPA  
TAUMATA RAU







# Ako Aotearoa Research and Innovation Agenda (AARIA)

## Funding Change Projects in the Tertiary Education Sector

Dr Marvin Hao Wu, Programme Manager, Research and Innovation, Ako Aotearoa

Professor Mere Berryman, Director of Poutama Pounamu, University of Waikato



Nā āheitanga ā-mātauranga,  
ko angitū ā-ākonga  
Building educational capability  
for learner success

## 2023 AARIA Commissioning Funding Round

- » Invited 45 strategic partners to apply;
- » 25 completed full proposals received
- » 6 new research projects funded (Total budget: \$243,256)



## 2024 AARIA Contestable Funding Round

- » Value: \$10,000 - \$50,000 over the term of the contract
- » Duration: 5 months – 12 months
- » Received 155 registrations / 65 full proposals
- » Total funding pool: \$298,000



# Our context

We work across the entire tertiary sector





# Broader Priorities 2024



**Ōritetanga**  
(Equity)



**Te Tiriti o  
Waitangi**  
(Treaty of  
Waitangi)



**Auaha**  
(Innovation)



**Hua Akoranga**  
(Learner  
Outcomes)




# Targeted Priorities 2024

Categories	Targeted Priorities
Education	Neurodiversity
	Te Tiriti o Waitangi (Treaty of Waitangi)
	Mātauranga Māori (Māori knowledge)
	Pacific Cultures
	Leadership and Management Training
	Reflective Practice
Technology	Artificial Intelligence
	Information Technology

## Contact Us

- » Dr. Marvin Hao Wu
- » Programme Manager, Research and Innovation
- » Ako Aotearoa
- » Email: [marvin.wu@ako.ac.nz](mailto:marvin.wu@ako.ac.nz)



# Activating Aotearoa Histories: Giving effect to Te Tiriti o Waitangi in education through the Education and Training Act (2020)

*Ako Aotearoa Research and  
Innovation Agenda*



Poutama Pounamu  
Equity, excellence  
and belonging

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# Modules

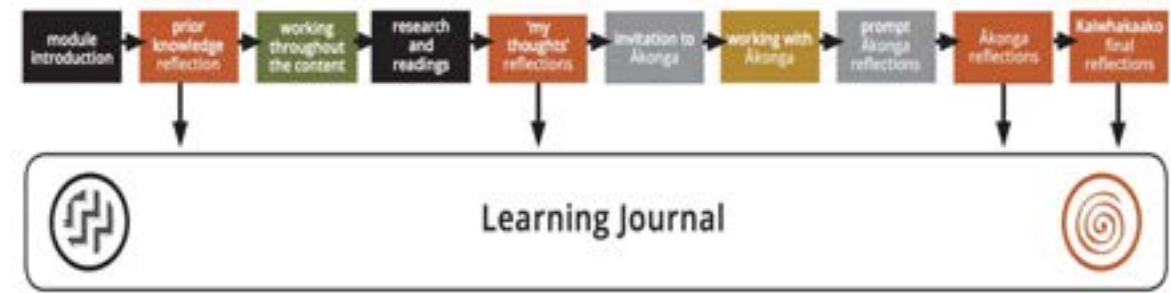
1. Agentic Responses to the Fabric of New Zealand Society
2. Culture, Language and Identity
3. Cultural Relationships for Responsive Pedagogy
4. Educationally Powerful Connections
5. Ako: Critical Contexts for Change

# Wānanga

Conscientisation – Know self

Resistance – Grow self

Transformative Praxis – Grow communities





# Working with Ako Aotearoa Research and Innovation Agenda

## The proposal

- Knowing about Ako Aotearoa - whanaungatanga.
- Getting some more questions answered - website.
- Having a relevant research idea – making links.
- Being prepared to put some ideas on paper and find a team – like-minded people.
- Following the frame-work and formalising your idea – confidence and time



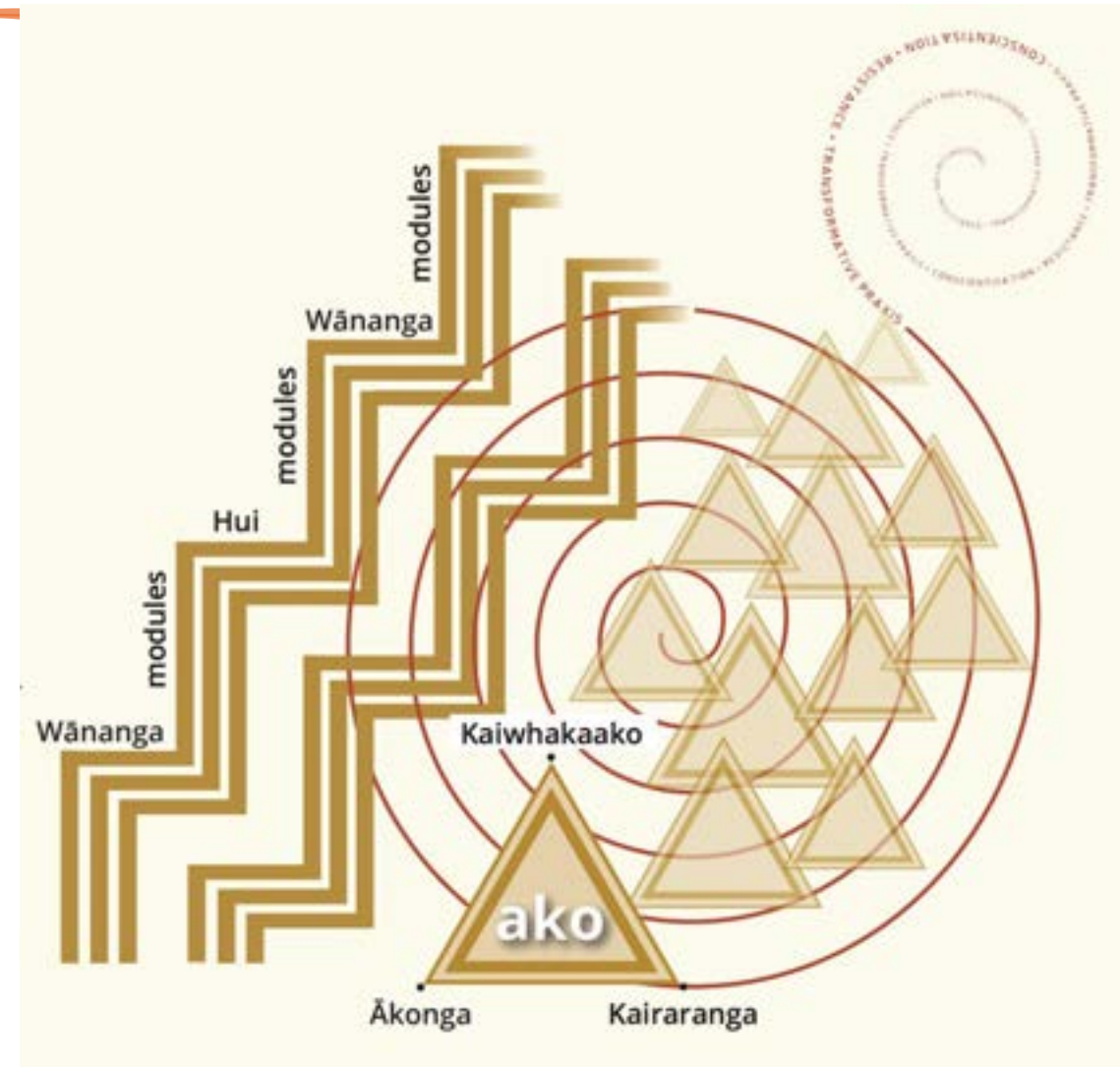
## The feedback



- Timely
- Relevant
- Supportive
- Ongoing

# Research Questions: Answered using a layered approach

- How did engagement in the PPBL influence the underlying cultural beliefs and attitudes of participants and colleagues in their ākonga group?
- In turn, what if any discursive repositioning of participants (kaiwhakaako and ākonga) occurred, and how did this influence and alter their teaching preparation of student teachers?
- What new understandings emerged from their participation in relation to the requirements of the Education and Training Act (2020) specifically Section 127 relevant to teacher preparation?
- What underlying cultural beliefs and attitudes do student teachers most value of their tutors?



---

# Answering the research Questions

---

## Culturally Responsive Research Methodologies

### Procedure and Methods

- Invitation to Kaiwhakaako to participate
- Group or individual interviews as conversations
- Who of your ākonga can we talk to about your work?
- Invitation to ākonga to participate
- Group or individual interviews as conversations
- Who of your combined student teachers can we talk to about your work?
- Group focused interviews as conversation
- Thematic analysis using critical grounded theories
- Final report



← Proposal Acceptance, Ethics, Milestone reporting, Fieldwork →

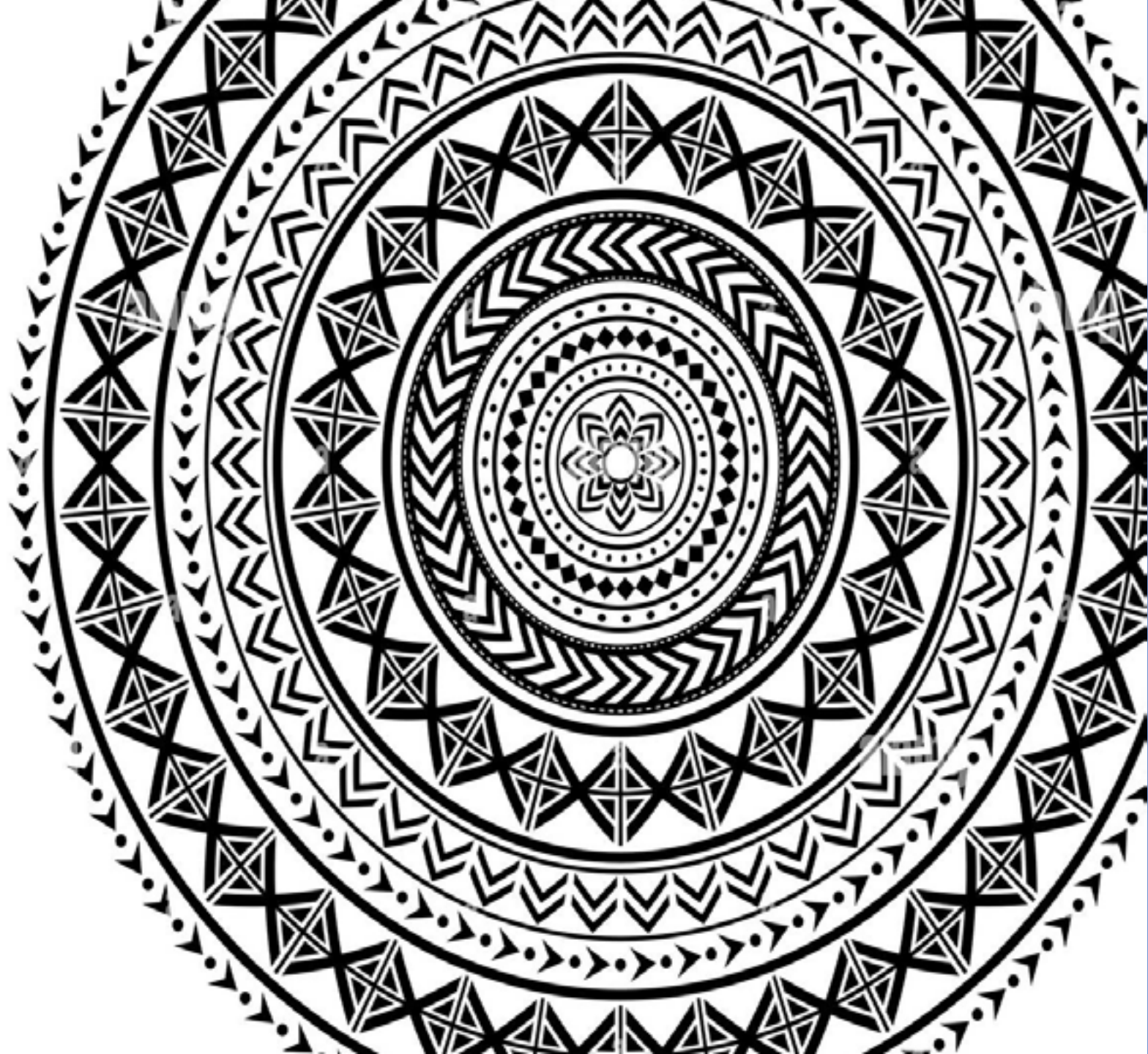
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# Weaving and Wading: Adapting tertiary teacher practices for Pacific students

Shailesh Lal (PhD)  
Te Puna Ako  
University of Waikato



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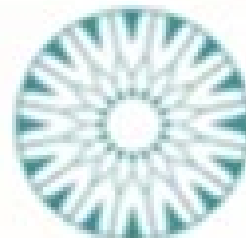
PACIFIC  
AT WAIKATO

TŪTAWA MAI I RUNGA  
TŪTAWA MAI I RARO  
TŪTAWA MAI I ROTO  
TŪTAWA MAI I WAHO  
KIA TAU AI  
TE MAURI TŪ  
TE MAURI ORA  
KI TE KATOA  
HAUMI E, HUI E, TĀIKI E!

monsonj



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Photo by [Marek Okon](#) on [Unsplash](#)



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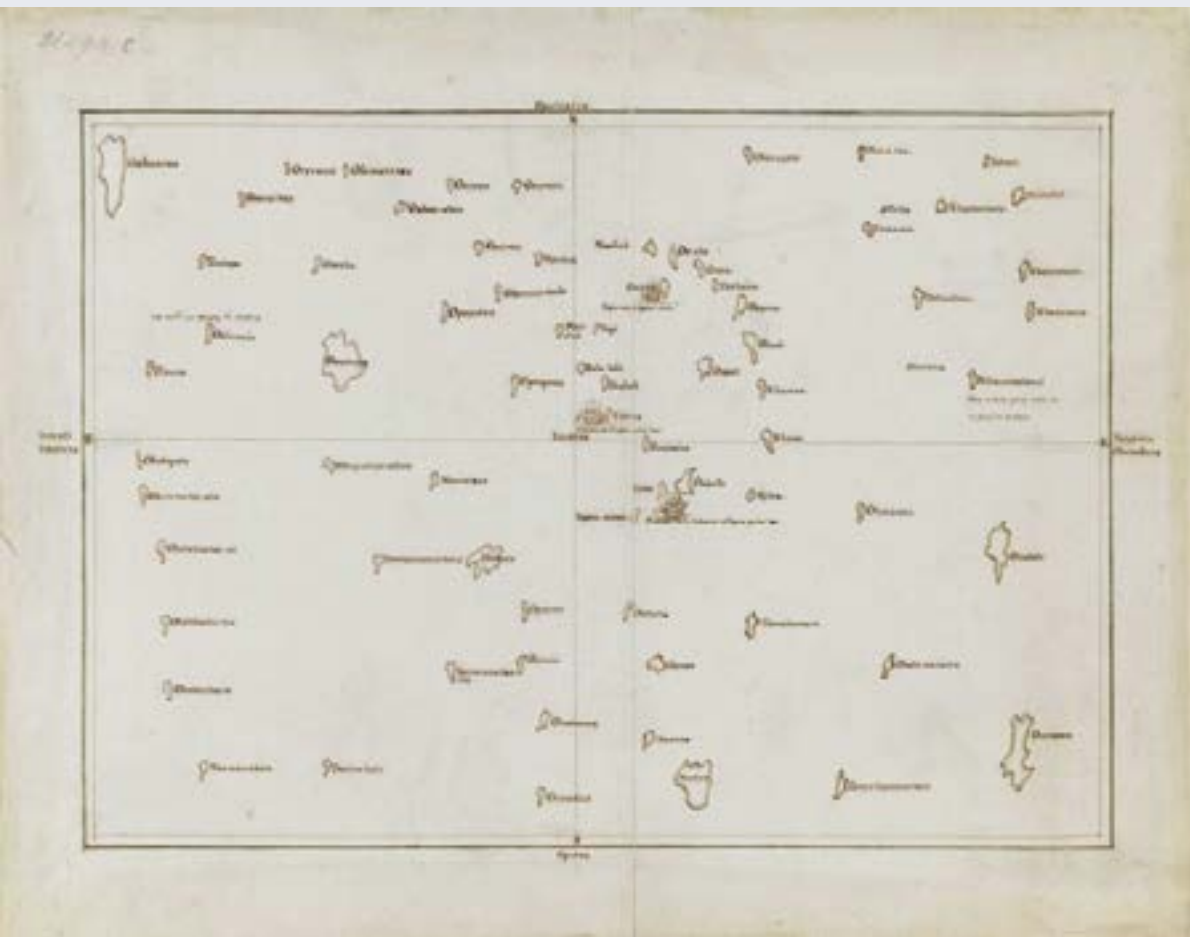
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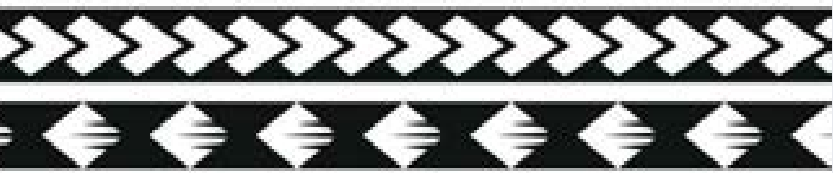
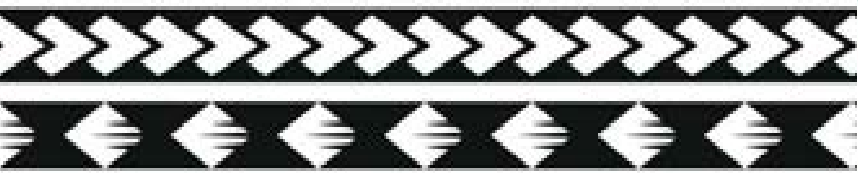


# Overview

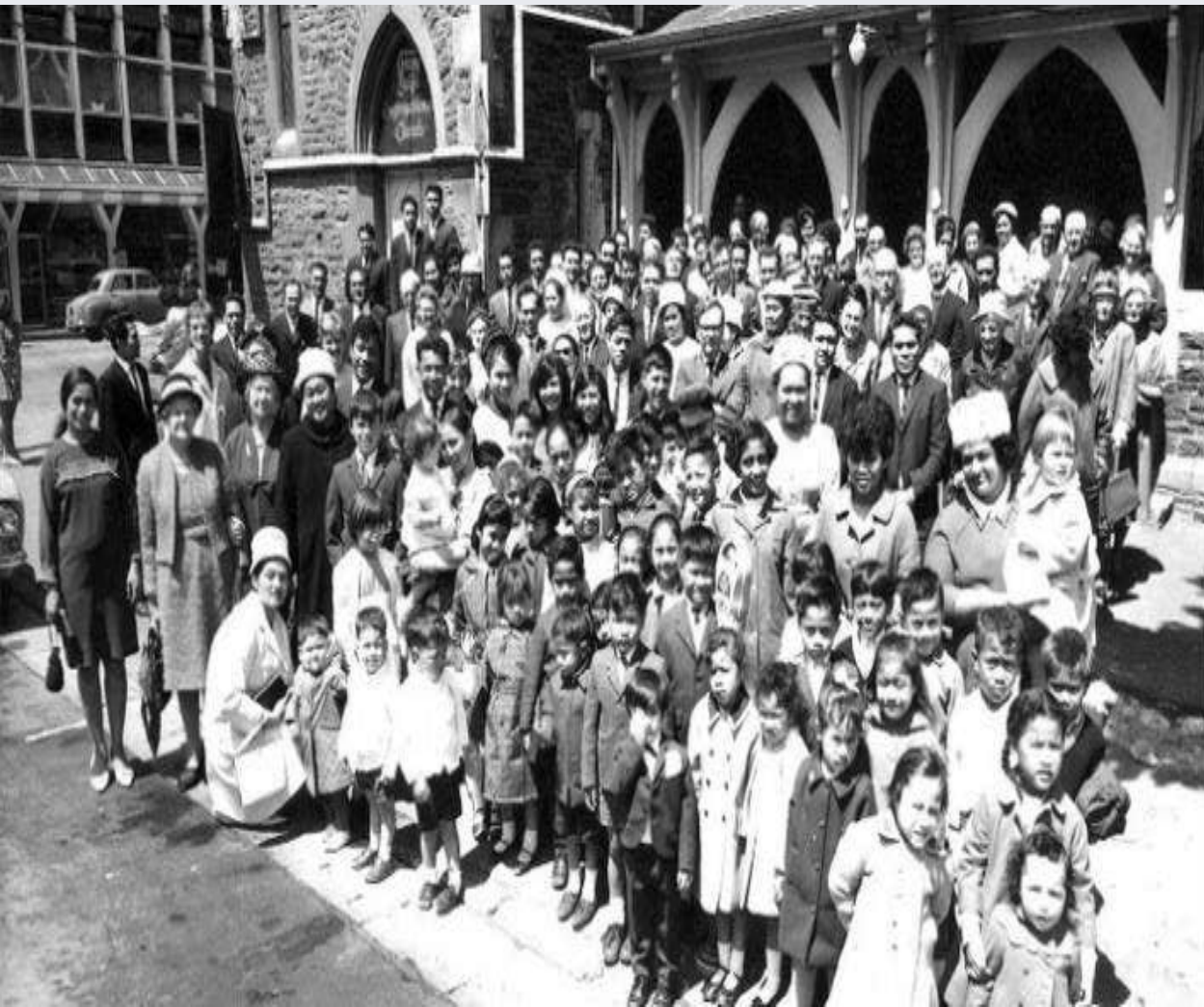
- Background
- Literature and Data
- The Product – TERTL515
- Conclusions, Future Directions and Implications



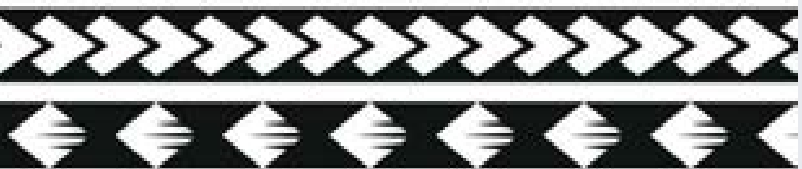
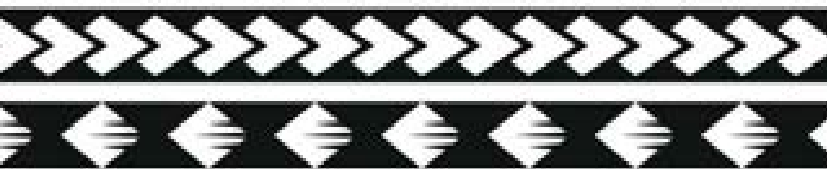
<https://www.abc.net.au/news/2020-04-07/tupaia-star-navigator-helped-captain-james-cook-reach-australia/12092008>



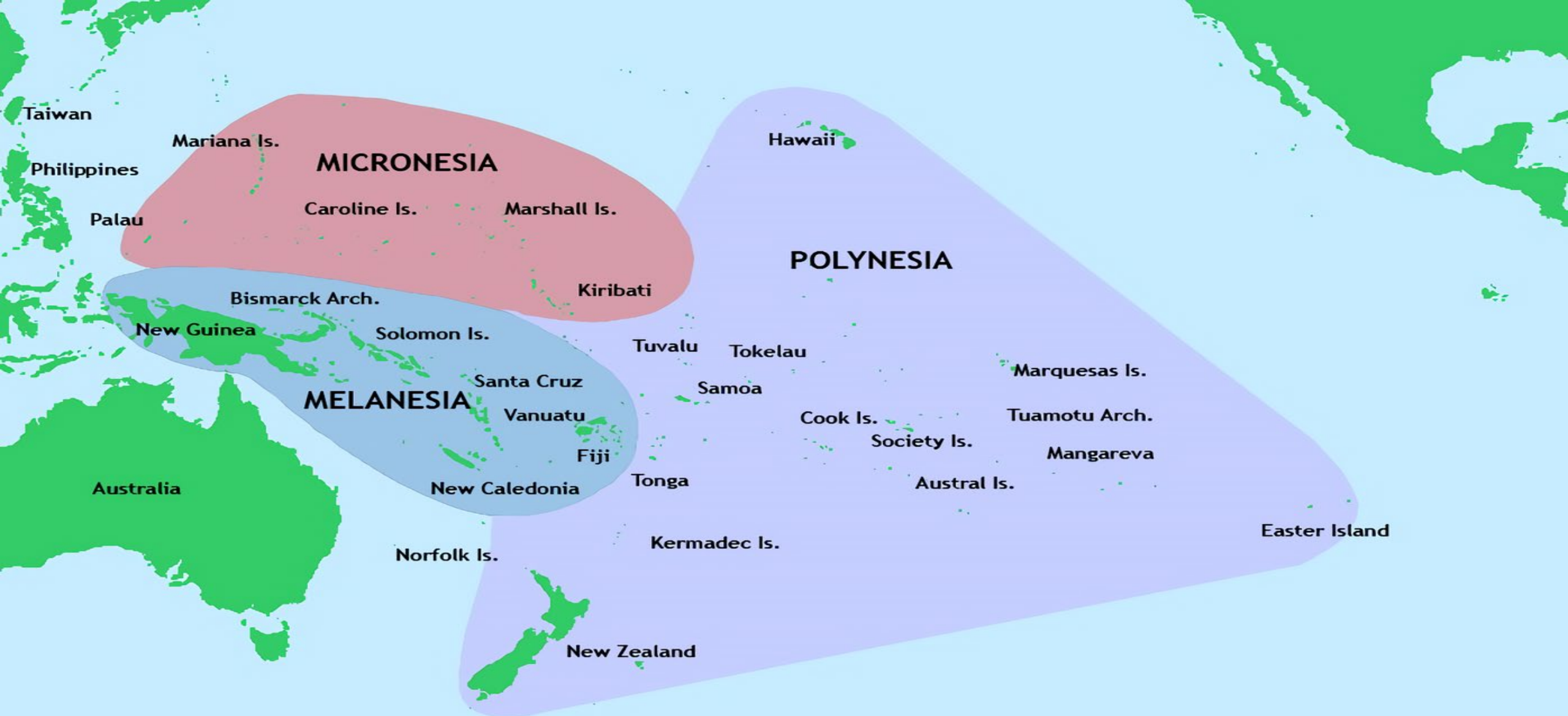




<https://www.stuff.co.nz/auckland/127765137/the-grass-is-green-here-how-auckland-became-mecca-for-pasifika-communities>







[https://en.wikipedia.org/wiki/List\\_of\\_islands\\_in\\_the\\_Pacific\\_Ocean#/media/File:Pacific\\_Culture\\_Areas.png](https://en.wikipedia.org/wiki/List_of_islands_in_the_Pacific_Ocean#/media/File:Pacific_Culture_Areas.png)



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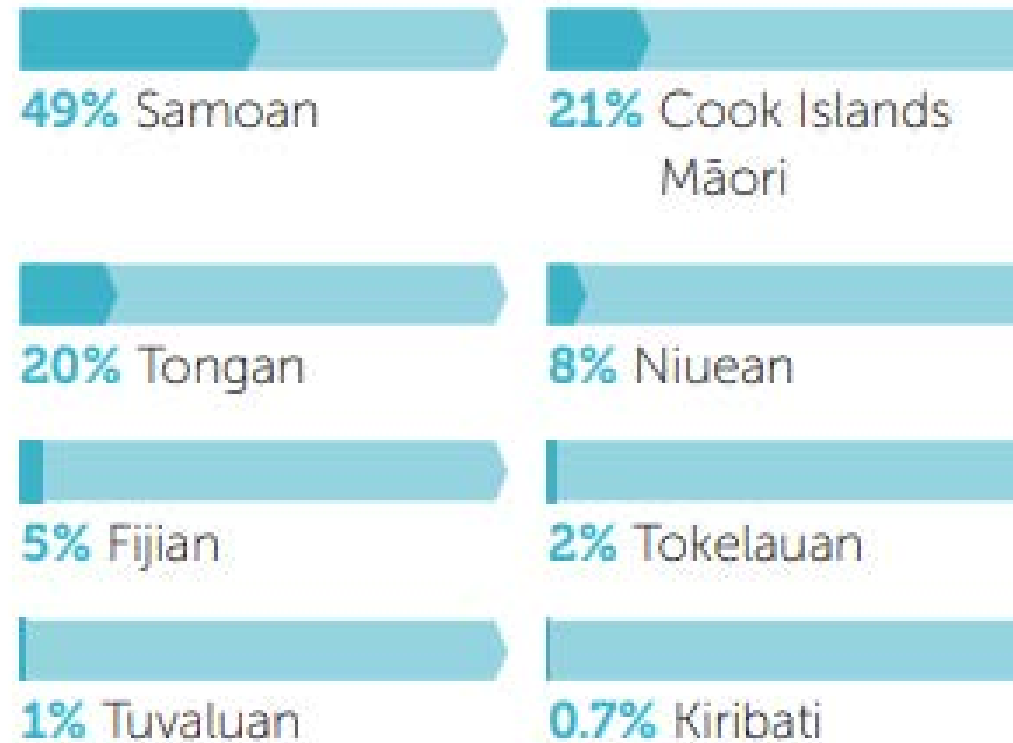


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## ETHNICITY

There are distinct Pacific ethnic groups.



[Source: The profile of Pacific peoples in New Zealand, September 2016, p2](#)



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










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# A diverse Pacific population

The Pacific population is not homogenous. According to the census classification there are 17 distinct ethnic groups in the Pacific classification category. These include: Cook Islands Māori, Fijian, Hawaiian, i-Kiribati, Indigenous Australian, Kiribati, Nauruan, Niuean, Ni Vanuatu, Papua New Guinean, Pitcairn Islander, Rotuman, Samoan, Solomon Islander, Tahitian, Tokelauan, Tongan, and Tuvaluan.

The 10 largest Pacific populations are: Samoan (47.9%), Tongan (21.6%), Cook Islands Māori (21.1%), Niuean (8.1%), Fijian (5.2%), Tokelauan (2.3%), Tuvaluan (1.2%), i-Kiribati (0.8%), Tahitian (0.5%) and Papua New Guinean (0.3%).

**Table 5: Breakdown of Pacific populations in New Zealand at the 2018 Census**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
																	N/A
Samoan	Tongan	Cook Islands Māori	Niuean	Fijian	Tokelauan	Tuvaluan	i-Kiribati	Tahitian	Papua New Guinean	Ni Vanuatu	Rotuman	Indigenous Australian	Solomon Islander	Hawaiian	Pitcairn Islander	Nauruan	Other <sup>2)</sup>
182721	82389	80532	30867	19722	8676	4653	3225	1737	1131	990	981	795	777	429	216	135	3060
47.9%	21.6	21.1%	8.1%	5.2%	2.3%	1.2%	0.8%	0.5%	0.3%	0.3%	0.2%	0.2%	0.2%	0.1%	0.05%	0.03%	0.8%

All 17 distinct Pacific groups have seen growth since the last census count. The top six ethnic groups with the biggest growth are Ni Vanuatu, who have more than doubled in number since the last census (101.2% growth), Indigenous Australian (75.5% growth) i-Kiribati (52.5% growth), Papua New Guinean (40.1% growth), Tongan (36.6% growth) and Fijian (36.5% growth).

Pacific Aotearoa Status Report (2020) , <https://www.mpp.govt.nz/assets/Reports/Pacific-Peoples-in-Aotearoa-Report>

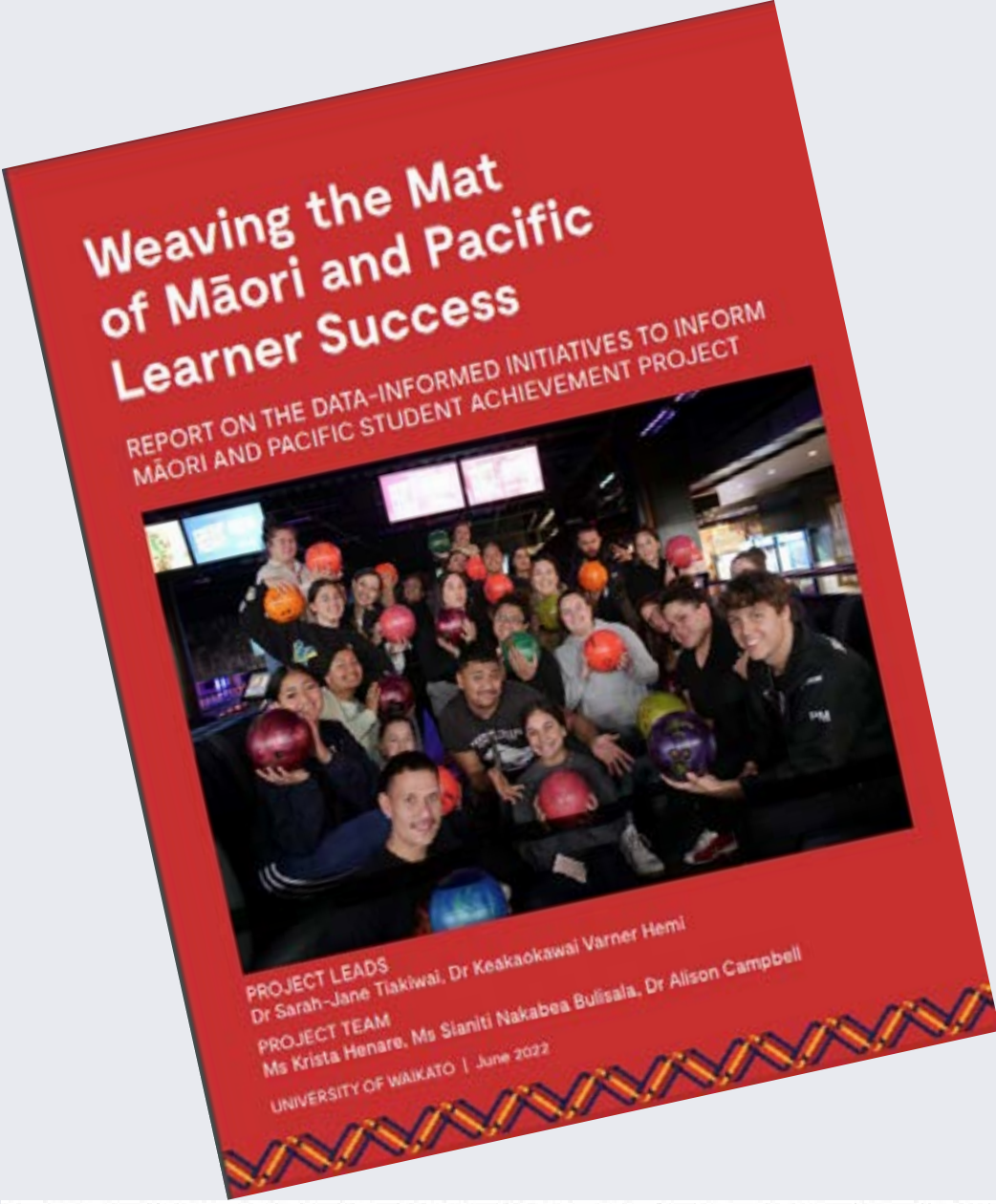
[pdf](#)



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- Relates to experiences of the Māori & Pacific students from the University of Waikato
- Applicable to other universities
- Cross sectional study with other universities

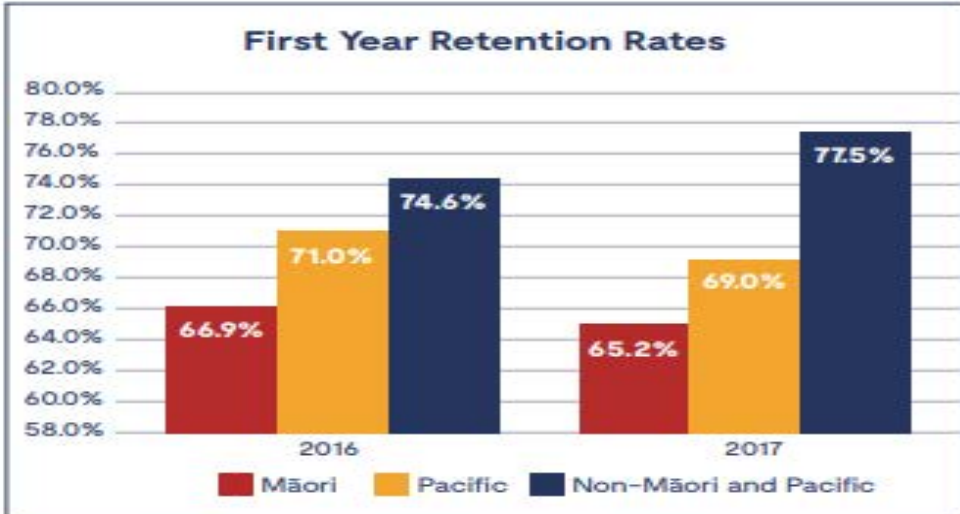
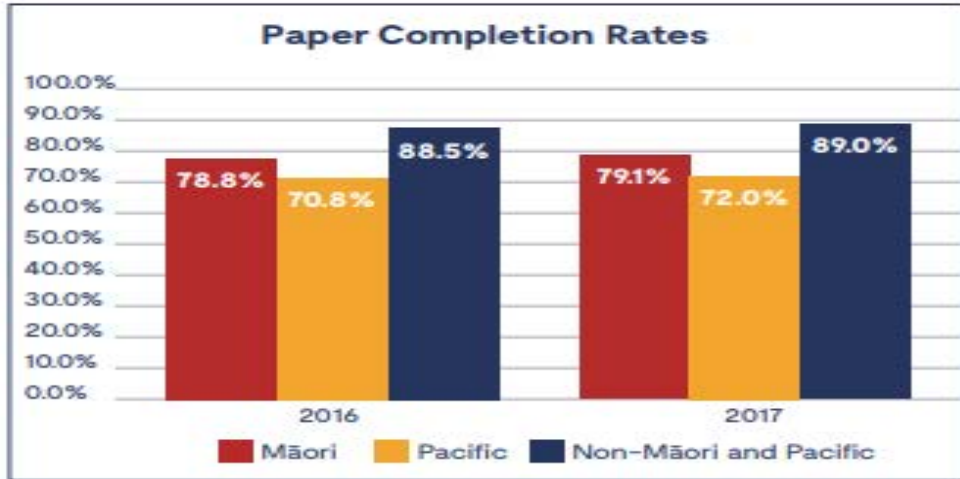


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Figures 1-2: Paper completion rates and first-year retention rates for Māori and Pacific students at UoW.

2019 TEC Data	SAC Māori	SAC Pacific	SAC Non-Māori/ Non-Pacific
Course Completion	79.0%	70.3%	89.0%
Qualification Completion	50.1%	42.7%	63.5%
First Year Retention	60.1%	68.9%	73.3%

2020 Data	All first-year students <sup>9</sup>	Non-Māori, non- Pacific students	Māori	Pacific
Enrolled	2,369	1,482	729	222
Pass rate	81.47%	85.41%	76.41%	69.80%
Grade quality (GPA out of 9)	4.74	5.09	4.32	3.69
Retention from Trimester A to B	78.01%	81.17%	72.15%	76.58%
Withdrawals (as of 26 Aug)	2.03%	1.69%	2.47%	4.05%

Source: *Weaving the Mat* (6)



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TERTL515 - Pacific Pedagogies for  
Tertiary Teachers & Learners

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Week	Topic	Additional Info
1	Introduction - My place in a Pacific space	
2	The Pacific: Its 'History' - Uniformity and Diversity	We delve deeper into the (oral) histories of the Pacific, looking at its settlement and trying to understand its uniformity and diversity. Pacifica: as a term/ Pacific/ Oceania- Melanesia ( PNG, Solomons, Vanuatu, Fiji, NC) Polynesia (Aotearoa, Samoa, Tonga, Cooks, Tuvalu, Hawaii, Fiji) Micronesia (Kiribati, Marshalls, Guam, Nauru, Palau, FSM-Yap, Chuuk, Pohnpei, and Kosrae)
3	Education - A Sense of Belonging	Have (tertiary) education expectations been met by Pacific learners? The Whys and the Hows. Weaving the mat of Māori and Pacific learner success » Ako Aotearoa Understanding the mat- why was it woven?/ Stories / Data analytics
4	Cultural & Intellectual Heritage	Does culture motivate or inhibit the education process? Is there value in local knowledge?
5	Altering the Imagination	Talanoa research methodology: a developing position on pacific research. Timote Vaoleti 2006 Decolonising Framings in Pacific Research: Kakala Research Framework:
6	Language & Identity	Role of Language in determining identity and in the classroom
7&8	Teaching Recess	
9	Support Systems - Academic & Personal	Student Learning Support/ Power of words
10	Support Systems - Service to the University /Community	Communal relationships
11	Support Systems - Counselling & Spirituality	Religion



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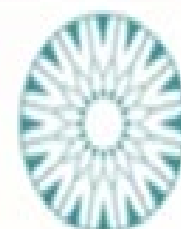
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	Topic	Readings	Video	Reports	Poster	Supplementary		ZOOM	Discussion Forum	Assessment Due	
Week 1	Introduction					2	2		Introductions		Wk 1
Week 2	The Pacific: Diversity and History	2	2				4	Zoom 1		Planning Meeting	Wk 2
Week 3	Education		1	1		2 (report/video)	4			Intent Due	Wk 3
Week 4	Issue 1: Culture & Intellectual Heritage	1			1	3 (1xReading/ 2x video)	5	Zoom 2	Laughing Samoans"		Wk 4
Week 5	Issue 2: Thought Patterns (Pedagogies)	3				2 x Readings	3			Presentations	Wk 5
Week 6	Issue 3: Language				1	1	2	Zoom 3	Cultural Influences	(cont.)	Wk 6
Week 7	<b>TEACHING RECESS</b>  We will not hold any synchronous online sessions, or introduce new content, over the teaching recess period.						0				Wk 7
Week 8							0				Wk 8
Week 9	Support Systems-Academic - Family		1	1			2	Zoom 4			Wk 9
Week 10	Support Systems- Community - University		1	1		1 video	3		Support Systems		Wk 10
Week 11	Support Systems- Counselling & Religion		1				1	Zoom 5			Wk 11
Week 12	Possible Solutions				2 (Both summaries)	*Provide full papers	0		Future Implications		Wk 12
Week 13	Reflection and continuous improvement			1			1	Zoom 6			Wk 13
Week 14	Reflection and continuous improvement						0			Final Project Due	Wk 14
Week 15										Critical Reflection	Wk 15
Week 16											Wk 16



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- Assessments

Assessment Type	Weighting	Total non-contact time	Link to Learning Outcomes
1. Planning Meeting to discuss intent and write up.	15%	3 hours	1,2,5
2. Online Project Presentation.	25%	3 hours	1,2,3,4,5
3. Discussion Forum Participation and Commentary	20%	10 hours	1,3
4. Final Project	25%	3 hours	1,2,3,4,5
5. Critical Reflection	15%	2 hours	1,3,4





Delivery

Modes: F2F/ Online/ Blended/ Print/ 1 on 1  
Delivery: Talanoa –Discussion group  
Flexibility: Assessment type, Mode of study



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☆ [Ni sa bula vinaka kece sara: Welcome to Week 11.](#)

☆ [Fakaalofa lahi atu ki a mutolu oti : Welcome to Week 10](#)

☆ [Mālō e lelei: Welcome to Week 9](#)

☆ [Fakamālo atu kia te koutou uma. Welcome to Week 6.](#)

☆ [Week 5 III: Presentation Marking Criteria](#)

☆ [Week 5 II: Presentation Schedule](#)

☆ [Ulufale mai! Welcome to Week 5](#)

☆ [Week 4 II- Presentations](#)

☆ [Kam na Mauri: Welcome to Week 4](#)

☆ [Talofa Lava: Welcome to Week 3](#)

☆ [Welcome to Week 2](#)

☆ [Welcome to TEP1515](#)



## Universal Values

### Pitfalls:

One size does not fit all

One broom to sweep the Pacific

Culture- ingrained

Family- who isn't?

Religion- introduced (Fiji vs Tonga vs Samoa vs Kiribati)

Community- extended family

Education- escape ..but

Empathy- but..

New Language, New culture, New People



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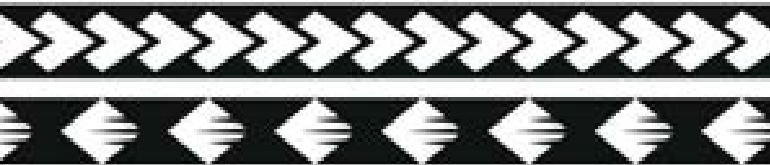


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Looks can be deceiving.....  
Looks are deceiving!



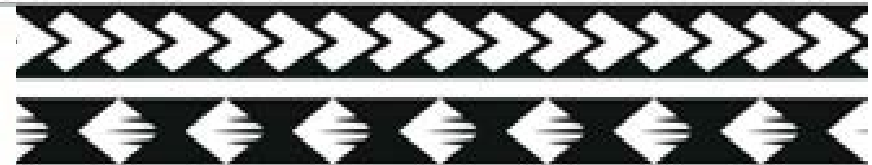
"It has always been a dream to travel to Micronesia, but it's a whole other story to get the opportunity to go and dive the biggest graveyard of WWII ships in the world. The place I am speaking of is Chuck Lagoon of the Federated States of Micronesia, located about 1,000km southeast from Guam on the Pacific Ocean."



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PACIFIC





Leaking nuclear waste dome: Marshalls consider legal action



Climate change is real!



Hard drugs are making their way into the islands!



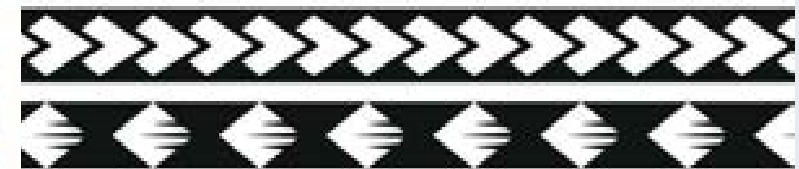
Political Instability remains!



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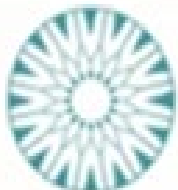


# Conclusion

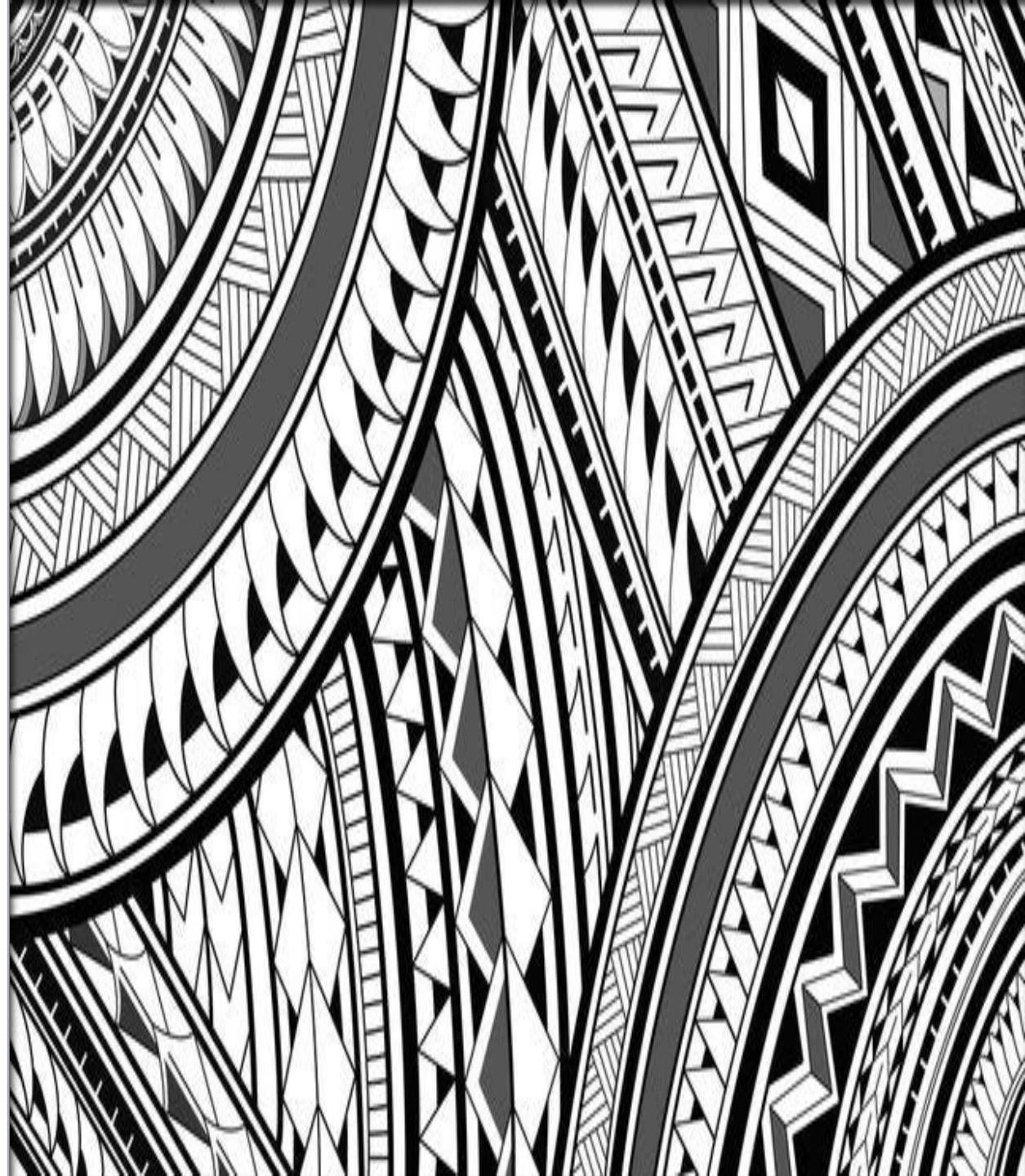
- Aotearoa is part of the Pacific.
- Are we prepared?
- Its closer than we think!
- Education, Awareness & Preparedness
- Weaving, Wading & Waving...



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# Fonofale Model of Teaching

Vijay Pillay, NZSE



# My goal as a Pasifika Healthcare Tutor

- Prepare and motivate our Pacific students to develop, connect and achieve success









## The Healthcare Programme at NZSE

- 30 students of all cultures
  - 20 Pasifika students
- Teaching styles incorporate
  - Person-centered
  - Fona fale





# Challenges faced when teaching Pasifika students





## Challenges faced when teaching Pasifika students

- Poor time management
- Lack of organisational skills
- Lack of punctuality





## Challenges faced when teaching Pasifika students

- Tend to withdraw or shy away from providing any input or feedback



# How do I overcome these barriers and improve the input of Pasifika students

- Embed person-centered and fonofale method of teaching
- Create family like environment/surrounding
- Blending of students from diverse cultures
- Electing Pasifika students as group leaders





# Closing Waiata

Ka pinea koe e au

Ki te pine o te aroha

Ki te pine e kore nei

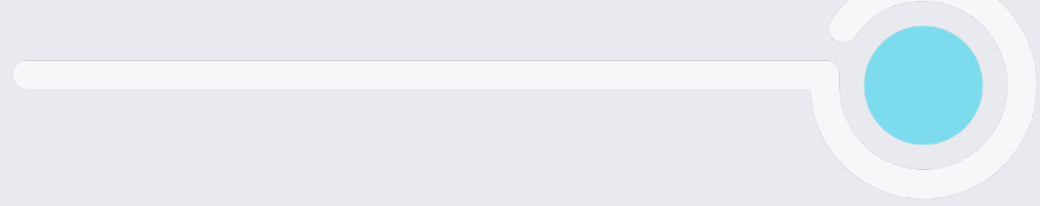
E waikura e

I pin upon you

The brooch of love

It is a brooch that

Will never rust away





## STUDENT FEEDBACK

- My tutor, Ms Vijay Pillay, was always **willing to answer questions** and **encouraged me to step out of my comfort zone**. She **challenged me** but **was patient** at the same time. She **motivated me to bring out my potential** and **increase my confidence**. I was able to complete this course through the **support** shown by my tutor and **dedication** she gave to each one of us. She **managed to unite us** in our class and **challenged us to speak our mind** and not to be afraid to ask questions. Her ability to **sense if one of us was struggling** and she would **step in to help**, not only in class but with our daily personal lives as well.

(Darlene Punimata,  
Healthcare Level 4 student at NZSE, 2022)

## Group Activity

Discuss in groups of five, how will you embed fona fale model of teaching for a 25 year old dyslexia student, Vani, to achieve course completion and settling as a healthcare assistant

**Dyslexia:** learning disorder that involves difficulty in reading due to identification of speech sounds and learning how they relate to letters and words





# STAR and Gateway programme for Pasifika students



- Aimed at students interested in becoming medical personnel and those looking for a career pathway
- 51 students participated in the first programme in 2023
- Positive feedback from schools



**Thank you all for listening and participating  
in this group activity**







# Impacts of AI and Indigenous Data Sovereignty Panel

**Nick Agar**, University of Waikato

**Albert Bifet**, University of Waikato

**Paul Brown**, University of Waikato

Chaired by **Phil Alexander-Crawford**, Hanga Aro Rau

Join the  
**Community  
of Phenomenal  
Practice**  
Facebook Group



- Become part of the online **Phenomenal Educators Framework Working Group**
- Complete the PEF Central Hub survey (via the CoPP) to become part of the Research Working Group



# Closing karakia and waiata

**Dr Joe S Te Rito**

Deputy Director, Kaihautū Mātauranga Māori  
Ako Aotearoa – National Centre for Tertiary Teaching Excellence

