



The Kato Toolkit

From Good to Great: The 10 Habits of phenomenal educators for Pacific learners in New Zealand tertiary education

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Welcome to the Kato Toolkit

About the Kato

Kato is a Niuean word meaning a handmade woven basket. In Niuean custom, the Kato is usually gifted between people. We decided to use the concept of the Kato for our educator's toolkit as it is about gifting change or transformation to the educator. The Kato or gift is a living and breathing thing. Pacific students want their educators to bring their Pacific cultures into the classroom and into their teaching, and to demonstrate 'phenomenal' teaching practices that are habitual. It is often said that habits are hard to break.

We hope that these habits of phenomenal educators will be hard to break!

Who is this Kato for?

This Kato was developed for tertiary educators and educators who educate or teach Pacific adult learners in tertiary organisations (formal and non-formal) in Aotearoa New Zealand. Essentially, the Kato is for anyone who is willing to be a better educator.

What is the Kato's purpose?

To support educators in planning and developing teaching and learning theory and practices for the success and development of Pacific learners. We have identified the teaching and learning skills of educators that have benefits for effective teaching. Cultivating effective teaching and learning habits enables educators to be good learners and teachers.

How can I use this Kato?

The Kato is organised around a set of 10 Habits of phenomenal educators. They can be used in order from one to 10 or they can be used separately depending on what you need for your teaching. For example, you may want to focus on planning or reflection and awareness. The Kato can also be used as a "checklist" for identifying your teaching and learning needs as well identifying the skills you already have.

The educational approach embedded in the Kato

The Kato starts from the premise that all Pacific students, regardless of their situation, have something meaningful to contribute to Aotearoa New Zealand society. It is important to enable Pacific students to participate in their courses by building their motivation; increasing their engagement and sense of belonging; providing them with opportunities; empowering them in their learning; reinforcing their capacities; enabling them to establish and maintain effective relationships; and enabling them to connect with Pacific learners, families, and communities in a Pacific-centric manner.

An appreciative approach, grounded in transformative learning theory and practice, is crucial.

This Kato for educators includes developing:

- Knowledge about how to educate Pacific learners
- Skills such as relationship building, understanding Pacific values such as respect, and effective cultural communication
- Attitudes and behaviours that resonate with Pacific learners, such as respect for diversity and acceptance of others.

The appreciative approach of the Kato builds on the lived experience of Pacific learners. Our intention is to support the well-being of Pacific learners through authentic and meaningful learning experiences. We would like this Kato to create opportunities for growth between Pacific learners and their educators based on mutual understanding and respect; and to create cross-cultural understanding, opportunities, and events for students and educators to learn together. When we provide Pacific learners with opportunities for growth, we create a stronger community overall.

Whatever your teaching situation, we offer this Kato to help you improve your practice and to inspire you to teach better, more effectively, and with greater self-awareness. Our goal is for you to achieve success with Pacific learners.

Introducing the 10 habits of phenomenal educators

As a result of our findings from the VARK questionnaire, the literature review, and talanoa with students and the phenomenal educators we have developed the following 10 habits of phenomenal educators as:

1. **Fenua:** The Pedagogy of reflection
2. **Moana:** Know your Pacific learner and context
3. **Vaka:** Educate with Phenomenal Pacific-centric methods
4. **Le Teu le Va:** Building teaching and learning relationships with Pacific learners
5. **Ola:** Develop Phenomenal practices
6. **Teatea:** Instil Motivation and good work habits
7. **Aupuru:** Cultivate creativity and enthusiasm
8. **Putuputu:** Construct a Pacific learning community
9. **Arofa:** Enable mentoring to be a natural part of your teaching and manage the 'wobbles' that arise
10. **Ti'ama:** Deconstruct and emancipate your Pacific learner's experiences

Habit 1 Fenua: Ground Yourself in a Pedagogy of Reflection

The word 'fenua' is a Tahitian word meaning the land you stand on. This habit is about finding out where you belong as an educator and as a person.

Knowing yourself well as a person and an educator will positively impact your teaching of and your relationship with Pacific learners. Every educator needs to be a good learner and be open to learning. It is particularly important when it comes to working with Pacific students.

When an educator is confident about and aware of themselves, then they can make a focused effort to appreciate and understand their students without making judgment or exhibiting prejudice. They can see the diverse viewpoints of their learners and acknowledge them accordingly. Being sincere will enable you to guide your learners and gain their trust. Being reflective is a necessary step toward becoming a phenomenal educator. Self-reflection means to observe and analyse yourself in order to grow as an educator. Knowing yourself as an educator facilitates tolerance and understanding of others. Awareness of your own identity will help you empathise with others.

Increasing self-awareness as an educator is an on-going process and helps to strengthen the relationship between you and your students. Relationships help people to see who they are and why. Therefore, your level of self-awareness will change according to the development and strength of the relationship with your students. Being aware of 'who you are' can encourage you as an educator to reflect and evaluate your teaching skills and knowledge. While this could be confronting for many educators, the reflection allows you to clarify what you bring with you to the teaching space and to your teaching.

Self-analysis involves critically analysing your own cultural assumptions, misconceptions, stereotypes, biases, and expectations. Cultural misunderstandings can arise; for example, an educator might believe that 'disengaged' Pacific students will sit in the back row of a class. However, this perspective may be in conflict with the cultural principle of respect. The Pacific student might actually be keeping a respectful distance between themselves and the educator. Through being aware of your own world view you can review and analyse your culturally learned assumptions, some of which may be culturally biased. Developing positive attitudes towards cultural differences and gaining knowledge of different cultural practices and world views outside the educational institution is important.

For example, attending Pacific community events will broaden your view of Pacific people and will lead to greater understanding of the Pacific cultures. As we gain more awareness and knowledge about our Pacific learners, we will be better equipped to educate and challenge other people about their stereotypes.

Reflecting on your teaching performance is essential to improving and refining inclusive educational practices. Think critically about your experiences and explore your behaviour, thinking, and emotions as well as identifying opportunities for improvement. Develop a structured approach to reflective practice, utilising reflective writing, peer learning, and feedback as tools to explore and assess your work analytically.

The three elements of cultural learning (as shown in Figure 2) are awareness or attitudes; knowledge; and skills.

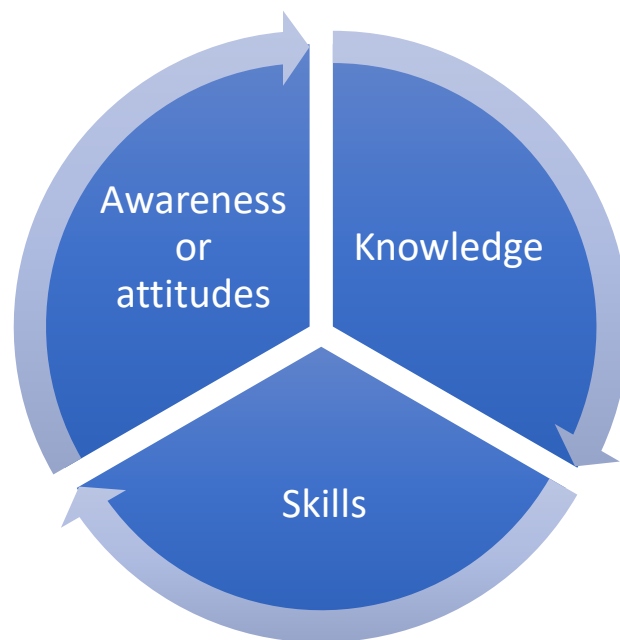


Figure 2: The reflective educator

Habit 2 Moana: Know Your Pacific Learner and Context

Moana represents a vast ocean such as the Pacific Ocean, Moana-Nui-a-Kiwa. As Epeli Hau'ofa (1939–2009), a Tongan and Fijian writer and anthropologist, writes – “the Moana connects us.” The Moana is deep and many stories, myths and legends are told about Moana; stories about islands, atolls, seafarers and navigation. For Habit 2, think of Moana as the place where we find out what connects us and separates us as Pacific people.

This habit is about doing the necessary background work, even before you meet your students. Be a transformative educator by gaining a deeper understanding of Pacific learners. There is a symbiotic relationship between teaching and learning, and educators also need to be good learners. Pacific people are diverse and there are many factors that influence their lives. It is essential that educators understand this diversity and respect it. Take the time to know and understand who your Pacific learners are. This takes commitment and patience.

Visit Pacific spaces and places (communities) and immerse yourself in events that Pacific people participate in, so that you are exposed to the different languages, values and cultures of Pacific people. Attend Pacific festivals, church services, or sporting events. Some educators have stated that it is a good idea to have a grounding in Māori tikanga/protocol and culture as it enables them to clarify their thinking and learning about Pacific people.

Who are the Pacific people in Aotearoa New Zealand? What are the different Pacific ethnic groups? What is the Pacific population in Aotearoa New Zealand? Where do they live? What are their forms of employment? What are their rates of educational success? There is a lot to know about Pacific learners and their communities. Learn about the history of Pacific migration to Aotearoa. Explore some of the big stories in history, for example the Dawn Raids – a crackdown on Pacific overstayers from the mid-1970s to the early 1980s; and the Polynesian Panthers – an activist group of young Pacific men who aimed to address inequalities and injustices against Pacific people in Auckland in the early 1970s. Also, you could access information and stories about Pacific people, the Pacific diaspora, Pacific youth cultures, Pacific labour, and Pacific cultures. These events have shaped Pacific people and their lives in Aotearoa New Zealand. The more knowledge you have about Pacific people, the deeper your understanding will be.

Learn how to pronounce Pacific colleagues' and Pacific learners' names properly. To learn about the various pronunciations, access awarua.com via the Ako Aotearoa website. Practise as much as you can or work with a fluent speaker to support you in your language development. If in doubt, ask Pacific people you know how names or words are pronounced. Practise makes perfect!

Make use of Talanoa/communication to find out what has been the experience of Pacific learners and Pacific staff in your educational institution. Take time to talk and learn from staff, students, and communities who are active with Pacific student development. Find out about support services and pastoral care available for Pacific learners, so you can refer students, if required, or, as an educator, make use of the services to gain advice from specialists. Also, there are external Pacific networks that provide advice and support.

It is important to know about your institution's policies, strategic plans, and/or guidelines that are relevant to Pacific students.

Learning about your Pacific students can take place in the form of meetings or informal chats. Inviting people out for coffee or lunch, dropping in to people's offices, and being involved in Pacific initiatives are great ways to understand Pacific contexts and cultures. Initial and on-going dialogue between educators is critical so that educators are addressing the needs of Pacific learners. Since students continually transition in and out of educational institutions, educators must remain flexible and respond to these changes.

It is important to know about your institution's policies, strategic plans, and/or guidelines that are relevant to Pacific students. What types of policies support Pacific learners? Are there specific resources allocated? What else is required? Does your institution have target rates for Pacific student participation, retention and completion? Get to know the educational policies and plans set by the Ministry of Education, the Tertiary Education Commission and the New Zealand Qualifications Authority (NZQA), as starting points.

Be mindful not to make assumptions about your students. Get to know your students as individuals.

“When I began my apprenticeship to become a university lecturer, the very first thing I learnt was to ask myself: “who are the learners and what do they bring with them to my lecture room?” Getting to know your class is possibly one of the most important considerations for any educator, and every lesson

plan, scheme of work, and lesson I taught was informed by my relationship with that class.”

Preparation for your teaching

As you prepare for your teaching you can consider the following questions that will help you to get to know your Pacific learners and their context:

- Who are my learners and how many of them will there be?
- What are their ages, their previous educational experience, their educational level, their life and their work experience?
- How do they prefer to learn?
- Why can some students confidently tackle the subjects they study and succeed, while others can't? How do they do this?
- What are some of the personal characteristics of your learners (age, gender, cultural background, profession, background, family life, etc.)?
- Are there any barriers to their learning such as literacy or numeracy issues, or lack of computer skills?
- Why are they taking the course?
- How will they use their knowledge?
- What do they already know about the topic?
- Are there any prerequisites?
- How will they be studying this topic? (Face-to-face, distance, blended, etc.)
- Are they novice or expert learners?

Habit 3 Vaka: Educate with Phenomenal Pacific-Centric Methods

The Vaka or boat travels the Moana with its people. On the Vaka people have different roles and jobs. A Vaka can carry people for a great distance or a short distance. A Vaka has an important function – to assist in the journey of Pacific people.

It is the educator's responsibility to be clear about their teaching. The educator's goal is to facilitate successful learning and achievement, but before this happens, the educator must learn as much as possible about Pacific people and Pacific learners, for example, reading relevant material about Pacific people, culture, literature, and research, can help to facilitate an educator's learning. However, nothing is more valuable in terms of learning about Pacific people than being connected to your Pacific learners and their communities. Pacific content and examples will help make your course more Pacific-centric. It also allows other non-Pacific students to learn about the Pacific cultures.

Observe other educators' practice in the Pacific community or within your institution, particularly those who have had years of success with Pacific learners. Gain some learning through professional development programmes on how to educate Pacific learners.

An educator who is respectful of Pacific students can create a trusting and empowering relationship. The value of respect underpins many Pacific cultures. As an educator you can demonstrate respect with your use of the Pacific language (e.g., correct pronunciation of names and Pacific concepts) and your behaviour towards your students. Students enjoy learning when they are respected by their teachers. Respect has the potential to build strong relationships with Pacific learners, resulting in an enhanced learning and teaching approach overall.

Consider the ways in that students from different backgrounds approach and interact with their education, and proactively strive to make your teaching and educational environment inclusive from the outset. For example, peer learning can help facilitate positive educational outcomes.

When planning your classes, ask yourself:

What do you want your students to learn?

How do you intend to teach it?

What challenges might occur? What will you do to overcome these issues?

When you are planning your course, break down the material into manageable units, so that students will be better able to learn it well. Students learn more at the beginning of the class than at the end, so prepare your content's important points up front. Don't be afraid of repetition, and after each lesson include a summary of the main points. Develop innovative assessment measures that reflect the Pacific learner's needs, such as weaving, art, performance, oral presentations, models, dance, etc.

Ideas for taking a Pacific-centric approach:

Traditional teachings, oral histories, traditional knowledge, and legends: Stories can provide a Pacific point of view and give insight into the world view of Pacific peoples. This will help non-Pacific people understand and become more aware of the Pacific perspective.

Community (institutional and external) support: Contact with the Pacific community can provide support for students and resources for your department, where they may be able to guide projects, provide a Pacific perspective to the course curriculum and provide opportunities for authentic learning.

Studying Pacific topics: In relation to your subject area, examine issues/topics/subjects related to Pacific communities/people and study the impacts of these issues on individuals, peoples, and communities. Relate these issues to other issues that exist in other areas of Aotearoa New Zealand society and the world.

Community-based examples and resources: During community-based programmes, resources should come from the community itself, so students relate well to the course material because it is concrete, authentic and familiar. Examples include questions containing subject matter from the community or local area, and community resource people. Also, material could come from the everyday life of community members.

Guest speakers: Invite speakers from Pacific communities to address students on topics connected to your course content. Guest speakers could include political leaders, community elders, people engaged in delivering services to Pacific people/communities, resource people, leaders, and current community development experts.

Delivery and methodology: Incorporate the Pacific way of teaching into the classroom by getting away from books and lectures and moving more into observing and experiential learning. This teaching approach uses Pacific cultural values. With a Pacific-centric way of doing things, students have first-hand awareness and understanding of Pacific people. Finally, conducting activities that emphasise the feelings of being connected and supported (with others and the community) give a Pacific feel to curriculum delivery.

Resources: Develop Pacific-centric resources and research as you plan for future teaching. Make a library of the resources and let other 'experts' help you.

Habit 4 Le Teu le Va: Building Teaching and Learning Relationships with Pacific Learners

Le Teu le Va signifies cherishing, nurturing and caring for the va – the relationships between us and within us. When we tend to the va we are creating an equitable balance in an ongoing relationship.

The ‘Heart’ of a phenomenal educator

To be able to build effective teaching and learning relationships with Pacific learners, an educator brings the ‘heart’ to the centre of the connection. A phenomenal educator has ‘heart’ if they are serious about their Pacific learners. The educator cares for the needs of their students and shows it. A mentor with ‘heart’ goes ‘the extra mile’ to support their students. As an educator, expect the best from your students and provide the best teaching for your students. Demonstrate your ‘heart’ for educating through your behaviour and language.

Become familiar with your learners and see their strengths and weaknesses. Set goals for yourself and your students and communicate them clearly. Have a plan for each class, but do not overpower them with too much detail.

The phenomenal educator is a relationship-builder

Why is it important to build relationships with Pacific learners? What sort of relationships should educators and Pacific students have with each other? Should they get to know each other as individuals or maintain a barrier?

The way that a lot of teaching and learning relationships work in tertiary education is based on inequality. Educators have the knowledge and teach, and the student learns or doesn’t. The educator has the authority to determine the quality of the student’s learning. Pacific learners often attribute their educational success to someone who has cared, who has understood their contexts, and has supported their education. The concept of ‘relationship’ is one of the most utilised terms in Pacific education. But what does this look like in practice?

The values of trust, honesty, respect, and empathy give life to the teacher learner relationship; and, if these are not established from the outset, teaching will not function effectively. For instance, trust is demonstrated on the educator’s part by such behaviour as keeping their word, always turning up for student meetings, and keeping regular contact with the students. Once the student feels that they can trust their educator, the relationship will develop.

The student feels more comfortable knowing that they are being supported in the best possible way. They feel they can ask questions about things that they need help with.

Respect is gained when the educator displays behaviour and attitudes that are respectful of the student.

Respectful language should be used to encourage and support the student. “Put-downs” or insulting jokes are not appropriate, nor are culturally insensitive comments.

An educator will gain respect when a student sees that they are genuine, honest and display empathy. Being empathetic to students and making the effort to understand their needs and frustrations is essential to good teaching and learning practice. Empathy builds awareness of individual and cultural perspectives and assists in developing teaching that is relevant and accessible for students.

The life of a learner should be well-understood, so that the relationship is developed according to the learner’s contexts.

The life of a learner should be well-understood, so that the relationship is developed according to the learner’s contexts. Receiving appreciation and encouragement is important for the learner. They must believe in themselves and the phenomenal educator must show this belief in them. Confidence in the learner must be nurtured so that they become independent learners.

Teaching and learning relationships are not just about the one-to-one relationship. It is the relationship expressed during classes. The space between learner and educator. This could be described as the va. Making yourself available to students during office hours or at other times to offer advice around their coursework or on their future career options is appreciated by students. Interacting with students in a professional and friendly way will help them learn and improve teaching and learning relationships.

Get to know your Pacific students

Educators must be willing to get to know and recognise each individual Pacific learner. Knowing your students’ names and pronouncing them correctly enhances their learning and helps to shape an environment of mutual respect in the teaching space. Be effective in establishing your leadership and develop a teaching persona to foster participation and enthusiasm among students. Phenomenal educators know how to create and sustain a distinctive tone and mood for their classes that expresses to Pacific learners, ‘this is your space.’ Your teaching persona could include how approachable you are as an educator. It can also express your ability to build rapport with your students. The educator’s persona is about establishing respect and leadership in the class. This makes it easier for the educator and for the student to

meet each other's expectations. You can be friendly in the context of the teaching room. But don't act as though you are like your students as there still needs to be some clear boundaries. Keep the focus on learning. The implications of your teaching and learning relationship with your students is practical and professional.

Practise active listening

To establish a strong relationship, the educator needs to be a good and active listener. Listening shows respect, builds relationships, increases knowledge, and generates ideas. Being a good listener does not come naturally for everyone but when an educator is an effective listener, then stronger and deeper relationships are developed. Active listening involves listening carefully to students, respecting their opinions, and acknowledging what they are saying.

The skills of listening and communication are important for phenomenal educators. The value of active and appreciative listening is part and parcel of being an educator who demonstrates positive behaviour.

Being able to skilfully listen is critical in a teaching and learning relationship. Listening and communication skills are part of the educator's self-development and they should be constantly aware of the need to keep developing these skills. Ideas are generated through active listening.

Pacific spaces for Pacific learners

Pacific learners need physical spaces within educational institutions for them to use for their studies, to eat and drink, to have a break, and/or use for their student meetings. The space can be critical for the enhancement of students' cultural identity, and as a way of building a sense of belonging. Physical spaces do not have to be located in Pacific support service areas. Educators can build spaces too.

Create a place that is familiar, comfortable, and safe for Pacific learners. This has proven to be successful for developing good relationships with the Pacific students.

“We would congregate in the Pacific room to converse and socialise. As the Pacific room was open during the day, Pacific students could freely use the room as they wished. The Pacific room was clearly identifiable, and was controlled by me, Pacific tutors and staff of the school.”

The space should be accessible, fit the needs and contexts of Pacific learners, and reinforce Pacific students' place within an educational institution.

What can happen with a Pacific Space? Pacific spaces foster community and a sense of belonging. Give the space an identity and 'heart'. Decorate the space so that it

reflects the students' identities. Students and/or communities could also donate cultural items.

Hold an opening or celebration for the space and invite families and/or communities to come along. If there is a kitchen in the space or nearby, have some tea, coffee and biscuit supplies for the students. Eating together in the room is a way to share talanoa/conversation and to be with one another.

If the space is big enough you could hold classes there, or student meetings. With Pacific spaces, students are more likely to stay on and talk with one another afterwards. Physical spaces facilitate the process of conversation and relationship-building between students and educators.

Habit 5 Ola: Develop Phenomenal Practices

In many Pacific languages, Ola means life or to live. We want Ola to signify the life of phenomenal practice. That is, phenomenal practice is a living process that can enable Pacific learners' lives as well.

How do you make a lecture or presentation, good or great?

Informative and interesting are two words that Pacific students use when they are describing a good presentation. The points are clear and are supported by evidence and illustrations. The educator is also able to communicate that there is no other place they would rather be than in front of their students. Give your full commitment and passion to the subject you are teaching. Bring enthusiasm, energy and delight to your teaching.

Intonation and voice are important. When speaking and presenting in class you should exude confidence and present your arguments persuasively. Self-awareness is vital; learn to be aware of all elements of your presenting style – how you look, how you sound, how you move and the type of impression you are making with the audience. Be brave! Video record your teaching so that you can see what you are doing and you can then make any required changes. Look for any mannerisms you have that could distract students and make the effort to change them.

Encourage questions and discussion and encourage class involvement. Encourage students to give their own perspectives or opinions.

Explain issues in more than one way and use examples from different cultures. Communicate your enthusiasm for your topic through your body language. You don't have to stand behind a lectern all the time; move around the space and interact with your class. This is seen as a good strategy by students. You could ask them to write their ideas on the board or explain a key concept that they are familiar with from their own culture. The main point is to break up the monotony of teacher-centric teaching. Leave enough time at the end to summarise the key points from your class and end the class with closing comments and, if appropriate, a Karakia/Blessing. Your objective is to make the students glad they came to your class, that they learned something, and that the content of the lesson was relevant for them.

Using teaching tools

Teaching tools can stimulate learning and retention. What tools are available to engage learners? They could include email, clickers, web pages, podcasts, webinars, and blogs. These are high-tech tools; but even low-tech equipment, such as PowerPoint and the whiteboard, can also promote interactivity.

You can use the whiteboard to emphasise your main points or arguments, or to underline key words or conclusions. Students can also write their ideas on the whiteboard, as part of class discussions. When writing on the whiteboard, try to avoid having your back to the students while talking. It is better to write in silence and then turn round to face the class before talking. Old school show and tell is still a great teaching tool. Students appear to remember more when visual elements are used in addition to speech and text.

The clicker is an interactive technology. It is a transmitter device that allows educators to ask questions and immediately collect and view the answers from each student. It allows educators to see how well students have understood a concept. The use of email can offer flexibility in course communications. Educators can communicate to the class via email – answering questions about assignments or following up on a question. You should set clear boundaries with your students about the times when you will respond to email. Some educators use Facebook to communicate with classes. This should be handled carefully. The main point is to make sure everything stated is clear and consistent.

Videos, podcasts and internet are other ways for learning to extend beyond the classroom. Some educators like to record their lessons and make these available for students to access at a later stage.

Questions to ask:

What does the technology add to my teaching?

How will it help my students to learn?

Would the class still have been effective if I hadn't used this technology?

To PowerPoint or not to PowerPoint? That is the question!

PowerPoint is a widely used teaching technology; however, there are some problems that can occur for both students and educators. Ask yourself: Does PowerPoint enhance my teaching? What does my class gain by seeing these slides? And what do they lose?

PowerPoint slides should be simple with text kept to a minimum. Overcrowded slides are distracting; ideally, follow the 5 by 5 rule – five words per line and five lines of text per slide. Using a small font size makes the slides difficult to read; ideally, a 30-point font size should be used. When you are planning your PowerPoint slides, think about how you would like your students to divide their attention between you and the slides. There may be parts of the class where you want the students' full attention on you, and not on the slides. In this case, you should turn off the presentation. Slides should be bold and simple. Ideally, they should have just one or two ideas, or a diagram or a picture. Key points can be illustrated very effectively using diagrams and pictures. Make sure the PowerPoint works for you, and does not replace you. If you are not talking to a particular slide during your presentation – turn it off.

The PowerPoint presentation should spark discussion, so take the opportunity to generate conversation. For example, you can use a statement or image and ask students what they think. A common strategy used by educators is to send their PowerPoint presentations to the students by email or to upload them on an online portal system, after the presentation has been given. This will allow students to be active listeners in class, rather than trying to write down everything shown on the PowerPoint slides.

Educators should, of course always have a backup plan ready if the technology doesn't function properly.

The first class

Plan for your first class carefully. Aim to establish a one-to-one relationship with each Pacific learner or with as many as possible. Show an interest in your students. Show them that they mean more to you than just merely names on a list. Learn your Pacific students' names and practise their pronunciation. Introduce yourself and give some information about your own background. Don't share too much information, but enough to connect with the learners. You could prepare and learn a pepeha or mihi (an introduction) and introduce yourself to the class. You could use a fun icebreaker at the start and then ask students to go round the room introducing themselves and providing a little bit about their background.

From the start, set out the expectations and rules for the learning environment. These could include teacher availability, lateness, extensions, office hours, learning objectives, assignment details, and expectations for their learning.

Ensure you are explicit about your availability and provide your contact details and expected response times to emails. You could put these on PowerPoint, or BlackBoard, or as part of your email signature.

Find out how well-prepared students are for the topic you teach, by enquiring about their previous courses. Engage your students in the subject immediately. You could include a “hot” topic that stimulates debate and challenges the students. Ensure you have relevant Pacific content and examples, that are clearly evident in your subject.

The teaching space

Tip: Create an inviting space

Set up your classroom so that it is comfortable and inviting. If you have a flat classroom, you could arrange tables in groups so that students can work in small groups. You could have music playing in the background as students come into class.

Show your enthusiasm for your subject and show why your subject is important for your learners. Express your expectations and give the students a sense of the difficulty of the material. Demonstrate your expertise.

Make your lessons and teaching relevant to the Pacific learners in your class. Connect with your students. Connections are important, particularly in larger educational institutions. Pacific students generally come from communal cultures, so it is important to connect them quickly to other people in order to avoid isolation within the university. This is even more critical for postgraduate students because of the nature of independent study. Your knowledge of Pacific services and Pacific colleagues will be beneficial here to create those connections.

Connections with and between students can be created through communal activities such as sharing food. You might bring some light food to share or you could have a bowl of fruit or other snacks at the back of the class for students to grab. Students will start to feel a part of your class, see your respect and have a way to talk to other students – over food! Some educators with small classes may have access to a kitchen and/or bring coffee/tea supplies for students to have mini breaks and some informal discussion during class hours.

Be flexible in your approach by creating a variety of activities and resources that allow students options in terms of how they access and demonstrate their learning. Be ready to adjust activities or class plans depending on student needs; whether it's the needs of a student with vision, hearing, or mobility impairment, or the learning needs of the class. Incorporate opportunities for student feedback throughout your

teaching and respond to this feedback by adjusting the class and the content accordingly.

Being flexible also refers to taking advantage of learning opportunities, extending discussion points and discussing any challenges. Leave time at the end of the class for reviewing and repeating the lesson's key points. Gather feedback about your teaching and/or your students' learning. This could be verbal feedback at the end of class or you could have a box in class where students can put their confidential written feedback.

Habit 6 Teatea: Instil Motivation & Good Work Habits

In the Tahitian language, Teatea refers to clear sky or clear light.

This Kato is about personal management. Tertiary education or adult learning is a very different environment compared to schools and workplaces. Students need to discover how difficult the tertiary landscape can be to navigate. New students at tertiary institutions need help navigating their new environment and educators can help to facilitate this navigation. Early on in your course, spend time in class providing students with the information they need to know. For example, class start and finish times, what tutorials are about, course requirements, assessments, specific terms that your subject area often uses, how to withdraw from courses, support organisations on campus, and even providing information about where things, such as good cafes, are on campus.

Educators should help students to make the transition to tertiary education as empowering as possible.

You may need to discuss issues around students being late to classes or unable to submit an assignment on time.

Educators should help students to make the transition to tertiary education as empowering as possible. There is a lot to learn. If you can post on the tertiary institution's learning management system helpful web links and information about your course, it will give students a place to access key material.

Cultivate good work habits and prepare your students for their learning. Be inventive in teaching them how to read, how to take notes, and how to think.

Create intermediate deadlines to help students manage their time, avoid distractions and lessen the problem of procrastination.

Developing good literacy practice is beneficial for students. Encourage them to practise reading aloud, uninterrupted, then paraphrase what they have just read. A reading aloud exercise enhances four skills: meaning, vocabulary, tone and secondary meaning. Educators should identify students who have literacy and numeracy issues and recommend that they get training and support in this area.

Notetaking and effective writing, particularly for assignments, are important skills for learners. Get students to practise taking notes in your class.

Effective writing requires practise, discipline, repetition, and feedback from both the teacher and the student. When you give out an assignment that requires students to

write, provide a hand-out with information and tips that the students need to consider when writing their assignment.

In-class writing exercises will help students to improve their writing skills. If referencing and citing sources is important for your subject, make sure you spend time showing students how to do it. Also, distinguish between language used in conversation, texting or social media and the writing that is required in class and for assignments. Encourage simplicity and clarity over complexity.

Find ways to stimulate class discussions. A great way to do this is through small group work. Break your class into a number of manageable small groups and provide them with a topic to discuss; for example, they could discuss a specific point in a reading, or a YouTube video or podcast, or have a discussion about an assessment. Move from group to group, listening to how they address the question. Just observe the groups, rather than becoming involved with their discussions. A spokesperson from each group can then report back to the wider class for further discussion. Creative methods can also be included, such as role playing or debates. The idea is for the students to take ownership of their learning.

Helpful tips for small group activities:

- Begin with a simple group task. Once the group is established and gets to know each other better, you can choose more complex activities.
- Have an active and a quieter activity. Try to alternate between an active and a reflective activity. This way, you will keep your group motivated and interested.
- Be flexible. Consider the needs of the learners and how the group is coming together. If a problem arises, you should address it, and, maybe, review the activity you set and think about what a more appropriate activity might be. Get feedback from the learners on the kinds of activities they like. It may also be a good idea to choose and plan activities together with your students.
- Less is more. Don't try to do too many activities in one class. Do a maximum of three activities per class.
- Try using a single-session activity when the students don't know each other very well. Facilitate single-session activities on a regular basis to help build positive group dynamics.
- Try a project when the group composition is relatively stable and the students know each other well enough. Get them to work on a project over a period of a few weeks to reach a specific goal. You could also get students to carry out a project that they create themselves.

Motivational learning

Motivational learning involves setting goals or milestones with your students. Goals help the learner to meet a challenge or complete an assignment. You can tap into the learner's strengths and use them to support the learner as they work towards achieving specific goals.

Focusing on the strengths that the learner brings to the classroom and building on these strengths is important. If the learner is unaware of their knowledge, skills, talents and gifts, then it is vital for the educator to facilitate this realisation. Conversations with, and observing the student's progress over the course will help support this process that may take some time, depending on the quality of your relationship with the student. This is why it is important for the educator to know and have a good understanding of their students, and to be genuinely interested in their learning.

For effective teaching and learning to occur, educators should believe in their students from the start of the course so they can reach their full potential. Having this belief in your students is critical for motivating them.

Use past achievements as a motivational and learning tool, and discuss these with the learner. It is important for the educator to identify the skills and knowledge that the learner brings with them, but that they may not talk about openly. For example, some Pacific students have leadership roles in their churches or families, but they may not realise or discuss how these leadership skills and knowledge can be transferred to an educational setting. Discussing this with your student and helping them to identify what they are good at, could result in them becoming motivated to use these skills and knowledge.

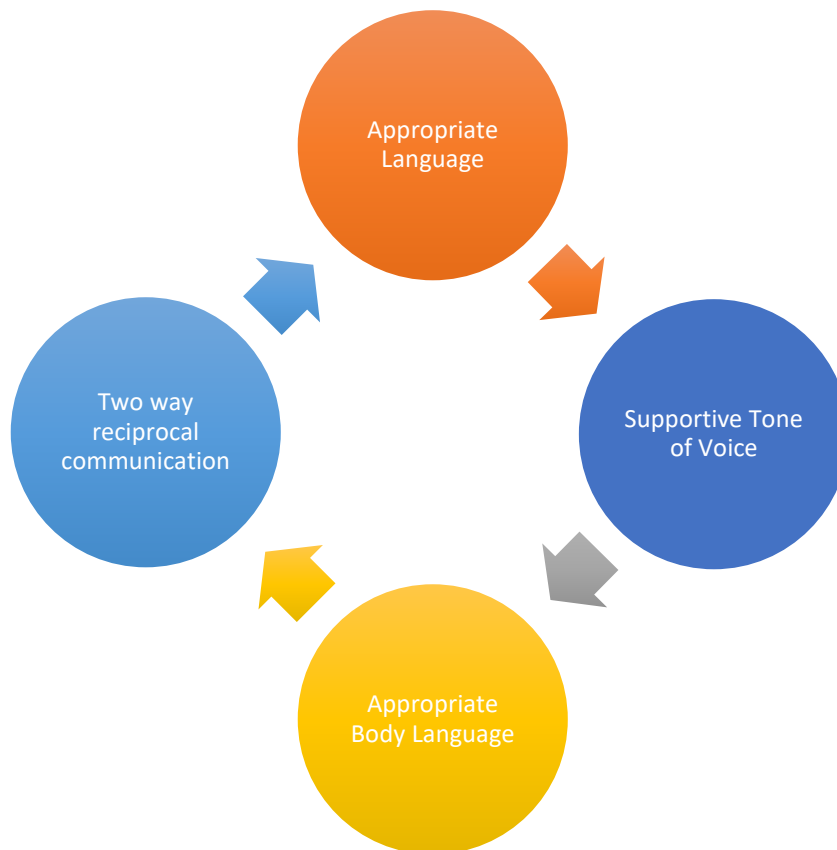
As an educator, you can motivate and nurture your students, and help them visualise what is possible for them in the future.

Feedback, feedforward, encouragement and praise

Feedback is a key part of the assessment and learning process. Learners need to know how they did in their assignments. They need to know whether they passed, what they answered well and what they could have done differently. Learners also want to know 'where to from here?' This is known as 'feedforward'. Feedback focuses on students' current performance, while feedforward looks ahead to future assignments and offers constructive guidance on how the student can improve. Therefore, in your feedforward, direct your learner to what they still need to know and what they can work towards or build on.

Figure 3 shows how a phenomenal educator takes into account the cultural differences that might exist between themselves and their Pacific learners. The one-way, teacher-centric approach is not a supportive model, and it is necessary to consider how you deliver your feedback, feedforward, encouragement and praise to your learner, so that it becomes a conversation.

Figure 3: A positive approach to feedforward in person



If the learner has not met the required standard, they need to know what they need to do in order to get to where they need to be. Encouragement is important and, no matter what, the learner also needs to know what they have done well.

Guidance and encouragement are key methods for motivating your learners. However, it is one of the hardest skills to master as an educator. But educators are in an important position to motivate and encourage their students. For this Kato, we see it as encouraging the 'heart' and it has the potential to transform students' lives.

Encouragement requires verbal reinforcement of the learner's strengths and showing them that they believe in them and their abilities. Encouragement is most effectively provided in a face-to-face interaction and this is especially true for Pacific students. They like and need to hear what is good about themselves. Expressing high expectations for the learner shows that the educator has faith and confidence in them to do the best they can and the student will make the effort to live up to this expectation.

Educators need to reach beyond the student's self-doubt and show them that they have abilities and strengths and how these can be used in their lives. People can change in a positive way when their achievements are celebrated. At first students might feel embarrassed, but it is evident that when Pacific students receive praise and positive feedback and it is shared in front of their peers, their eyes open up, shoulders are pulled back and a big smile appears.

Habit 7 Aupuru: Embrace Creativity & Enthusiasm

The meaning of the Tahitian word, Aupuru, is 'to treat with kindness'.

Creativity

Creativity and innovation can be successful for courses. Know when, where, and how to use it. Look for ways to learn as well as teach, and try to look beyond the conventions of education. Break out of fixed habits in your teaching. Experiment with your teaching methods regularly.

Today, it is easier than ever to learn about creative teaching. There are many resources including books, training courses, online courses, and educational programmes that can help you develop creativity and innovation in your course. Learning about things other than your specialist subject is important too. Creative educators bring more to class than just a knowledge of teaching and their subject. They are educated in other areas, and can draw on their experiences and outside interests in class. You can talk to and learn from other educators who have implemented creativity in their courses and assessments – creativity that motivates and interests their Pacific learners.

It is important to be aware of Pacific knowledge systems and cultures as it is important to incorporate them in your classes to facilitate Pacific students' learning. Incorporate texts that are Pacific-oriented, or Pacific research, in your discipline. Consider ways that Pacific knowledge and cultures can be represented and reflected in your class content, classroom space, assessments, and teaching pedagogy.

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You could invite guest speakers who are experts in a specific topic to talk to your students. Maybe even have a panel of experts speak to your class.

Learners respond positively to teachers who don't follow the same old steps, in the same old way, day in and day out. They appreciate teachers whose classes have surprises and elements of fun. Explore using new technologies with your students, including using various forms of multimedia in your teaching.

It doesn't matter if you don't use the ideas you collect straight away. The important thing is to collect and organise them in a way that makes it easy to try them out when the right opportunity presents itself. It's these ideas that will nudge you along the road to creativity, especially as you begin to adapt and experiment with them.

We often tell our students that practise makes perfect, but it's important that we apply this to ourselves. Skilled people in all fields, from dancers to chefs to teachers, reach the highest levels through practise – they didn't get there overnight. But creativity and knowledge of other cultures takes discipline and patience. Teach in places outside of the typical classroom or lecture hall. If you are teaching history, perhaps visit the local museum.

Develop methods of assessment that acknowledge your learners' varied learning styles, whether these are audio, visual, reading/writing or kinaesthetic or a combination of some or all of these styles. Assessments can be used to represent the different forms of Pacific knowledge or learning. This is a strengths-based approach, where educators start with what cultural capital the Pacific learner brings with them.

Enthusiasm

Enthusiasm is a teaching strategy. An enthusiastic teacher:

- Is energetic
- Enjoys teaching
- Conveys a love of their field
- Has an aura of self-confidence
- Embraces their students in the moment

An enthusiastic educator brings excitement, enjoyment, and anticipation to their teaching, engages students to participate and stimulates them to explore the subject. A teacher's enthusiasm can ignite the curiosity of students and jumpstart their motivation to learn. Teacher enthusiasm can lead to better teaching evaluations, better student performance, and better student attendance at class.

Pacific learners thrive with enthusiastic educators and respond well to them. Think of each new semester as a new challenge. Rather than being comfortable with the "I have taught this content for 10 years" mentality, stretch yourself to think of it afresh for each new student cohort.

Communicate your enthusiasm; show your passion for your subject. Communicate your enthusiasm through your tone of voice, body language, and eye-contact with students. Use statements such as, "the thing that really fascinates me about this is...", as it helps students to realise that the subject can indeed be really interesting, and that you, as the educator, are clearly enthused about it.

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Habit 8 Putuputu: Create a Pacific learning community

Putuputu means 'to gather together' in Tahitian reo. Gathering together is a reference to the creation of a learning community.

How can you create a Pacific learning community for your learners? What factors can enhance their learning? What are your students' needs?

Learning does not always occur in isolation for Pacific learners. The building of community fosters students' cultural identity and encourages a sense of belonging. It brings their lives and interests to the forefront of education, rather than hiding it away.

If there are support services or groups that facilitate the experiences of your learners, connect these to your class. Provide information about the services that are accessible, or invite support staff to visit and speak to your class.

Depending on your educational institution, these services could include:

- Accommodation
- Financial advice and scholarships
- Counselling
- Mentoring
- Learning support
- Medical
- Library
- Recreation
- Chaplaincy
- Pacific Liaison
- Marae
- Careers
- Pacific support and spaces

Encourage students to learn from one another. Develop small group, homework centres, or buddy systems as ways for Pacific students to learn outside your formal teaching session. Perhaps an assignment could involve group work for students or you could prepare a service project for students to be active interns in the community. Invite prospective employers or industry people to speak to students about possible career paths. Develop pathways for internships for students during their holiday breaks.

Familiarise yourself with relevant workshops and/or activities that are taking place in your institution that support Pacific students and student learning, so you can inform students and connect them to these events.

Form a classroom community where students come together as a class to work towards a common goal. A classroom community helps students feel valued and connected to the teacher and other students in the class. You can create a community class and design activities into your teaching routines, so that students feel they belong to the group of learners in the classroom.

Take stock of the pastoral care that is available for Pacific learners. Educational institutions have a responsibility to care for their students. In the past 20 years there has been some growth of Pacific/Pasifika support services. The key point is to make services accessible for students – even if these are mainstream in nature. Foster connectedness and belonging on campus as a cornerstone of your course.

There are many benefits of fostering classroom communities. Here are just a few:

- Fills students' needs for belonging, because they know they can both contribute to the community's success and benefit from its rewards.
- Provides a way for all students to be included.
- Allows students to form and maintain positive relationships.
- Teaches students social skills, the importance of collaboration, and a sense of responsibility towards others.

Community linkages can also extend to the local Pacific community, where you could engage in visits with your class to relevant areas specific to your subject area. Perhaps it could involve meeting local leaders of a church, if your class is about religious studies. Students usually have great connections within their own communities and can help you to facilitate these connections.

Alumni can also play an important role in being part of the community. You could invite former students to speak to your class about careers or internships for your students. Alumni can often be inspirational role models for current students. You could also include senior Pacific students or postgraduates in your courses, as mentors, tutors or as learning buddies.

For many Pacific students, their family or community are a priority in their lives. Families can extend beyond the nuclear family and sometimes students may see their own peers as family members.

Make opportunities to connect students' families to your course. If this is something you choose to do, talk to your students and make a plan together. Perhaps, families are invited to an evening where they get to see assignments on display, or you could host a family evening to celebrate the end of a course. Some students may invite their parents and/or siblings to sit in on a presentation they are making.

Habit 9 Arofa: Enable mentoring to be a natural part of your teaching and manage the ‘wobbles’ that arise

Arofa is the Tahitian term for love in the broadest sense of the meaning.

What is mentoring? First, it is an intentional process of interaction between at least two individuals. Second, mentoring is a nurturing process that fosters the growth and development of the mentee. Third, mentoring is an insightful process in which the wisdom of the mentor is acquired and applied by the mentee. Fourth, mentoring is a supportive, often protective process. The mentor can serve as an important guide or reality checker, introducing the mentee to the environment he or she is preparing for.

Mentoring can create deep connections between the mentor and mentee.

Finally, an essential component of mentoring is being a role model for the mentee. Consider mentoring as a natural part of your teaching practice. Phenomenal educators are serious about mentoring as part of their teaching role. Mentoring fosters adult learning through transformative relationships.

The acronym **MENTOR** can be viewed as:

M – for model, as in a mentor’s responsibility to be a role model, as well as identifying other good role models for the mentee.

E – for encouragement. The mentor has an important role in providing encouragement to the mentee.

N – for nurture. Being able to identify the student’s skills and capabilities and working with them to make the most of these talents is a key mentoring role.

T – for teacher. The mentor is responsible for teaching and coaching the mentee, and for providing constructive feedback to help the mentee improve and develop.

O – for organisation. A mentor is there to assist their mentee through the requirements of their tertiary institution/organisation.

R – for reality. The mentor helps the mentee to understand how their subject area works. Mentors can enable a student’s reality by helping them to create a plan.

Relationships that are built on solid foundations of shared values are important in Pacific student development. Important relationship values include respect, compassion, humility, honesty, integrity, trustworthiness, and reciprocity. Pacific values can be integrated into mentoring programmes for Pacific students in educational settings. Values build relationships. Mentors should engage students so that their needs and values are reflected in the mentoring processes.

Develop mentoring strategies for your class. For example, a group of students could be encouraged to meet regularly to provide support to one another through mentoring and coaching on specific tasks or assignments.

Phenomenal educators face challenges during their teaching journey. Be aware of the challenges ahead and find ways to reduce them. Large classes can be challenging and it's harder to engage with students, even if you have an interactive environment. Some students may not be able to adapt to the culture of the institution. If there are specific literacy and numeracy challenges, call on the services at your institution or recommend an outside literacy and numeracy tutor. The various demands on students' time can be a problem and there will be 'wobbly' moments for learners. Think outside the box and try to find out what the issues are for the students. This makes one-to-one conversations with your students an important part of your role as an educator and mentor. For example, if a learner does not have access to a computer to type up their assignment – what can be done to support them?

Make students' challenges into learning opportunities. Let them know it's OK to experience tough times and, together, think about ways to get through these challenges.

Your adaptability and flexibility as an educator are valuable tools in working through issues with learners. Exercise cultural sensitivity at all times.

Challenges are usually multifaceted and have deep roots. The strategies used to overcome a challenge should take account of the factors that have contributed to the problem. This is difficult when problems are complex and have been in place for a long time.

If you have good relationships and connections with other staff who have expertise in specific areas (cultural, social, mental, spiritual, etc), you should ask for advice about ways of supporting your learner.

If there are significant and recurring challenges, they need to be brought to the attention of managers, leaders and the institution. There may be a major fault in the institutional policies or solutions may need to be adequately resourced and supported.

Your role is not to say, "Everything will be alright" or "Let's move on" but to appreciatively encourage your learner to find the solution with you. This involves nurturing conversation that engages the student to think carefully and strategically

about their situation. It is important to provide encouragement when the learner is lacking self-confidence or has become disoriented in their educational journey. The learner's perspective may become clouded by over-analysing the context and they may not have clear judgment.

Encouragement needs to include verbal reinforcement of the learner's strengths by showing them that you believe in them and their abilities. Encouragement is most effective when it is provided face-to-face.

Habit 10 Tiama: Deconstruct and emancipate your learners' experiences

In Tahitian, Ti'ama means to be free. We take the concept of Ti'ama to mean giving freedom for Pacific learners to be themselves.

Focus on the strengths of Pacific learners

Pacific students have their own cultures and identities. Focus on what works for learners, rather than on what they do not have. Students can be encouraged to bring their cultures with them to their learning. Pacific learners will flourish when they are enabled to be themselves. A phenomenal educator will have a high level of self-awareness and reflection and meet the needs of their Pacific learners.

As an educator, your role is to draw out the strengths of an individual. Using an appreciative lens makes this possible. The phenomenal educator will draw out their students' strengths and work with them to discover their potential, and provide the encouragement and experience for self-development. Many Pacific students have indicated that the teachers they had in secondary school had low expectations of their potential. Phenomenal educators are concerned with bringing out their student's strengths and potential within a nurturing teaching and learning relationship. Being a positive influence in a Pacific learner's life is important. By focusing on the learner's strengths, you can help them to fully believe in what they have rather than what they do not.

A phenomenal educator provides equitable opportunities for their students to learn and supports students' positive learning outcomes.

Phenomenal educators recognise and respond to individual differences and the socio-political context of teaching and learning. Students must be able to access, engage, and attain outcomes such as:

- Positive cultural identities
- Positive academic identities
- Positive social identities
- Respectful relationships with diverse people

Examples of equity and inequity are shown below:

- Societal (in)equity: How do societal values, policies and public attitudes impact Pacific students' cultural framing in tertiary education?
- Socio-economic (in)equity: What advantages do non-Pacific students have over Pacific students with limited financial resources?

- Cultural (in)equity: How do non-Pacific cultures marginalise and distance students who are from Pacific backgrounds?
- Educational (in)equity: How do standardised educational institutional policies disadvantage Pacific students?
- Instructional (in)equity: To what extent do teachers (who are predominantly Pakeha and middle class) favour students who share similar cultural backgrounds?
- Assessment (in)equity: How can assessments that privilege the mainstream student population fail to engage Pacific students from under resourced communities, as well as low-income families?

The phenomenal educator will raise questions about policy, practice, and programmes, such as:

- Who of my Pacific students can relate to my existing curriculum and who may not relate?
- How can I create a collaborative learning environment for my Pacific students?
- How can my course content be adapted for Pacific learners? How should I supplement required texts?
- How can I ensure my teaching is equitable, so that Pacific students can thrive in my classes?
- How do I differentiate strategies beyond what is required to better meet the needs of all of my students?
- How do I communicate high expectations to my Pacific students?
- How can I challenge my Pacific students to reach high standards?
- To what extent does my implicit bias impact how I support my Pacific students' academic identities?
- What types of assessments should I use to ensure my Pacific students are not disadvantaged?

Who are phenomenal educators?

The phenomenal educators in this study were extremely humbled to be called 'Phenomenal'. When they were asked about what made them great, they all described their love for educating or teaching, and they all talked about working outside normal hours. Some might call this invisible labour. Some might call it passion. Whether phenomenal educators are born or are developed through hard work – we are not sure.

What we do know is that phenomenal educators believe their work is a lifestyle and that every part of their life is filled with being an educator and with a love of learning. They also love to be in the company of students and these are the best moments of their working lives. There are a lot of sleepless nights as they worry about their students' welfare, but they enjoy watching their students achieve. Teaching is a challenge, but it is a challenge they love.

Many of these phenomenal educators had great role models when they were growing up – family members, teachers and colleagues. Many took on the role of teaching through inspiration and a passion to create a better world.

Phenomenal educators love what they do, they are passionate about their job, and they enjoy getting up each morning and going to their classroom. They are excited about the opportunities they have and they like the challenges that each day presents. Great teachers always have a smile on their face. They rarely let their students know when something is bothering them because they worry it will affect their students negatively.

Phenomenal educators not only teach students the required curriculum, but they also teach them fundamental life skills. They are always in teaching mode, taking advantage of impromptu opportunities that may captivate and inspire a particular student. They do not rely on a mainstream or boxed in approach to education. They are able to take a variety of styles and mould them into their own unique style to meet the needs of the students that they have at any given time.

Phenomenal educators always want to improve themselves and critique their own performance as educators. They often observe other educators to keep learning more. They read widely the literature on teaching and learning. Their conscientious 'heart' is central to their teaching. As educators they are eager to exceed their students' expectations and take criticism to heart. Essentially, at the end of the day, phenomenal educators think that great teaching is a transformative process for both the educator and student.

In the words of one student, "Phenomenal educators are truly the next level..."



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