

Regional Forum 2025



3 April 2025 | Palmerston North | Te Papa-i-oea



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

Waiata: Te Aroha | Le Alofa

Te aroha

Le alofa

Te whakapono

Le fa'atuatua

Me te rangimārie

Ma le loto filemu

Tātou, tātou e

Mo tatou uma



Pacific families can look like this....

U.S.S. Co.
S. 36
41.133

NAMES AND DESCRIPTION OF PASSENGERS

Arriving
~~DEPARTING~~

by the t. S. s. m. v. "TOFUA" V.117 .. from Island Ports on 9th July, 1961

for

No.	Port of Embarkation	Names of Passengers	Adults Age		Children 1 to 14 Age		Infants under 1 yr. —		Profession, Occupation or Calling of Passenger	Country of Birth	Port for which Passengers are destined
			M.	F.	M.	F.	M.	F.			
		B/Fwd.	12	20					= 32		
1	<u>AUCKLAND</u>	Contd. WORTHINGTON MR. W	54						CO. PROPRIETOR	N. Z.	<u>AUCKLAND</u>
2		WORTHINGTON MRS. W		53					DOM. DUTIES	"	
3		WORTH MRS. M		70					"	"	
4		WOODCOCK MRS. M		62					"	"	
5		YOUNG MISS P. V		67					RETIRED	AUSTRALIA	
6	<u>NUKU'ALOFA</u>	LEE MR. J	65						"	N. Z.	
7		LEE MRS. J		63					DOM. DUTIES	AUSTRALIA	
8		NAUFAHU MR. H		40					MERCHANT	TONGA	
9	<u>VAVA'U</u>	MOA MR. H		29					FACTORY HAND	TONGA	
10		MOA MRS. H		22					DOM. DUTIES	"	
11		MOA MISS C					2		INFANT	N. Z.	
12		MOA MAST. H				1			"	"	
13	<u>NIUE</u>	FALEPULEVAKA KEE MR		19					CARPENTER	NIUE	
14		GEIKI MR		21					" "	"	
15		LISETAPI MRS		22					TEACHER	"	
16		TAPITA MISS J. C						6m	INFANT	"	
17		VIVIAN MR. D. P		24					PLANTER	"	
18	<u>PAGO PAGO</u>	FLEMING MR. B. J		26					PROPT 'R.	AUSTRALIA	
19	<u>APIA.</u>	FINCH MR. R. S		32					TRAVELLER	ENGLAND	
20		JENKINS MR. D. I		43					RELIGION MINISTER of	AUSTRALIA	
21		JENKINS MRS. D. O		41					DOM. DUTIES	"	
22		JENKINS MAST. D				12			STUDENT	"	
23		JENKINS MAST. E				8			"	"	
24		NETZLER MISS L. L		21					DOM. DUTIES	W. SAMOA	
25		SCHMIDT MISS I. A		45					FACTORY HAND	"	
26		SPERMANN MR. A. O		51					ENGINEER	"	
27		SPERMANN MRS. A. O		49					DOM. DUTIES	"	
28		SPERMANN MISS A		16					STUDENT	"	
29		SPERMANN MAST. O				10			"	"	
30		STRICKLAND MISS M. S.		22					CLERK	"	
31		TUAFOLA MR. A		32					MACHINE OP'TR.	"	
32		VILI MR. U. M		27					PLANTER	"	
33	<u>SUVA</u>	BUCHANAN MRS. H		35					DOM. DUTIES	WALES	
34		CRANE MRS. G. D		46					"	N. Z.	
Totals			25	35	4	1	-	1	= 66		

I hereby certify that the within is a correct List of the Names and Descriptions of all Passengers who embarked at the Port of

Master

Declared before me this .. day of .. 19 ..

Officer of Customs





Empowering Diverse Learners and Transforming Lives and Communities

Poppy Clapperton, Renee Tawhiti,
and the All Sorts Team
Industry Training Solutions



Morning Tea Te Paramanawa o te Ata

10.45-11.00





Can a focus on ākonga Māori learning experiences positively impact on the learning experiences for all ākonga?

Janell Kiriona and Tim Seaholme
UCOL | Te Atakura





Te Atakura

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Introduction



TE ATAKURA

UCOL established Te Atakura in 2013 with the aim to achieve parity between ākonga Māori and non-Māori completions, and improve the educational experience and outcomes for all ākonga. Te Atakura has a clearly identified kaupapa that aligns with UCOL's institutional value of whanaungatanga demonstrated by:



MANAAKITANGA

Care for ākonga as culturally located human beings above all else within a supportive environment.



MANA MOTUHAKE

Care for and having high expectations for the performance of our ākonga and enable the development of personal or group identity and independence.



WHAKAPIRINGATANGA

Creating a secure, well-managed learning environment by incorporating routine pedagogical knowledge with pedagogical imagination.



WĀNANGA

Engage with ākonga using effective teaching interactions with rich, dynamic sharing of knowledge



AKO

Using strategies that promote effective teaching and learning interactions and relationships with their ākonga.



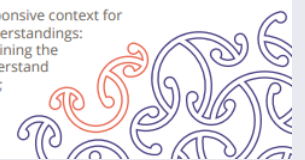
KOTAHITANGA

Promote, monitor and reflect on outcomes in a collaborative manner that will lead to improvements in educational achievement for all ākonga.



Effective educators of ākonga Māori create a culturally appropriate and responsive context for learning in their classroom. In doing so, they demonstrate the following understandings: a) they positively and absolutely reject deficit theorising as a means of explaining the educational achievement levels of ākonga Māori; and b) they know and understand how to bring about change in the educational achievement of ākonga Māori; and are professionally committed to doing so.

UCOL is a Business Division of Te Pūkenga - New Zealand Institute of Skills and Technology.



Voice Activity

I feel seen. I don't have to hide being Māori, in fact I am encouraged to grow in my identity.

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KOTA HITANGA

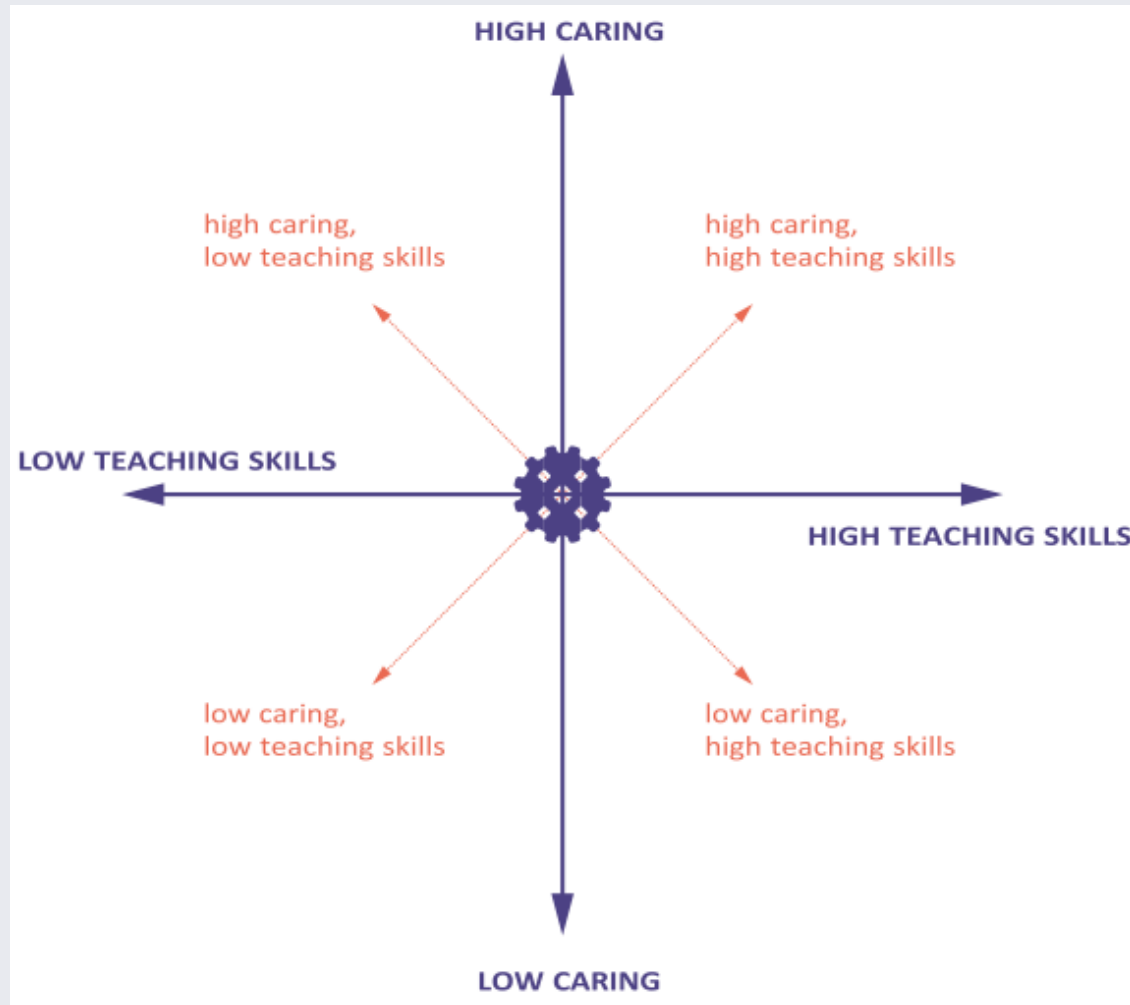
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Teaching to the North East



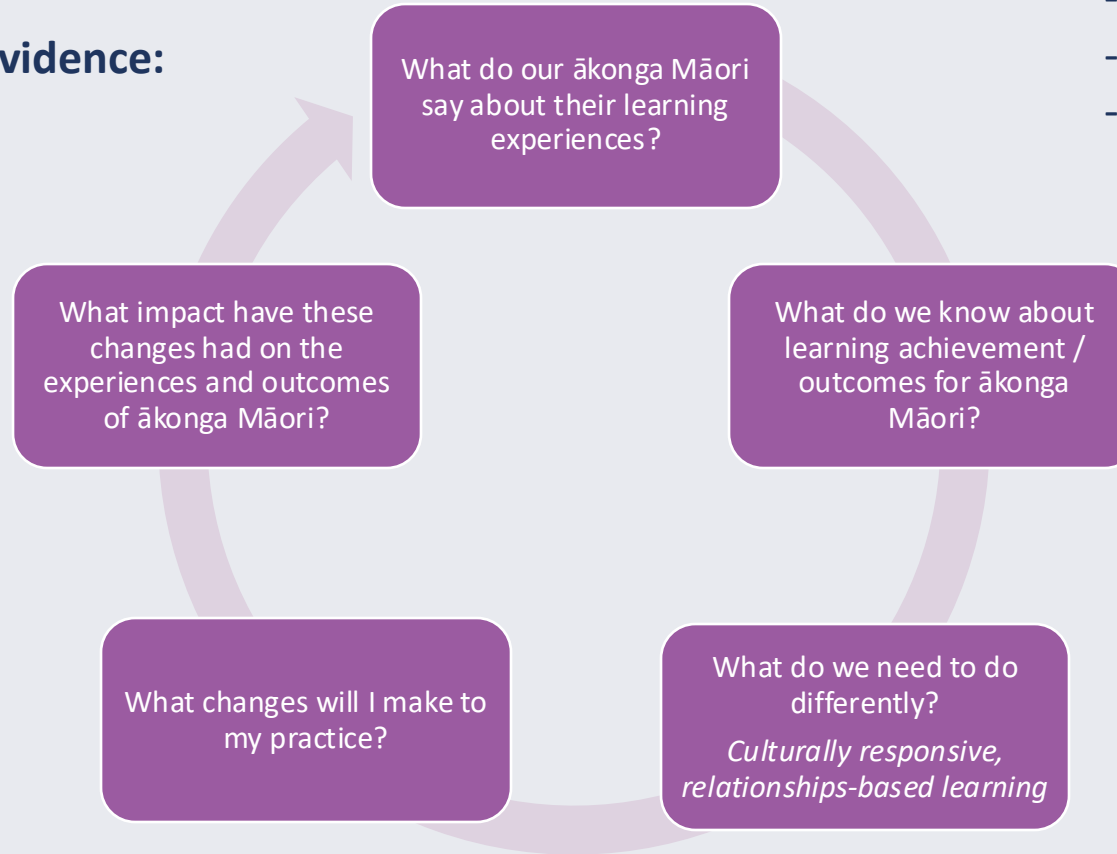
Inquiry Activity

Monitoring and evaluating evidence:

- AREA data
- GPILSEO
- Co-construction hui

Support:

- Teaching observations
- Coaching conversations



Evidence base / sources:

- Ākonga voice narratives
- Disaggregated data sets
- Teaching observations
- Teacher and leader narratives

Knowledge building:

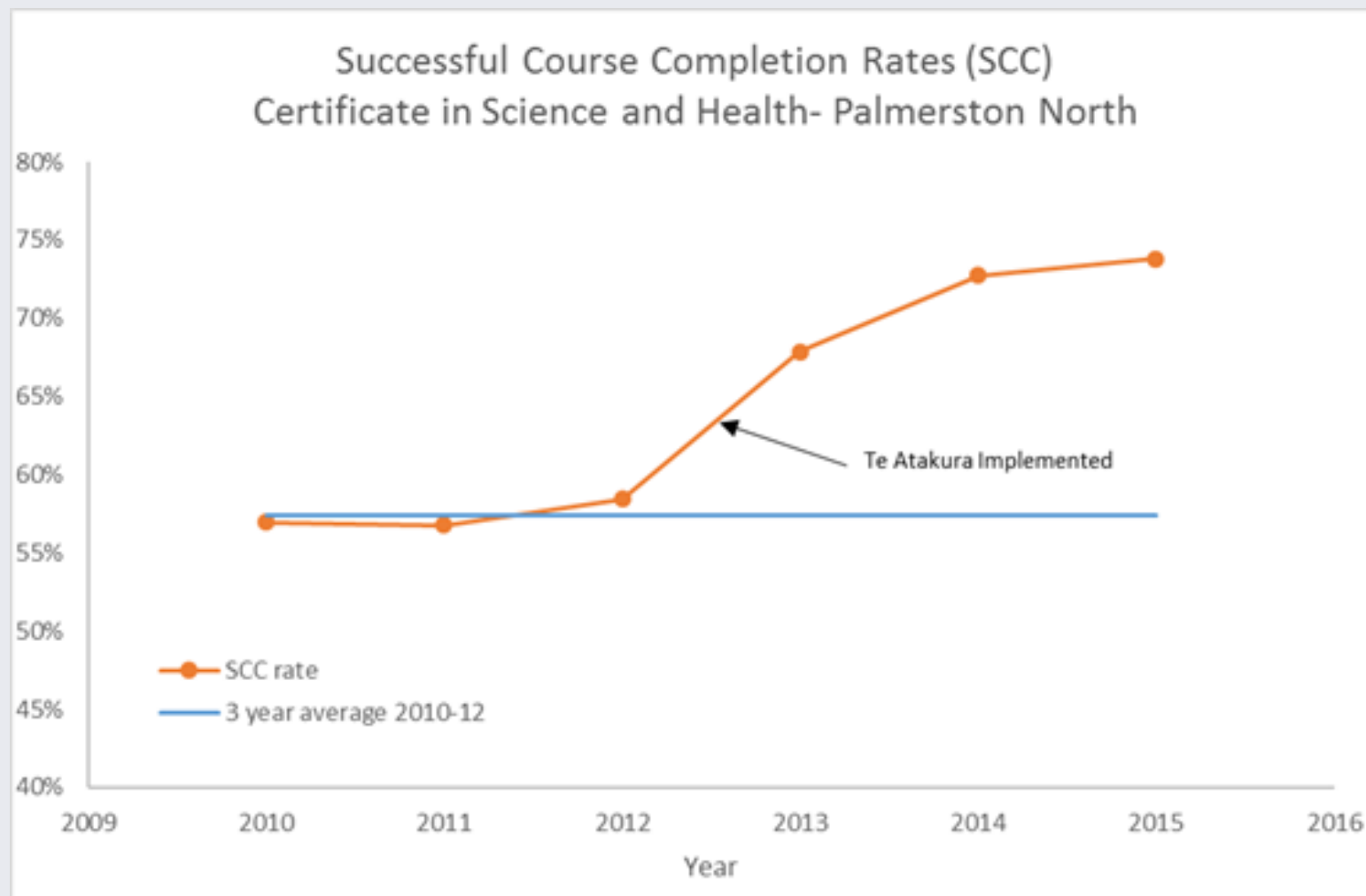
- Professional learning
- Communities of practise

Impact

15.9 % Increase in pass rate.

Significantly greater than the 5.9 % increase over the same period for Level 3 programmes.

Significant increase in successful course completion rates for the years 2013-2015 compared to the three-year average for years 2010-2012.

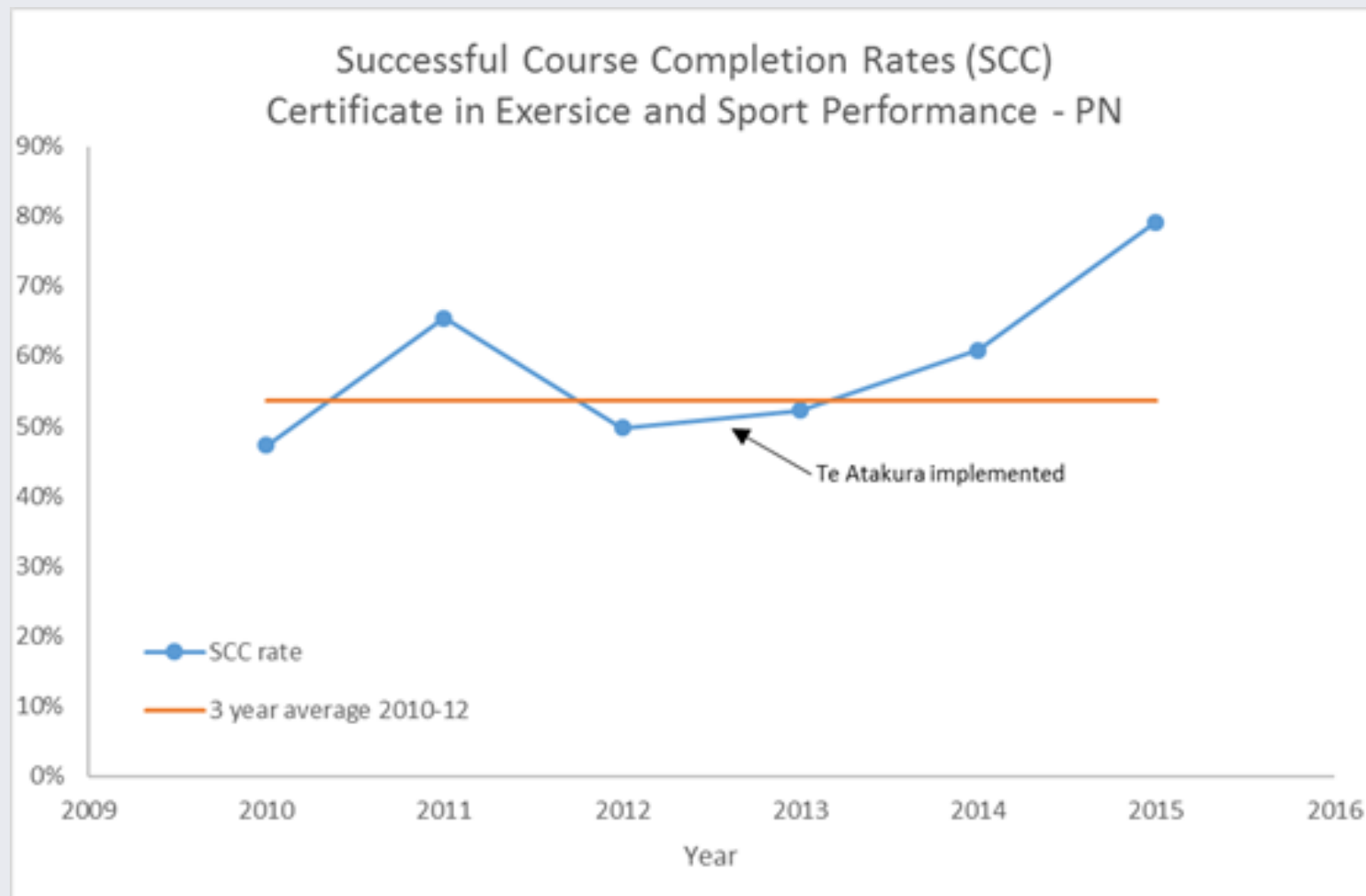


Impact

29.4 % Increase in pass rate.

Significantly greater than the 0.6 percent increase over the same period for Level 4 programmes.

The 2015 pass rate is significantly above the three-year average before the introduction (2010-2012)



Opportunities

- Ako Aotearoa Research and Innovation Agenda (AARIA)

Can a focus on ākonga Māori learning experiences and outcomes within Tertiary Education in New Zealand positively impact on the learning experiences and outcomes for ākonga Māori and all ākonga?

- Conference and Journal Paper.
- Some funding is to visit Senior Leadership Teams and share.

- Contact us, Kaikokiri Te Atakura: E.Lincoln@ucol.ac.nz



Lunch Tina

12.30-1.00





Communities of Practical! Empowering Diverse Minds through Communities of Practice

Sharon Crooks and Kathryn McGuigan
Massey University



DIVERSE MINDS

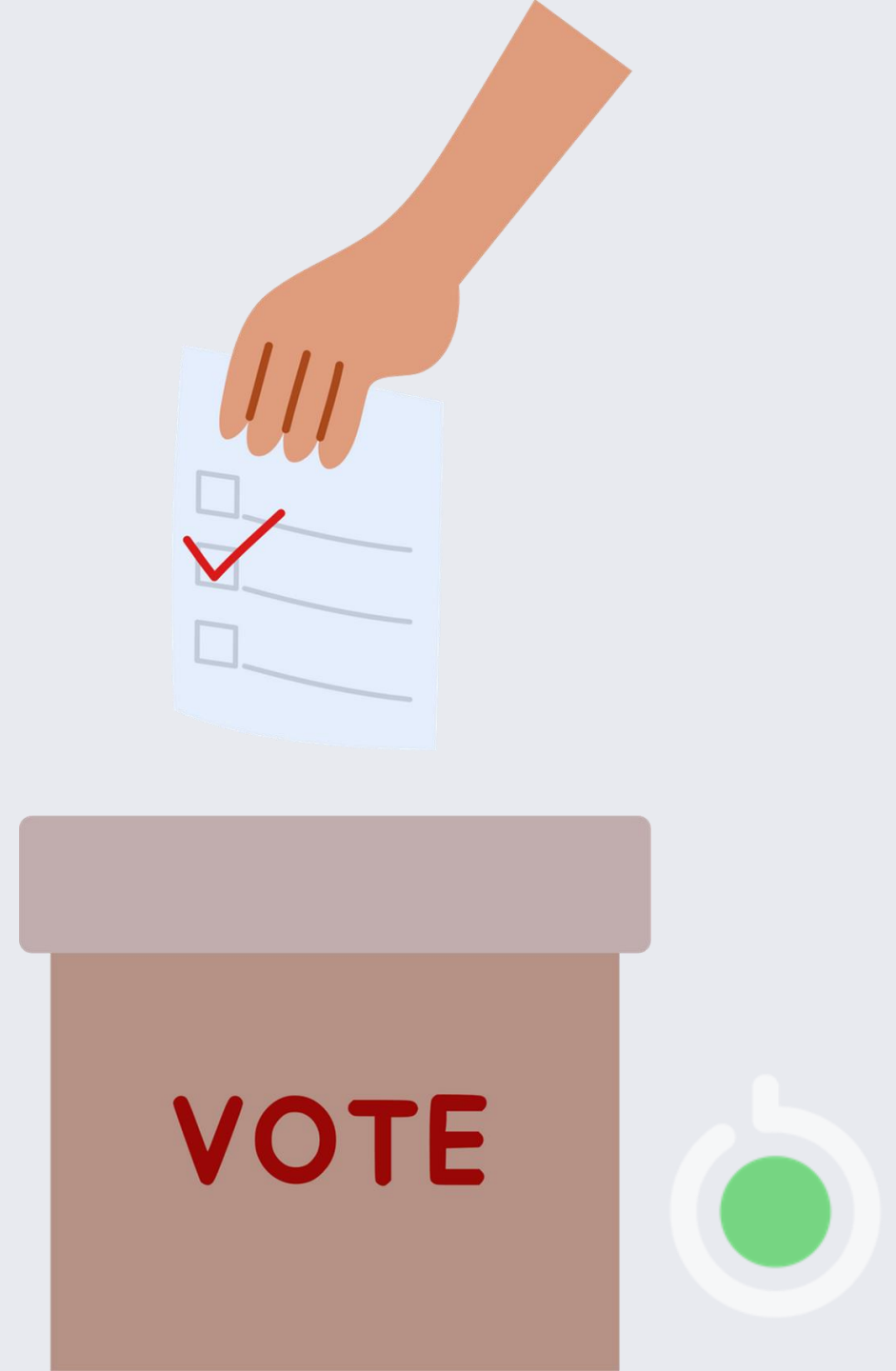
Who are we?

- A bunch of (neurodivergent/ally) academics wanting to voice our opinions about the void...
- Recognising the sh#tty struggles of students
- Address the silence and invisibility of ND despite DEI policy



A vote for visibility

- Got ourselves a “grant for good”
 - Got visibility
 - Made connections
 - Got smaller while getting bigger



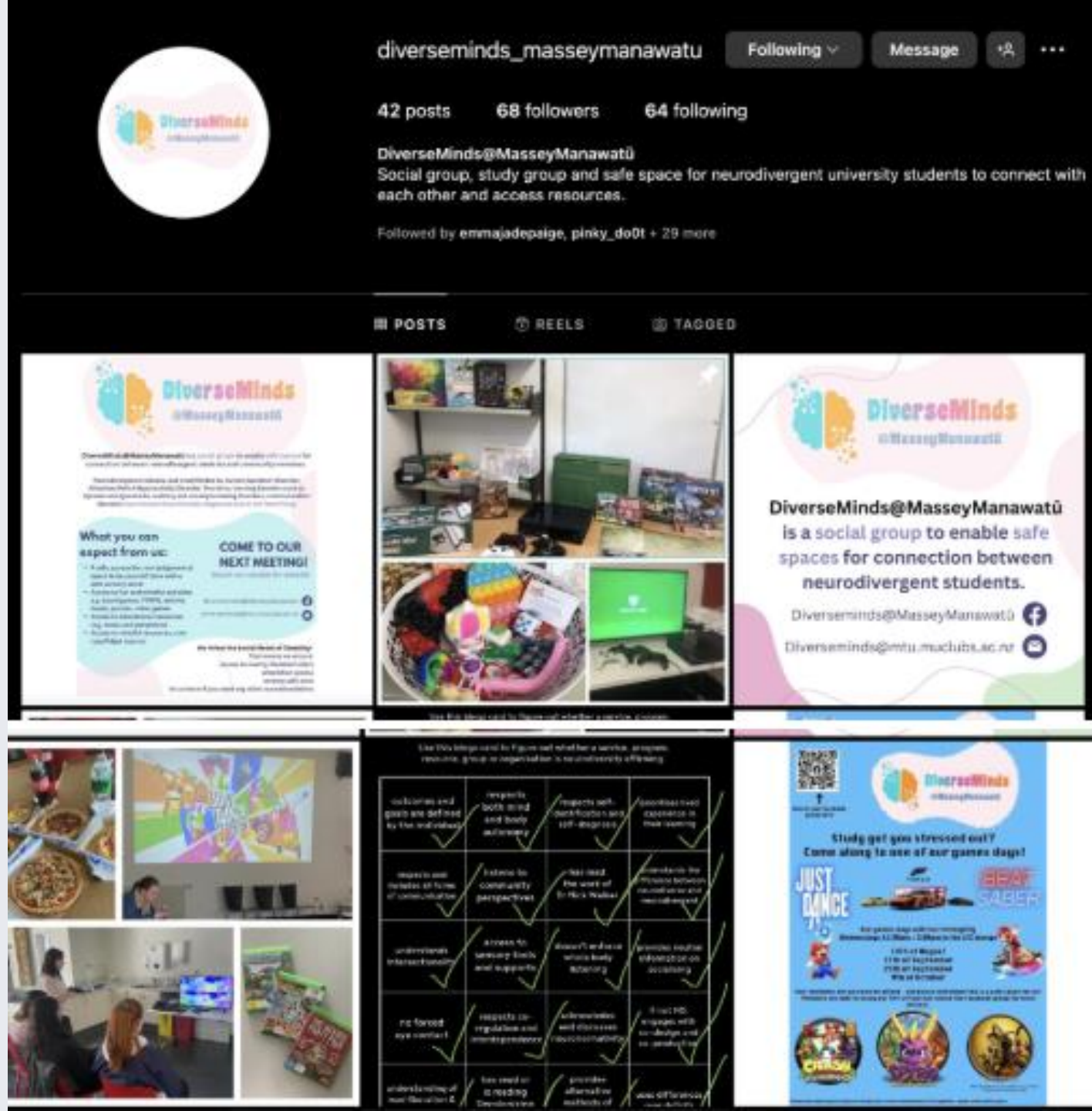
Found our voice

- Kept connecting - online
- Then in-person
- And across campuses



A growing presence

- Student voices
- Successful online meet-ups
 - Social support
 - Academic support
- Growing relationships



A tick for Diverseminds@Massey

- Nothing about us, without us (it's lovely to be here)
- In our work as psychology lecturers
- Taking care of (y)ourself





What we didn't see coming...

- Student led organic growth
- Staff interest and training opportunities
- Our relationships with Student Wellbeing
- How our Stream hums along (self-enrolling one-stop shop)
- Our growing connections in and off campus (AKO; EDS NZ)

What we wish we could change

- The tertiary institutions' value of having staff with ND or ND knowledge – we lost our colleagues in CUTS
- The lack of funds for making ND visible within tertiary
- Stereotypical understandings





Wrapping it up

- Empower people from the ground up, by sharing lived experiences so that they can normalize and put into perspective their trauma
- Empower people to no longer feel like they stand out like a sore thumb
- It's about relationships; believing in people; connecting those with similar goals
- Fly (y)our flag and vote for a community of 'practicals'





DIVERSE MINDS

Thank you!

Questions?



Strengthening Pacific Thought Leadership in Education



Professor Palatasa Havea
Massey University



Afternoon Tea Te Paramanawa o te Ahiahi

3.15-3.30



