

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....

NAMES AND DESCRIPTION OF PASSENGERS

No.	Port of Embarkation	Names of Passengers	Adults		Children 1 to 14		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 Contd.</u>	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 KEKE 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		SPEMANN MR. A. O	51						ENGINEER	"	
27		SPEMANN MRS. A. O		49					DOM. DUTIES	"	
28		SPEMANN MISS A	16						STUDENT	"	
29		SPEMANN MAST. O			10				"	"	
30		STRICKLAND MISS M. S.	22						CLERK	"	
31		TUAPOLA MR. A	32						MACHINE OP'TR.	"	
32		VILI MR. U. M	27						PLANTER	"	
33	<u>SUVA</u>	BUCHANAN MRS. N	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





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



TUHAKE

Encouraging ākonga to have confidence in their own abilities and to be confident in their group.



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KOTAHITANGA

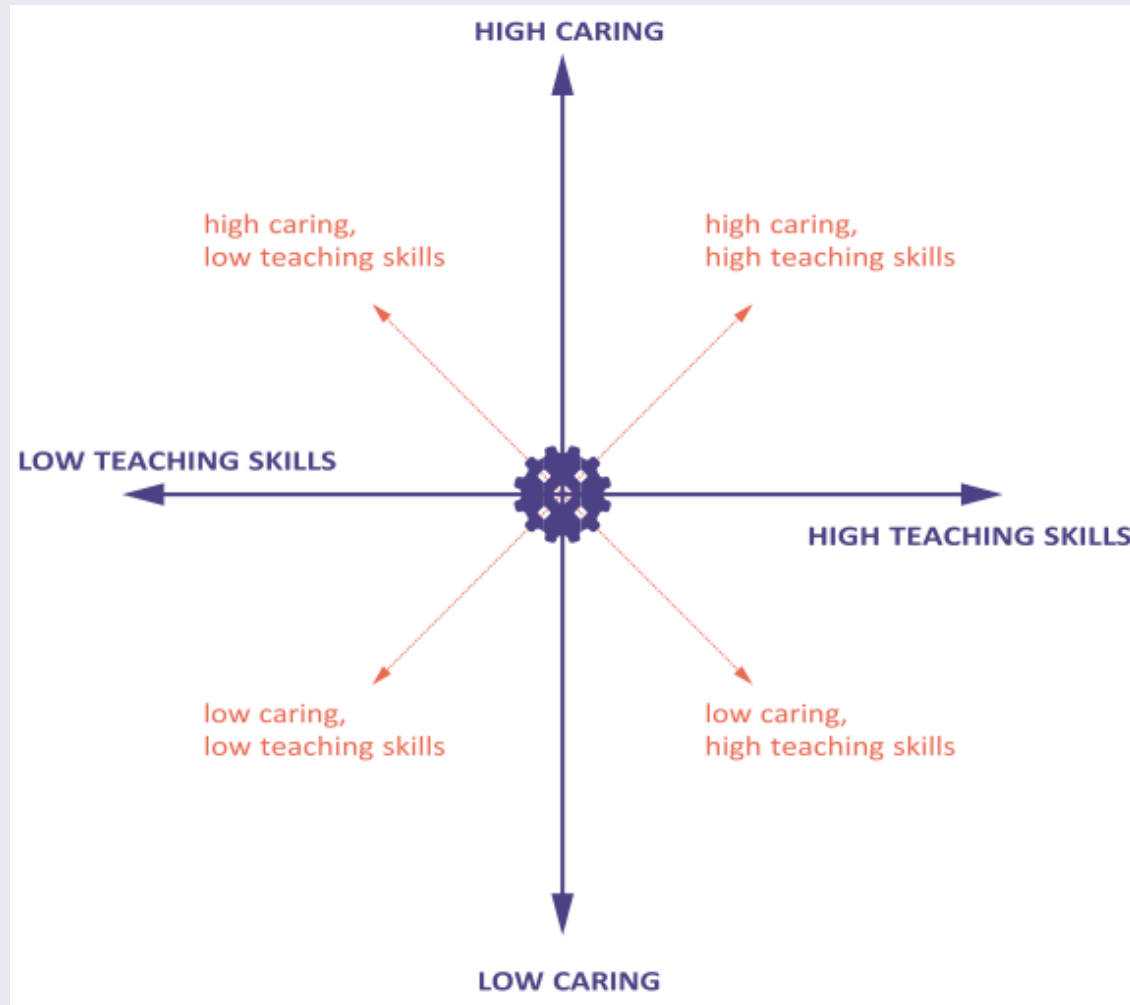
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Teaching to the North East



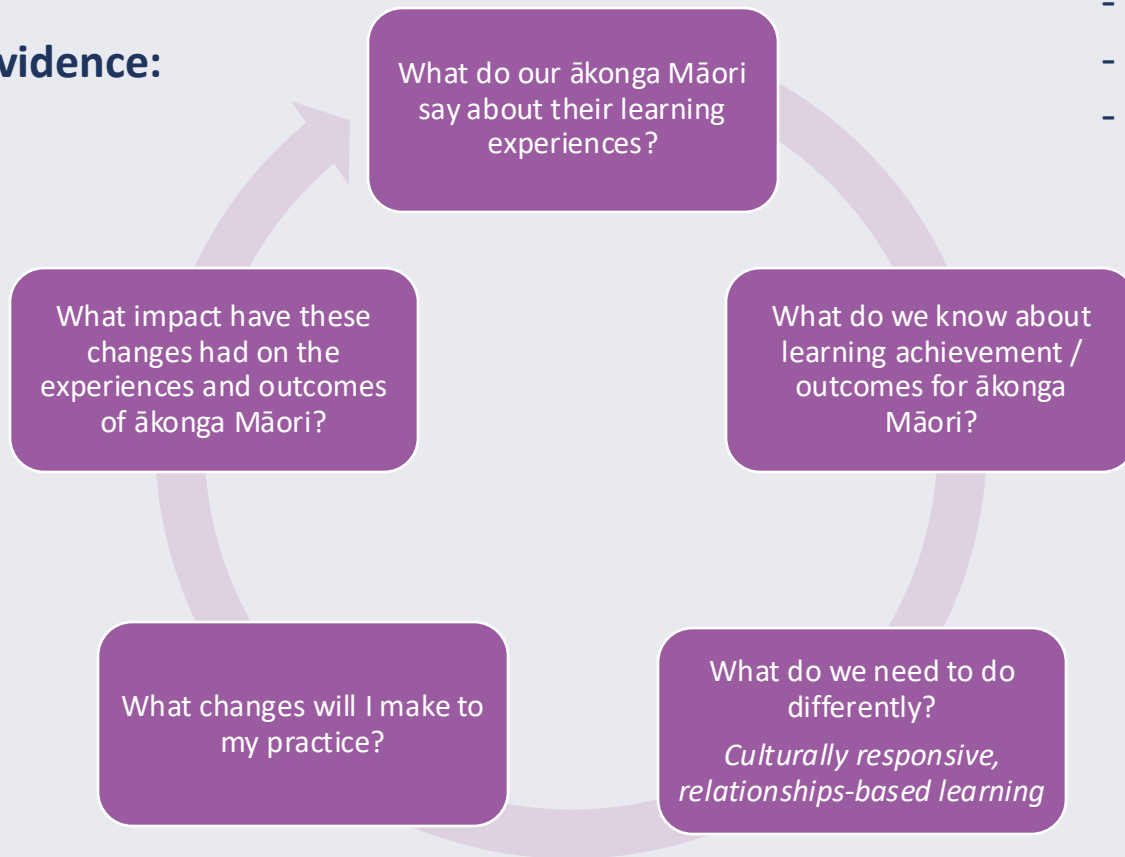
Inquiry Activity

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:

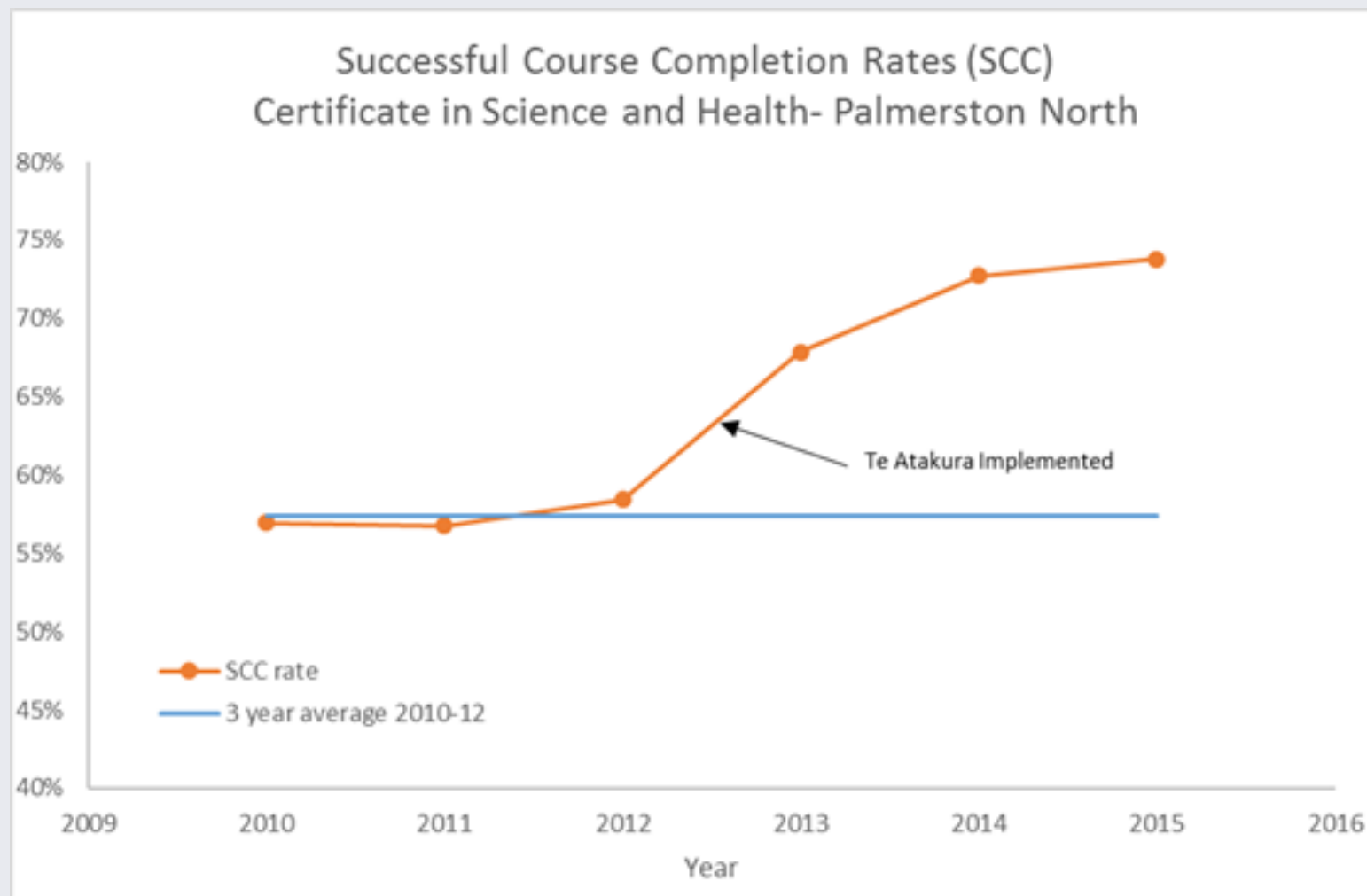
- Professional learning
- Communities of practise

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.

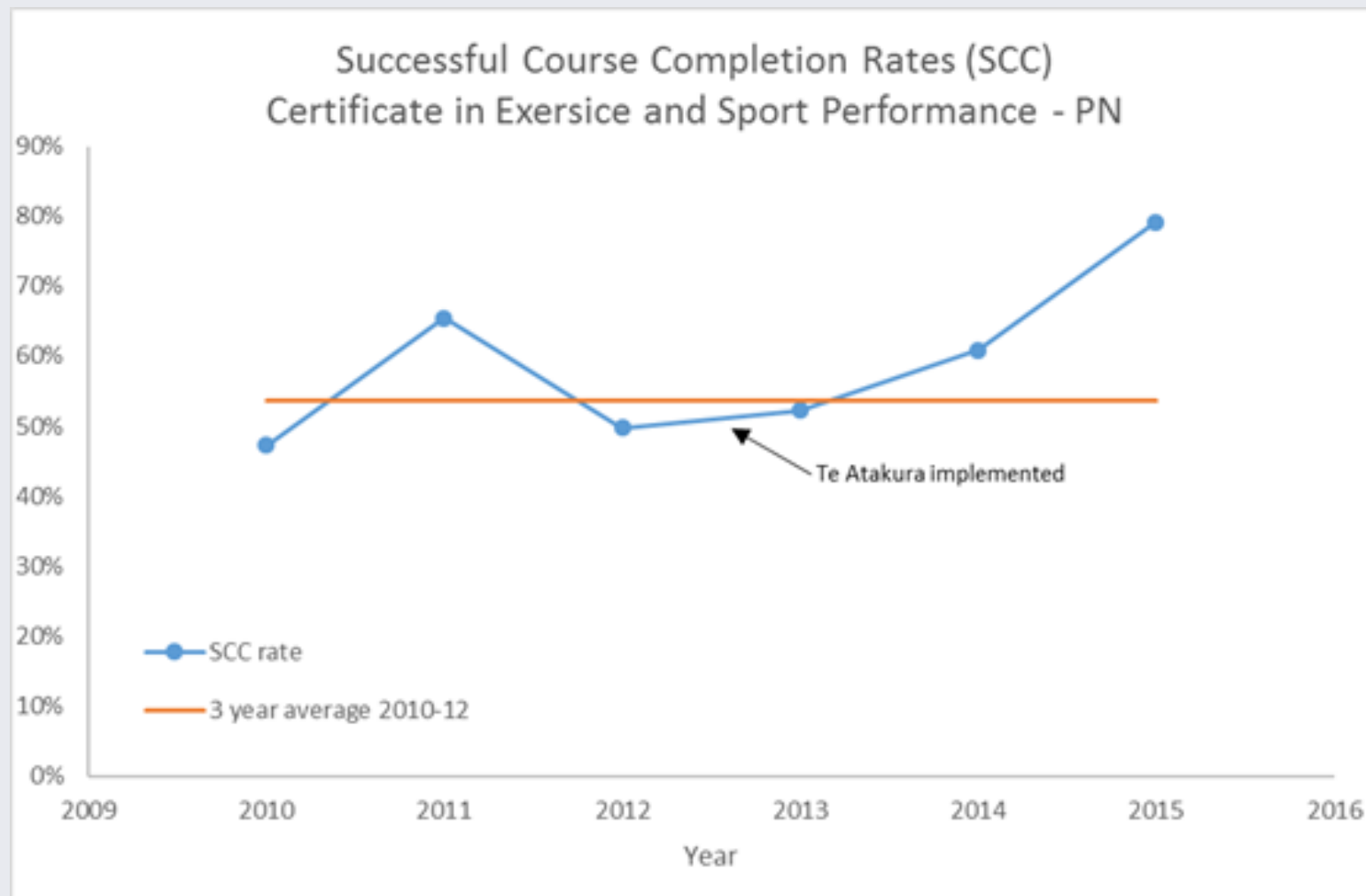


Impact

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

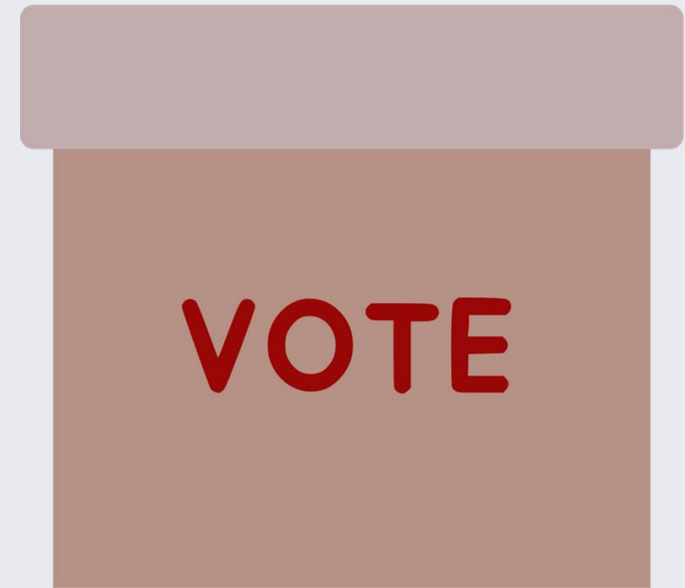
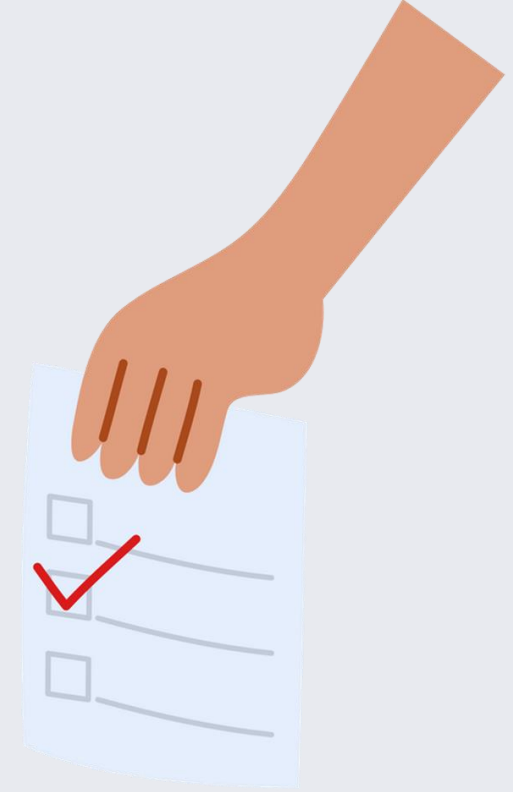
Who are we?

- 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 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

Tasa Havea

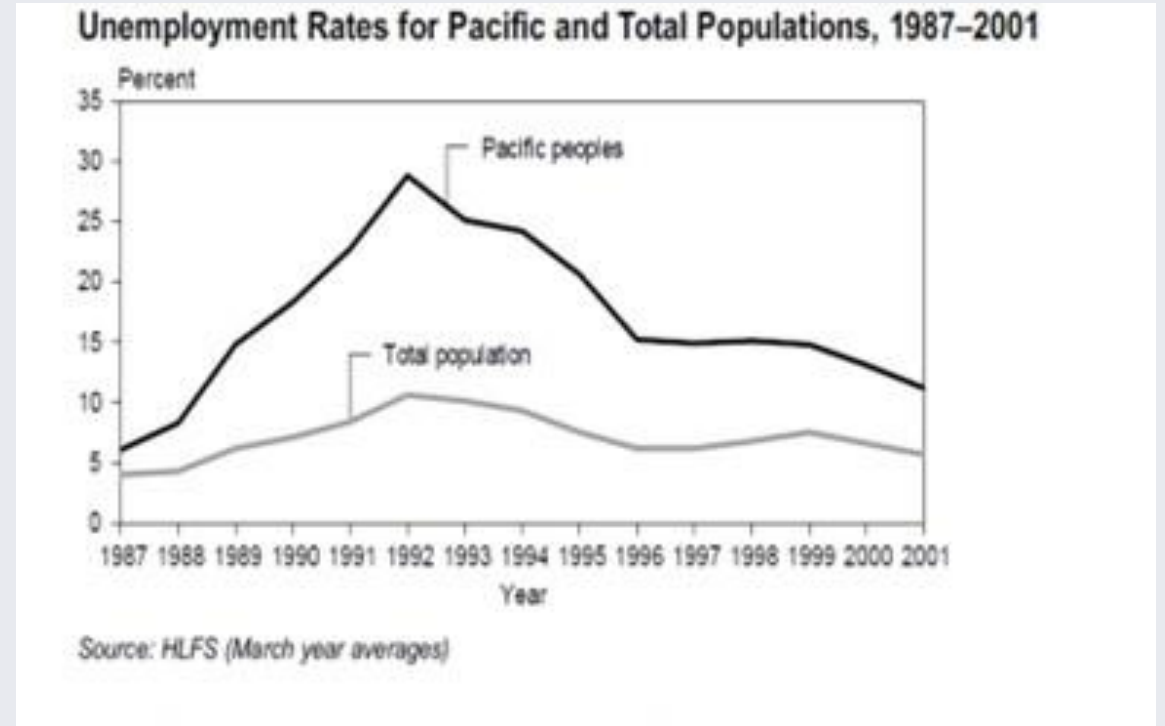
Pacific Students Success, Massey University





Pastor Avea

The cracks on the 24th floor



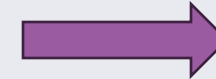
Thought Process – Science background



**Right
Ingredients**



**Operating
Conditions
(time, temp., pH, etc.)**

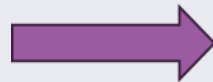


**Desired
Outcomes**

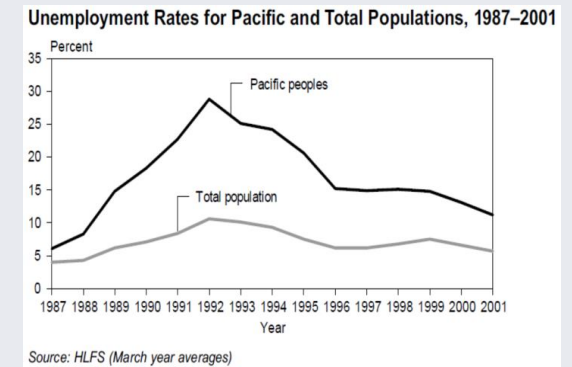
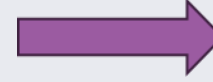
Thought Process – Theories & Assumptions



Right
“Ingredients”



Optimum
environment
for learning



Prosperity of
Pacific Peoples

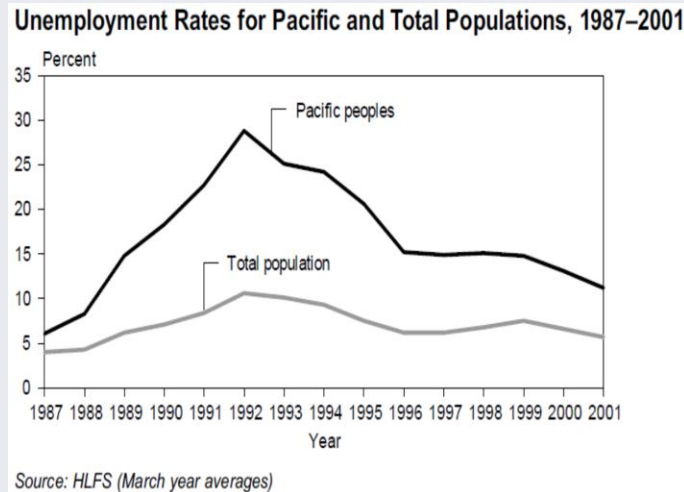
Thought Process – Pacific Education

Deals with the whole pipeline

- Problem well-defined
- Experiment well-designed
- Problem's root well-targeted
- Collected data well-analyzed
- Learning well-executed



Desired Outcomes - No cracks on the wall



Prosperity of Pacific Peoples

- Target – Prosperity, well-being, thriving families, etc.
- Low pass rates – analysis – multifactor
- Fall short: socially, economically, physically, etc.
- Cost other taxpayers

Right conditions – Fostering learning success



**Optimum
environment
for learning**

- Students' preparedness for learning
- Right program that matches strength
- Effective teaching & supporting systems
- Learning environment fosters dignity in students
- Visions beyond qualifications

Right students – Dreamers

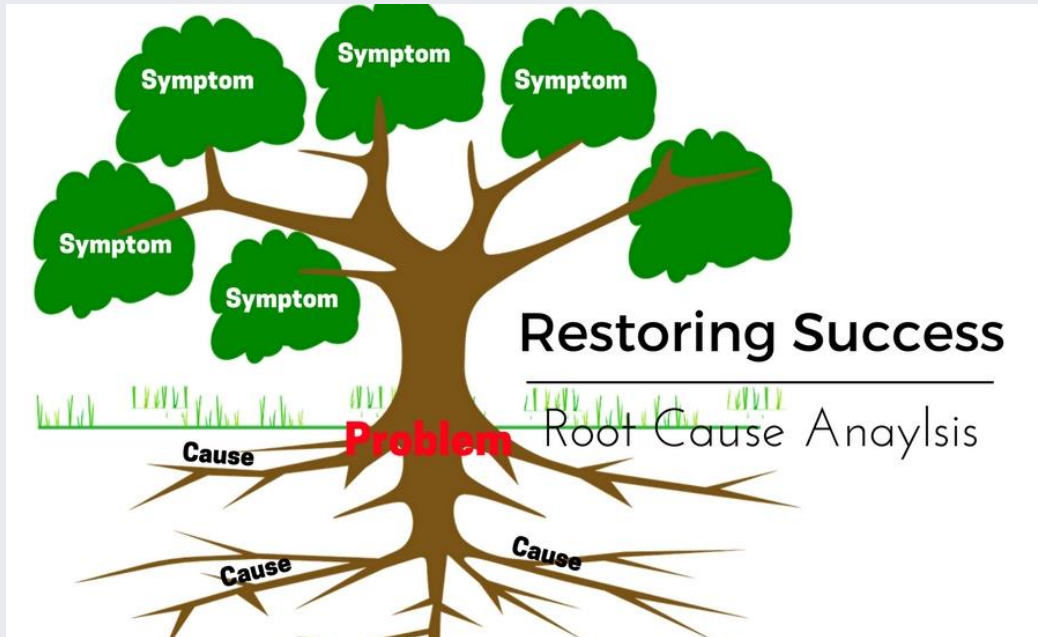


Right “Ingredients”

- Know their gifting/strength
- Prepared to face challenges (no excuses, no giving up).
- Right levels of personal standards (passion for learning, curiosity, self-motivation, adaptability, etc.)
- "The only limit to our realization of tomorrow is our doubts of today." - *Franklin D. Roosevelt*

Where is the root of the problem?

- A combination of factors

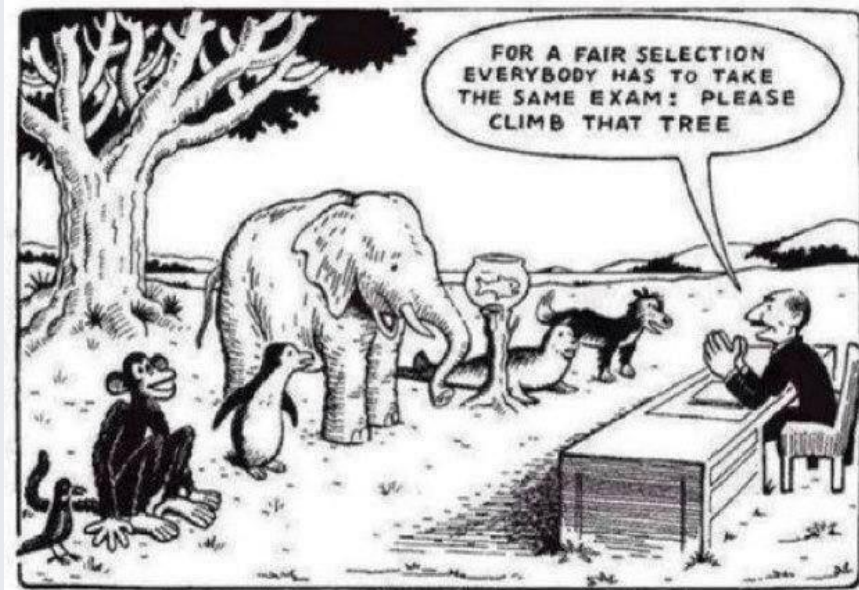


1. Home – First School

- How good are the first schoolteachers (parents)?
- ASA Parenting Seminars
 - Parents need to lead their kids' education
 - Empower children's dream
 - No investment in the first teachers



2. Are you sitting the right exam?



Our Education System

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

- Albert Einstein

- Pacific Education Strategy (2001) – Go to University



3. Integration into NZ life



- Prosperity – reason for migration
- Strategy – Top doctors, engineers
- Policies favour a Pacific Pipeline
- Isolation under many assumptions
- Jer. 29:5-7

PSS Massey

- First PI - College Boards
- Apple seed principle



How many seeds are in the apple?



How many apples are in the seed?



Massey Pacific students

Mālō 'Aupito



