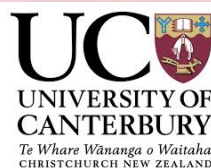

Project Report

Implementing and
evaluating the
efficacy of a
Pasifika Resource
Kit within three
Canterbury
tertiary institutions

April 2018

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Visit the project page and resources at: <https://ako.ac.nz/knowledge-centre/evaluating-pasifika-success-toolkit/>

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IMPLEMENTING AND EVALUATING THE EFFICACY OF A PASIFIKA RESOURCE KIT WITHIN THREE CANTERBURY TERTIARY INSTITUTIONS

EXECUTIVE SUMMARY

Motivated by continuing educational disparities for Pasifika, and the paucity of research around Pasifika strategies coming out of the South Island, Pasifika staff at the University of Canterbury (UC), Ara Institute of Canterbury (Ara) and Lincoln University (LU) established a research project initially looking at Pasifika success. The research team concluded that success could be defined quite differently for Pasifika students compared to how institutions measure success; so they believed there was a need to firstly establish what success meant to Pasifika students. If the research project was able to identify and better understand what Pasifika students saw as success, then effective strategies that would enhance and support Pasifika success within tertiary institutions could be developed.

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

Project two, also co-funded by the Southern Hub and the institutions, resulted in the completion of a report “*Change strategies to enhance Pasifika student success at Canterbury tertiary institutions*”, published on the AKO Aotearoa website in 2015. From the analysis of the findings, three themes were identified as key focus areas needing transformative change to enhance and increase Pasifika success within the three institutions. These included:

- 1) Academic space – increasing contextual relevance and improving teaching approaches for Pasifika learners.
- 2) Student services – improving student services and engagement approaches to Pasifika students, families and communities.
- 3) Pasifika visibility – increasing Pasifika visibility and Pasifika study/meeting spaces to enhance and increase a positive sense of belonging.

A direct outcome of the main report was a proposed Pasifika Resource Kit which was designed based on recommended change strategies.

Project three, which has currently been in operation over the past 13 months, was co-funded by the Ako Aotearoa National Project Fund and the 3 tertiary institutions, and focused on implementing the Pasifika Resource Kit. While the implementation process was being conducted, an evaluation process was carried out simultaneously.

This report examines project three, firstly by setting an overview; secondly, unpacking in detail the Pasifika Resource Kit; thirdly, discussing the methods and objectives of the two phases of the project (implementation and evaluation); and fourthly, presenting the process and the findings of the evaluation.

Project participants evaluated the effectiveness of the Pasifika Resource Kit and identified key areas of learning. These are as follows:

- Increased understanding of Pasifika culture and values
- Increased motivation to implement strategies to assist Pasifika learners to succeed
- Increased confidence in engaging with Pasifika
- Increased camaraderie around enhancing Pasifika success
- Increased institutional knowledge of services and support available for Pasifika
- Reinforced the significance of student cultural values in teaching and learning.

Participant recommendations centred around four key themes:

1. **Transforming teaching and learning.** Participants were better able to identify the need to make learning more relevant to Pasifika students, e.g. using examples or case studies from their own lived experiences. Participants also noted examples of how teaching pedagogies and practices could be transformed, such as including 'storying', the use of imagery and incorporating a lot more group work.
2. **Improving support for Pasifika students.** Participants also became more aware of the collective nature of Pasifika people and were able to see that so much of what was done in terms of support is "targeted at helping individuals, as well as teaching, and support is geared around individuals".
3. **Promoting and celebrating Pasifika more to make non-Pasifika more aware of Pasifikas' diversity.** Participants talked about how attending Pasifika graduations or events had been useful for them, allowing them to see the vibrancy and energy in diversity. They suggested there be more opportunities for non-Pasifika staff to be exposed to these events.
4. **Additional support for staff to increase their cultural responsiveness in terms of specific strategies.** Participants noted that it was important for staff to be given more access, support and resources to gain a better understanding of where students are coming from and how to make our spaces comfortable for them to connect in. One participant noted that there needed to be a shift in staff mindset and this couldn't happen until they took up deeper learning around cultural responsiveness.

These recommendations from staff resonate with the recommendations from Pasifika students in the previous project. Reflecting on the significant positive feedback from staff, the working group surmises that a longer period of implementation, which would include building on the initial workshop, would have generated more transformative change within content and in teaching and learning spaces. Although it has been a good 'taster' for the institutions, the working group suggests that an eight-month implementation period across three institutions is inadequate to ensure embedding of the identified change strategies recommended in all three projects. This illustrates the variables that need to be considered in an implementation plan and it's a good lesson for further planning of research projects.

PROJECT THREE: IMPLEMENTING AND EVALUATING THE EFFICACY OF A PASIFIKA RESOURCE KIT WITHIN THREE CANTERBURY TERTIARY INSTITUTIONS

Overview

The objective of the project was to begin the implementation of the Pasifika Resource Kit with staff throughout three tertiary institutions in Canterbury. There was an evaluation process that occurred alongside this implementation.

The plan was to have an initial fono with Pasifika champions from the three institutions to demonstrate the resource kit, receive feedback and to modify the presentation and resource kit before taking it to staff in positions of influence at the three institutions. This will be further discussed in the 'Phase One: Implementation section'.

The Pasifika Resource Kit was reviewed and refined at the start of the third project and has been developed further as the project has progressed. It was designed to assist staff in supporting Pasifika students and increase the likelihood of Pasifika students graduating as 'Pasifika' with their identity and cultural values intact.

The project has two phases: firstly, the implementation of the toolkit across the institutions and, secondly, the evaluation of the impact of the toolkit on the institutions.

Project Group

The funding from the Ako Aotearoa National Project Fund enabled the project team to employ a part-time Pasifika Success Leader at the University of Canterbury (UC), the lead institution. This role focused on coordinating and leading the implementation and evaluation plan. This was within the Kaiārahi Pasifika role hosted under the Pacific Development Team.

All institutions contributed in-kind through staff time and expertise. This is a requirement for Ako funding and ensures the commitment of the collaborating institutions.

The project working group consisted of staff from the University of Canterbury, Ara Institute of Canterbury and Lincoln University. The members of the working group include the project leader, the project coordinator and key liaison staff at each institution. The working group is responsible for the implementation of the project and ensuring that milestone deadlines were met. The working group met monthly to discuss the progress of milestones and to provide updates on areas of responsibility.

During the project, due to a number of staff and workload changes at the University of Canterbury and Lincoln University, the membership of the working group changed, and varied significantly, making it challenging to meet milestone deadlines.

The working group currently consists of:

- Pauline Luafutu-Simpson (University of Canterbury, Project Leader)
- Ashalya Noa (University of Canterbury, Project Coordinator)
- Sam Uta'i (Ara Institute of Canterbury)
- Jo Frew (Lincoln University)

Previous working group members include: Liz Keneti (University of Canterbury), Danielle O'Halloran (University of Canterbury), Makafalani Mana Tatafu (Ara Institute of Canterbury) and Lorraine Petelo (Lincoln University).

At the start of the project, an advisory group was established to support the project and meet with the working group twice a year. The advisory group members are:

- Margaret Leonard (Ara Institute of Canterbury)
- Lorraine Petelo (Lincoln University)
- Liz Keneti (University of Canterbury)
- Elena Moltchanova (University of Canterbury)

Pasifika Resource Kit

The Pasifika Resource Kit (formerly the Pasifika Success Toolkit) draws on Pasifika student voices from the previous projects, and focuses around the three key change strategies recommended to the institutions and educators to enhance Pasifika success. The three recommended change strategies are:

- 1) Academic space – increasing contextual relevance to the learner.
- 2) Student services – improving student services to Pasifika.
- 3) Pasifika visibility – increasing visibility and Pasifika spaces.

The initial Pasifika Success Toolkit was proposed and developed within project two, based on the recommendations of the report "*Change strategies to enhance Pasifika Success at three Canterbury tertiary Institutions*". At the beginning of the current project the Pasifika Success Toolkit was further refined and its name changed to the Pasifika Resource Kit. The Pasifika Resource Kit is designed to provide non-Pasifika staff with tangible tools to assist them with their practice and to explore ways in which the institutions and their staff can implement change strategies as recommended by the research reports from projects one and two.

The resource kit includes:

✦ *Pasifika student voices*

Staff were provided with two resources around this. The first was a publication on 'Pasifika Student Voices', which was put together incorporating data from the previous project and a project member's research findings from their Master's thesis.

The second was a video of the Pasifika student panel from the combined Pasifika Success workshop that was held as part of the project at the end of 2016. This video was shown at each of our workshops to highlight student voices talking about what success means to them in tertiary education. To increase its reach and to enable participants to access the video in their own time, the video is also accessible on YouTube. Since the completion of the implementation phase of the project, in January 2018, a second video has been created with the student panel sharing some of their positive experiences at their institutions. This video will be made available online for staff to access.



Pasifika student panel at our combined workshop held at Ara Institute of Canterbury
(Image from UC Pacific Development Team)

✧ *Pasifika Success Indicators (PSI)*

The five Pasifika Success Indicators were established based on the main recommendations that emerged from the Pasifika student voices in the project two report. These indicators demonstrate quality practice that students identified as having a significant influence on their perceived pathways to success. For example, in the interviews and focus group discussions, many Pasifika students highlighted that success for them was firmly tied to their ability and capacity to use their degree and to give back to their families and communities. Therefore, if this was a big motivating factor then it makes sense for institutions to create opportunities to leverage this motivation by ensuring that they connect and engage effectively not only with the students but also with their families and communities. Hence the first PSI listed below encourages institutions to reflect on how well they connect with Pasifika students' families and communities. This type of self-review can only lead to highlighting areas that institutions and staff can improve in.

The five PSI are:

- 1) Authentic or meaningful connections with Pasifika families and communities: Creating opportunities to foster effective engagement with Pasifika students, families and communities.
- 2) Effective cultural responsiveness in teaching and learning practices: Relevant teaching and learning pedagogy and content for Pasifika.
- 3) Flourishing Pasifika Identities: Increased opportunities to learn, utilise and value diverse Pasifika languages, identities and cultures.
- 4) Strong relational engagement reflecting Pasifika cultural values: Pasifika cultural values acknowledged and demonstrated throughout institutions.
- 5) Pasifika user-friendly environments: Visibility of Pasifika inclusion enhancing a sense of belonging.

Each indicator also has a list of suggested approaches that staff can use to either continue to support an existing initiative or to establish an approach in their department or institution.

This resource was presented as a circular wheel to make it more engaging for staff during the workshops. Since the implementation phase of the project, there have been additional suggested approaches from the workshop participants which will be included in the final iteration of the resource. The wheel itself is also currently being modified to represent a strong Pasifika icon in the shape of a turtle. The working group chose a turtle as turtles are highly identifiable as a Pacific icon; it is common throughout the Pacific in chants, songs, myths and legends and it symbolises persistence, endurance and slow but sure progression.

To enable the PSI resource to be more accessible to staff, there are plans to develop this resource as an online tool to be hosted on the Ako Aotearoa website.

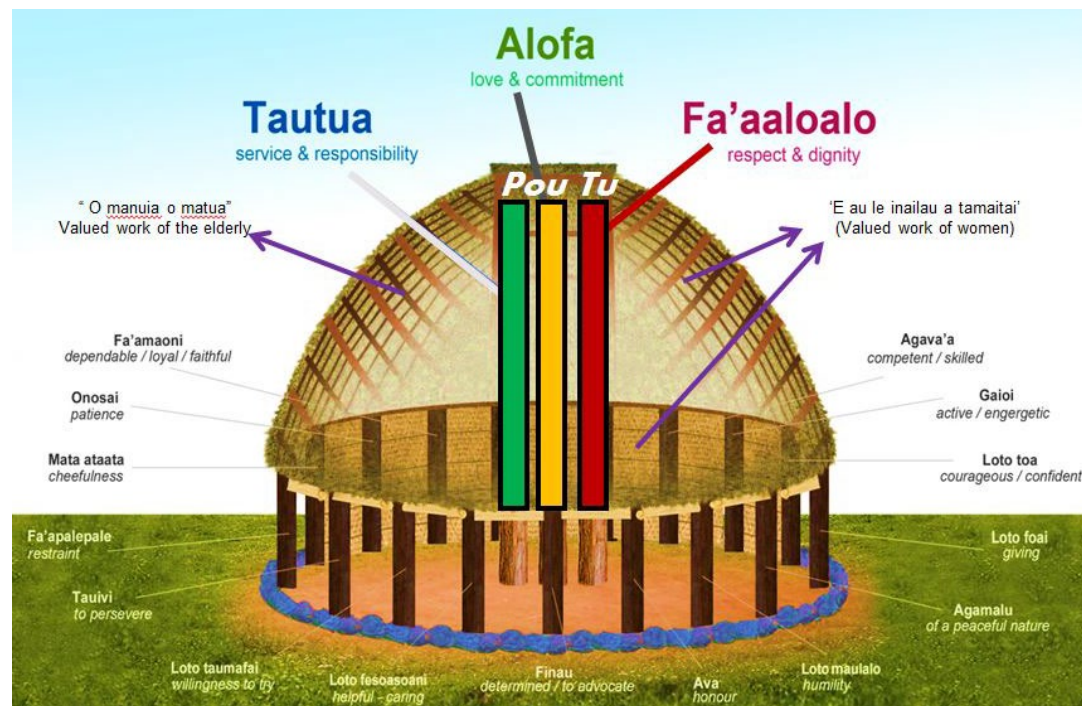


UC workshop participants with the PSI wheel
(Image from UC Pacific Development Team)

✧ *A cultural frame for use in explaining a Pasifika world view*

A Samoan cultural frame was chosen to outline one example of a Pasifika world view. The frame is called Fausiga o le fale tele (Luafutu-Simpson, 2011: 54)¹, and it was also used throughout the previous phases of the project. This frame was chosen by the research working party as it was a simple frame that was easy to unpack and yet comprehensive in being able to highlight and identify Samoan values that resonate with other Pacific cultures. It was also seen to be able to explain a research process from a Pasifika perspective as demonstrated by the comparative table (Luafutu-Simpson et al., 2015: 15-16)². Furthermore, the frame was locally developed by a member of the project working team.

The working group unpacked this cultural frame with staff, which helped them gain a better understanding of why some of their Pasifika students behave the way they do. Staff participants were also informed of a list of many other examples of Pasifika cultural frames or models, and were encouraged to find out more about them.



Fausiga o le fale tele (Luafutu-Simpson, 2011: 54)

✧ *A tool for measuring Pasifika success within tertiary courses*

¹ Luafutu-Simpson, P. (2011). *Exploring the teaching of effective approaches for assessing young Samoan children's learning in early childhood centres: Developing an authentic Samoan lens*. Wellington, New Zealand: Ako Aotearoa National Centre for Tertiary Teaching Excellence.

² Luafutu-Simpson, P., Moltchanova, E., O'Halloran, D., Petelo, L., Schischka, J., & Uta'i, S. (2015). *Change strategies to enhance Pasifika student success at Canterbury tertiary institutions*. Wellington, New Zealand: Ako Aotearoa National Centre for Tertiary Teaching Excellence.

Dr Elena Moltchanova, Associate Professor in Mathematics and Statistics at the University of Canterbury, developed a predictive model in the previous project, which can still be used as a resource by staff. The model estimated a significant gain in pass rates for Pasifika learners who participated in support programmes, particularly for students coming from decile 1 schools, studying 100-level courses and who were 20 years of age and over.

A dataset of 915 Pasifika students between the ages of 18 and 44 during 2013 and 2014 was used as an initial sample for this model. Logistic regression analysis using R was applied to the data to compare pass rates of those who participated in a Pasifika support programme with other Pasifika learners who did not, taking into account demographic factors such as age, gender, school decile, and course level within an undergraduate degree programme.

✧ *Exemplars of best practice*

The Pasifika learners in the previous project (2015) had identified key practices within their institutions that they found most useful during their studies. The working group was able to promote these practices as exemplars of best practice during the workshops:

- *Pacific Development Team (PDT), University of Canterbury*
The PDT was identified by students, in the main study, as an exemplary team that provides pastoral care in an appropriate and effective manner using proactive and inclusive advice methods such as regular call outs, in particular for students at risk of failing. It was reported as being highly effective and students talked about how useful it was to them. Pasifika students at the other institutions said they were disappointed at their service teams not being as proactive in engaging Pasifika students and they would have appreciated more regular contact and planned events that brought them together more often. This highlights the significance of regular contact that the PDT at UC demonstrated with their regular events that Pasifika students, families and community members are now familiar with and attend in good numbers. For example, at the last 'Jandals' event there were well over 200 Pasifika students, families and community members in attendance. Jandals is a social evening for Pasifika students, their families and the wider community. It is held three times a year and usually involves games, quizzes, entertainment and food. These events help foster a sense of community and belonging amongst Pasifika students at UC.
- *Pasifika Trades Training (PTT), Ara Institute of Canterbury*
PTT works through strong stakeholder partnerships under the Pasifika Trades Training Consortium which includes Pasifika Church representatives, Pasifika Community representatives, and an industry

representative from Allied Workforce Trades (AWF). The Pasifika Trades Training Governance Group has an overview of the training programme and includes Pasifika community representation from a number of different Pasifika ethnic groups and Pasifika organisations. Pasifika Trades Training work experience projects support the Pasifika community in Christchurch through landscaping work, painting and the renovation of churches and schools. PTT highlights the importance of collaboration and the students liked the intensive support they received.

Ara Institute has had a strong focus on engaging Pasifika Trades Training learners from recruitment to destination. A well-defined Pastoral Care Road Map was highlighted as a very useful guideline in pastoral care for students in Luafutu-Simpson et al.'s 2015 report, *Change strategies to enhance Pasifika success at Canterbury Tertiary Institutions*. A copy of the 'Trades Road Map' was sourced and provided to participants at each workshop.

- *Supplementary tutorials for Pasifika cohorts*
The PDT at UC have furthered their services by working with UC colleges and departments to explore supplementary tutorials for Pasifika cohorts on courses with a high intake of Pasifika students, but a low 'success' rate. At present there are supplementary tutorials for LAWS 101 (School of Law) and ENGL117 (College of Arts). Anecdotal feedback from the LAWS101 Vaka Moana tutorials indicated that the attendance of Pasifika students in Vaka Moana was dropping off compared to the start of the year. This could be due to a myriad of factors, but trusting relationships are critical in all engagements with Pasifika. It takes time to build trust and reciprocity with students and staff and therefore when relationships with 'drivers' or champions of new initiatives end, it can have this kind of impact.



UC ENGL117 Pasifika tutorial cohort
(Image from UC Pacific Development Team)

✧ *Complementary workbook as part of the workshop*

A workbook was provided to each participant which included:

- Workshop programme
- Opening & closing prayers
- Statistical data set on Pasifika demographics in Canterbury
- Reality check on Pasifika in New Zealand
- PowerPoint slides and note sections
- Pasifika cultural models/frames
- Recommended readings
- Evaluation form

✧ *Additional resources*

As the project progressed it became apparent that the following resources would need to be developed to support the project's work:

- *Staff videos*
Upon completion of the evaluation phase of the project, two videos have been created which amplify staff perspectives on their learning from the Pasifika Success Workshops. These videos will be made available online for staff to access.
- *Moodle sites*
During the last year of the project, Ara Institute of Canterbury and the University of Canterbury decided to create a Moodle site for staff to access the project resources and additional background information about their Pasifika cohorts within the institution. Ara Institute has created an initial mock-up of their site and UC is in the process of setting one up. Lincoln University has decided to hold off on a site until later in the year.

PHASE ONE: IMPLEMENTATION

Timeline

The implementation phase of the project occurred from August 2016 until April 2017. However, we continued to present at forums, reviews and conferences when requested until December 2017. These presentations were considered part of the dissemination phase of the project.

Objectives

At the beginning of the project, the working group set key objectives to ensure that the implementation phase met the following goals:

- ✦ Aim to influence the most influential
- ✦ Seek to engage the participants' hearts and minds
- ✦ Aim to inspire staff to keep supporting Pasifika success
- ✦ Explain Pasifika values in a simple and understandable way
- ✦ Explain how to use Pasifika Success Indicators (PSI) as measures of increasing Pasifika success
- ✦ Reframe Pasifika success as a valued way of graduating with a strong Pasifika identity intact

Participants

The project implementation phase audience was primarily general and academic staff at the participating institutions.

There were four key fono or workshops that the working group facilitated as part of the project. The first was a combined staff fono of all three institutions where the working group aimed for 40-60 participants in total, ideally with 20 participants from each institution. This could include staff and students. A smaller fono was then held at each institution, where the project group aimed for approximately 20 participants from each institution. However, Lincoln University was later exempted from this target due to a number of matters occurring at the time.

In terms of participant selection, the working group liaison members at each institution identified and selected possible Pasifika champions for the initial combined fono. For the three smaller fono, the intended audience were senior management teams or staff that work closely around engaging with Pasifika at their institution. They were specifically targeted due to their influential positions. This would generate better traction in implementing the toolkit if the Senior Management Teams were aware of its potential to help progress Pasifika strategies and were convinced of the benefits to the Institution as a whole.

| Institution | Timeframe | Participants |
|---|--|--------------|
| Combined workshop with all three institutions | 5-hour workshop Tuesday 16 August 2016 | 40 |
| Ara Institute of Canterbury | 3-hour workshop Tuesday 7 February 2017 | 19 |
| University of Canterbury | 3-hour workshop Wednesday 26 April 2017 | 36 |
| Lincoln University | 3-hour workshop Monday 10 April 2017 | 9 |
| Total reach | | 104 |

In addition to the project workshops, the working group was open to providing additional workshops or presentations as requested by the participating institutions. This highlighted the growing interest staff had around enhancing Pasifika success within their roles. Below is a table of the additional opportunities that the working group had to promote the project.

| Stakeholders | Institution | Timeframe | Attendees |
|---|-------------|---|--|
| Pro-Vice Chancellors and/or Deans of each College | UC | 1-hour meeting regarding the UC Pasifika Strategy & Ako Project | College of Arts (3) College of Business & Law (5) College of Engineering (5) College of Education, Health & Human Development (5) College of Science (5) |
| Academic Services Group | UC | 2-hour workshop | 7 |
| College of Business and Law staff | UC | 15-minute presentation at a College staff meeting | 80 RSVP |
| Psychology department | UC | 3-hour workshop | 10 |
| College of Arts staff | UC | 15-minute presentation at a College staff meeting | 30 |
| Pasifika Advisory Groups | UC and Ara | 3-hour workshop | 11 |
| Pacific Advisory Group | Ara | Meeting | 7 |
| Education and Applied Research Division (EAR) – teaching staff, Leadership Team | Ara | Meeting | 16 |
| EAR Level 4 Managers | Ara | Meeting | 22 |
| Pasifika Trades Training Governance Group | Ara | Meeting | 12 |
| Total reach | | | 218 |

The working group was also able to extend their reach by running workshops around the Pasifika Success Resource kit at the following conferences:

- ✧ University of Canterbury Teaching Week – 6 June 2017, Christchurch (15-minute presentation)
- ✧ Association of Pasifika Staff in Tertiary Education (APSTE) Conference – Friday 14 July 2017 (One-hour workshop)
- ✧ Ara Institute of Canterbury Research Week – 15 August 2017, Christchurch (6-minute presentation)
- ✧ Pacific Tertiary Education Forum – 28 & 29 September 2017, Auckland (50-minute workshop)
- ✧ Assessing Learning Conference – 29 November 2017, Dunedin (One-hour workshop)
- ✧ ISANA International Education Association/Australia and New Zealand Student Services Association Combined Conference – 5-8 Dec 2017, Gold Coast (One-hour workshop)

At all of these conferences, attendees responded favourably to the workshops, with one Pasifika participant requesting a workshop for staff at their institution. The workshop was also awarded 'Best Workshop' at the ISANA/ANZSSA Combined Conference 2017.

Methods for implementing the resource kit

The following methods were used to implement the resource kit at the three institutions:

✧ *Professional development workshops*

This was the ideal way to implement the resource kit. The three-hour workshops allowed staff the time and space to delve into the issues that Pasifika face within their institution and to unpack the resource kit.

The working group wanted to create a welcoming and safe space where participants felt empowered and engaged with the content. As a result, the format of the workshop was designed to ensure we captured their attention from the start, provided important background information to help provide context and enabled staff to interact with one another and build their own working relationships around Pasifika dialogue with colleagues from their own institutions.



Lincoln University workshop group discussions around the 5 Pasifika Success Indicators
(Image from UC Pacific Development Team)

✧ *Building relationships with academic teaching and learning staff*

This project has become a powerful tool for the working group within their institutions. Throughout the project, additional opportunities arose from general and academic staff, requesting advice or support in engaging with Pasifika in their spaces.

The working group members were also invited to provide feedback on academic programme reviews and other consultations, which aligned closely with the project:

| Review | Type | Date |
|---|--------------------|--------------------------|
| UC Masters of Science qualification review | Attended interview | Monday 17 July 2017 |
| UC Teaching and Learning Strategy consultation | Attended workshop | Monday 7 August 2017 |
| UC Certificate of University Preparation review | Written submission | Wednesday 4 October 2017 |
| UC Bachelor of Sports Coaching qualification review | Attended interview | Friday 1 December 2017 |

✧ *Getting involved with training programmes*

The UC Pacific Development Team and Academic Services Group collaborated to revamp and enhance tutor training within the institution. UC's Academic Services Group oversees academic regulations and ensures quality assurance across its programmes. This initiative was planned and designed by both teams and worked well with a number of participants. It was able to weave mainstream and Pasifika perspectives into one combined perspective, yet considered Pasifika differences in the mix as a natural part of engaging with students. It is hoped that this tutor training initiative continues in the future.

UC Human Resources have also agreed to offer two one-day Pasifika professional development workshops for staff in 2018. The two dates have been confirmed and planning for these workshops is to occur in January 2018.

In addition, the Pacific Development Team has ensured that there is a Pasifika professional development component in the main UC mentor and tutor inductions. This is to ensure that more students across campus have an opportunity to gain a better understanding of the Pasifika context regardless of whether they work directly with Pasifika or not.

✦ *Promoting best practice*

Wherever possible, the working group promoted the exemplars of best practice and the suggested approaches within the PSI resource as initiatives that staff could implement within their department or institution. The exemplars were primarily promoted at project workshops, additional presentations and review interviews. These examples of best practice were endorsed by the Pasifika student voices in the main study, which provided staff with feedback on what worked well across the three different institutions.

✦ *Development of videos and resources*

Throughout the project, the working group was able to consistently work on revising the videos and resources based on the feedback from workshop participants. One of the key challenges regarding this aspect of the project was that no funding was available to develop any of the resources. Despite this challenge, the working group called on in-kind support from their institutions to provide a variety of resources for staff to access. It is hoped that funding can be sourced to ensure that these resources become more engaging and are available on a more accessible platform.

✦ *Promotion of the project through different media channels*

The project was highlighted with a two-page article in the Chronicle (UC magazine) in May 2016. The Chronical is issued twice a year for students, staff, alumni and friends. The article outlined the key findings from the previous project (2015) and highlighted the progress of the current project.

By making various conference presentations, the project was able to raise its profile through being published in conference proceedings.

The working group and advisory group members promoted the project through word of mouth and email communication to attract staff to the workshops.

PHASE TWO: EVALUATION

Timeline

The evaluation phase of the project was planned to be completed by the end of November 2017. Below is the draft schedule for the evaluation phase.

| Key tasks | Timing |
|--|--------------------|
| Selection of video interview participants | End of August |
| Working group to source a stocktake of the resources in each institution that support Pasifika | August - September |
| Communication with identified selected participants | Early September |
| Interview selected participants | October |
| Analysis of evaluation surveys and group discussion feedback | November |
| Analysis of video surveys | November |

Objectives

Three key objectives were chosen by the working group for the evaluation phase of the project; they were centred on: participant learning, performance and results.

| Evaluation criteria | Main questions | Data source and method |
|----------------------|---|--|
| Participant learning | <ol style="list-style-type: none"> 1. Was the content relevant and useful? 2. What did participants learn? | <ul style="list-style-type: none"> - Evaluation surveys - Interviews with a randomised selection of participants from each institution |
| Performance | <ol style="list-style-type: none"> 1. Did participants transfer their skills to their practice? 2. What changes in job performance resulted from the fono learning process? | <ul style="list-style-type: none"> - Interviews with a randomised selection of participants from each institution |
| Results | <ol style="list-style-type: none"> 1. Was the desired impact felt? 2. What were the tangible results in terms of enhanced Pasifika success? | <ul style="list-style-type: none"> - Pasifika stocktake from each institution |

Methods of evaluation

These are the key methods used to evaluate the project:

✧ *Analysis of evaluation surveys*

Each fono or workshop participant was given an evaluation form with a series of questions to complete. Participants taking part in the four key project workshops were strongly encouraged to complete their evaluation forms. The secondary participants in the additional workshops and presentations did not complete as many evaluation forms.

✧ *Analysis of workshop discussions*

At each workshop, participants took part in group discussions where they brainstormed ideas and approaches to each of the 5 Pasifika Success Indicators (PSI). The discussion groups recorded their feedback and presented their ideas to the wider group. This information was analysed as part of this project and will be incorporated in the revised version of the PSI resource. Informal observations, comments and reactions were also noted by the facilitators and discussed at debrief meetings.



Group discussions at a workshop held at Ara Institute of Canterbury
(Image from UC Pacific Development Team)

✧ *Semi-structured video interviews*

Video interviews were conducted with at least two participants from each of the participating institutions. Selected participants were chosen at random by the working group liaison member. The questions for the video interviews were put together by the working group. All of the participants were asked the same questions. The working group purposely waited for a few months before interviewing participants. This was to allow time for staff to implement their learning into practice and to provide another measure of impact.

✧ *An analysis of the Pasifika stocktake from the institutions*

The working group collated a Pasifika stocktake for each institution based on the five Pasifika Success Indicators. This stocktake aimed to highlight what was currently happening at each institution to enhance Pasifika success.

KEY FINDINGS

This section is divided into three key areas based on the evaluation criteria: participant learning (impact on learners), performance (impact on practice) and results.

1. Participant Learning (Impact on learners)

(1.1) Usefulness of workshop content

Written feedback from the workshop respondents showed that they found the workshops valuable and an overwhelmingly positive experience.

At the initial, combined inter-institution fono there were 40 attendees. A total of 20 participants filled in the evaluation forms. They were asked to indicate how they felt the workshop rated in 6 key content areas on a scale from one (Should have stayed at home) to five (Excellent). All the respondents rated 4 of the key content areas as excellent (workshop was relevant, material was well-prepared and organised, atmosphere was positive and supportive, and I felt empowered and respected as a learner).

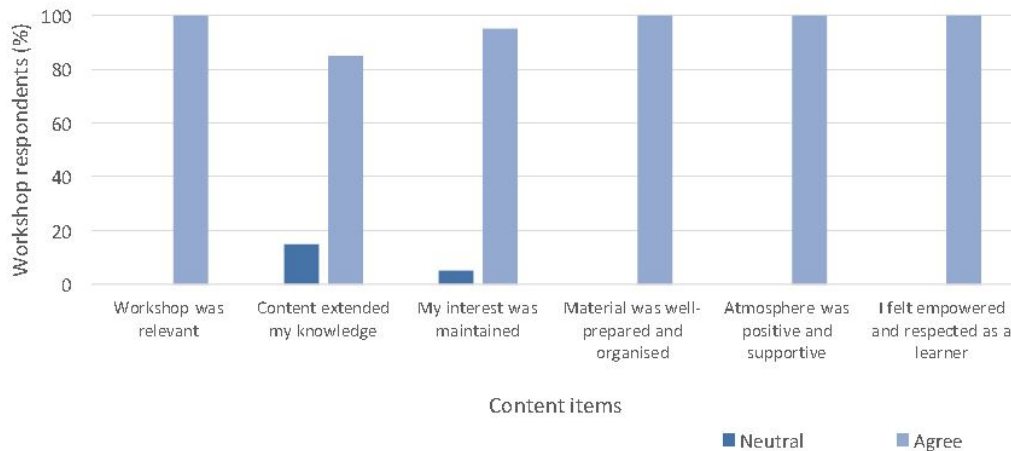


Figure 1: Fono respondents' opinions on content items

There was variance in the participants' responses around, 'Content extended my knowledge', and a slight variance in 'My interest was maintained'. As the targeted audience for this fono was primarily Pasifika champions within the three institutions, these staff members were more likely to already have a good understanding of the Pasifika context in New Zealand and/or within their institutions.

At the smaller workshops held at each institution, there was a notable difference in the respondent sample sizes. There was a total of 19/19 respondents from Ara Institute of Canterbury, 8/9 from Lincoln University and 27/36 from the University of Canterbury. The average ranking by respondents of each of the 6 content areas are shown in the table

below. The average score for each of the 6 content areas was within the 4.5–5 range, apart from UC’s ranking for ‘Content extended my knowledge’, which was slightly below 4.5. The reason for this slightly lower score is that amongst the three institutions, UC has the most extensive support system for Pasifika students, including many events that are open to all students, staff and the community. Staff members at UC have, therefore, had more exposure to the Pasifika community on campus. In contrast, Lincoln University has had fewer opportunities to learn about Pasifika values and culture.

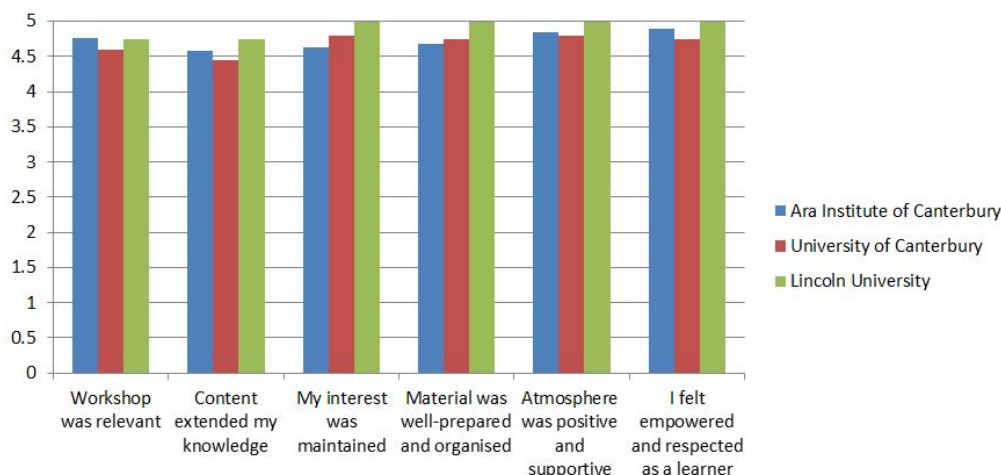


Figure 2: Workshop respondents’ opinions on fono at each institution

Overall, based on the feedback from the initial combined fono and the smaller workshops, there was a strong sense that the majority of respondents found the workshops informative, engaging and a safe environment to learn in. When asked what a highlight was from their workshop, one participant stated, “The chance to safely share ideas. Friendly and supportive”. Another participant added, “Great content, would love more to take away and read at my leisure”. Based on this feedback, the working group was able to add a recommended reading list to the workshop’s complementary workbook for participants to delve into if they were interested. Another respondent mentioned that there were very few professional development opportunities available to them like this workshop.

(1.2) Areas of participant learning

Based on the feedback from the written and interview data³, key learning themes emerged: increased awareness and understanding of Pasifika culture and values; increased confidence in supporting Pasifika; increased motivation to implement strategies to enhance Pasifika success; and reinforced the significance of student cultural values.

³ Two participants were interviewed from Ara Institute of Canterbury, two participants from Lincoln University and three participants from the University of Canterbury

✧ *Increased understanding of Pasifika culture and values*

An increased understanding of Pasifika culture and values was the most articulated learning outcome from the workshops.

A significant number of respondents highlighted how the workshop raised their awareness about the importance of family, community and collaboration to Pasifika people. One participant stated that a key lesson for them was, “Pasifika people think collectively rather than individually. So much of what we do is targeted at helping individuals, and teaching and support is geared around individuals as well”.

Terms such as ‘Pacific’ or ‘Pasifika’ are often used to umbrella many different Pacific nations, and for some respondents, the workshops taught them about the diversity within the region. For example, one participant noted, “It has helped me with my awareness of Pacific cultural issues. I’m aware that there are many different nations”. Another participant also mentioned, “Recognition of the multi-diversity of Pasifika identity and how this might be addressed in teaching at Ara”. One participant shared that often there is a perception that Pasifika fit into one box, but they do not, and there are differences. A number of respondents at Ara Institute of Canterbury (where Māori and Pasifika support were formerly housed together) noted that they gained an understanding that Pasifika have different needs and are quite different to Māori. One participant mentioned a learning outcome of needing to, “identify Pasifika outside and separate to Māori”.

Gaining a better understanding of what ‘success’ means from a Pasifika learner perspective was also articulated as a key lesson, which helped reinforce their knowledge about Pasifika culture and values. The student video on ‘success’ was often noted as a workshop highlight by staff. One participant said they gained a “better understanding of why Pasifika students act the way that they do”. The video also made one participant realise how isolated Pasifika students must feel. Furthermore, the video empowered and reminded another participant that in their role they need to ensure that students did not feel they had to lose their values or identity while completing their degree.

- ✧ *Increased motivation to implement strategies to help Pasifika learners succeed*
Respondents were given an opportunity to reflect on their current practice and to share what they could change in their role to enhance Pasifika success.

Changing course curriculum so that it was more flexible and engaging was highlighted by a number of participants as necessary to enhance Pasifika success. One participant stated, “We need to change our curriculum to be more adaptable/relevant”. Another respondent noted, “Make more effort to connect with Pasifika students, give them opportunities to relate course content to their own background and culture, make them the experts and learn from them”. One respondent

commented on using the cultural change that is currently happening on campus for Māori as a segue to adding more flexibility, for example, “Using biculturalism to branch out into another platform for cultures in the classroom”. These responses highlight the notion that providing a more flexible curriculum allows an opportunity for a diverse range of students to feel included in the academic teaching space and to bring their own cultural knowledge and context within courses.

Respondents also noted motivation for changing their approach in service delivery and when engaging with Pasifika learners, through better collaboration. The importance of working together with other staff across the institution to better support Pasifika was also highlighted by respondents. One respondent put forward the following suggestion to enhance Pasifika success in their professional role, “Join with other staff members focused on Pasifika students to improve life on campus for Pasifika students, both academically and pastorally”. Adding to this, one respondent stated, “We’ve got to change the system to help the students, with the knowledge that we have from the research that others have done”.

A couple of respondents talked about the need to engage with students by making connections and highlighted the importance of relationship building. One respondent thought that making an effort to use Pasifika languages correctly and connecting with students with interest was a necessary part of engaging with students. The participant stated, “To start simply, using greetings, getting names correct, being interested; remember Pasifika encompasses many different cultures”. Another respondent noted the importance of adding humour and fun

“Join with other staff members focused on Pasifika students to improve life on campus for Pasifika students, both academically and pastorally”

A key motivation for one workshop participant

into their service delivery, as an essential component of relationship building in the learning process. Furthermore, the respondent stated, “Without trust and communication, you can’t progress onto the next stage”.

The resource kit was highlighted by many of the respondents as being a support in motivating them to implement the change strategies. One respondent commented on how the workshop, “Showed me ways to enact change with resources that we currently have”. Another respondent stated, “The practical tips were the most helpful”.

✧ *Increased confidence in engaging with Pasifika*

A number of respondents noted that they felt nervous or anxious prior to attending the workshops, as it was a space that as non-Pasifika staff, they don’t often get to engage in. However, after attending the workshop, they felt a lot more confident. One participant stated that a key lesson was being, “More confident. I started to think about Pasifika development and strategy as something we can do... It’s important not to lose heart and confidence”. Another participant stated that the workshop gave her, “More confidence to interact with the Team”. Participants who responded about this theme also noted that although they were nervous before attending, they became much more aware of the Pasifika context and more conscious about what they can do to enhance Pasifika success within their own role.

✧ *Increased camaraderie around enhancing Pasifika success*

Some participants found that the workshop helped to build a sense of camaraderie with other attendees around supporting Pasifika students. One participant stated a highlight of the workshop was, “Getting to meet and network with new and exciting colleagues in the context of a Pasifika space”. In a follow-up interview, one of the respondents commented they felt they had ‘shared knowledge’ with a colleague who had also attended the workshop. Often it can be difficult advocating for change in spaces that are not often exposed to a Pasifika context, so having that shared sense of support with other colleagues in spaces can help staff remain confident in doing what they can in their roles to enhance Pasifika success.

✧ *Increased knowledge of what is being done for Pasifika learners within own institution*

A few respondents mentioned that the workshop provided a space for them to learn about the support and services that are currently being offered within their own institutions. Staff also commented about the usefulness of knowing what other institutions are doing to enhance Pasifika success, their operational structures, and learning about what has worked. For example, one respondent stated, “It’s helpful to see what would be achieved with a different configuration at

a different institution”.

- ✘ *Reinforced the significance of student cultural values in teaching and learning*
For some respondents the workshop reinforced the importance of student values in teaching and learning. One respondent stated that the workshop “reinforced and connected thoughts and ideas that I already had”, while another respondent noted that the workshop “highlighted the joy and importance of group work, relationships and community”. Another respondent stated the importance of “getting away from the individual style of learning and being more inclusive”.

Ensuring Pasifika learners feel an increased sense of belonging was also noted by respondents. One participant stated, “Encouragement and a reminder of helpful tips to ensure Pasifika students are able to gain a sense of belonging”.

The importance of staff visibility at Pasifika events was also highlighted by a number of respondents. One participant stated, “Staff need to attend Pasifika events and think about Pacific examples/role models”.

2. Performance (Impact on practice)

Based on the video interviews conducted with a small sample of staff from each institution, we were able to gain an initial indication on whether workshop participants were able to transfer the skills they learned into practice. Individuals were more confident and assertive in advocating for transformative change in their spaces. The research highlights that the lessons learnt from Pasifika student voices contributed to this change.

(2.1) Changes in practice

One participant stated that the workshop motivated them straight away to make changes to their team by trying to incorporate fun activities where they could, and reflecting on the need for some Pasifika students to have a support person attend their one-to-one meetings. This participant was also able to engage with the Pacific Development Team for support to effectively promote a particular programme to Pasifika students; and they attended and promoted their services at a number of Pasifika events on campus which included Pasifika community members. The participant noted how these experiences were very useful and they took away many new connections.

Two of the participants felt that after gaining the tools and confidence from the workshop, they were able to confidently do a lot more talking at meetings and supporting Pacific students and could see the importance of it. One participant stated, “Because of the differences in my perspective, I could see how important it is... to be involved in the project and supported at management level”. Another participant noted that they kept the workbook close to them and referred to it often. Both participants were from different institutions and they said that they were not working directly with students. Although their roles are not directly student facing, their direct reports have roles that impact directly on Pasifika students.

“We have access through the project to a really good toolkit. The critical thing is making sure we embed our own strategy, making sure that people of authority understand the importance and buy into it”

Feedback from a workshop participant

Highlighting the difficulties of measuring or translating intangible learning into tangible outcomes, one participant was unsure of whether they had transferred any of their knowledge into practice at that stage. As it had only been several months since the workshop, the participant would like to think that their increased awareness of the Pasifika context had changed their teaching approach to be more understanding and inclusive. However, as time progresses, they will have a better idea of whether there have been any changes to their approach.

Some of the participants noted that they found their colleagues to be very open and receptive to their ideas. One participant stated about their team, “All very open to it, very eager and accepting. Very much want to make a difference; they are just disappointed that not as much progress has been made as wanted collectively”. Another participant mentioned that they have “found people very receptive. Everybody wants to do a good job and know it’s very important, so everyone is motivated”.

(2.2) Value of resources

Participants highlighted the impact that the resources had on their practice. All of the resources, such as the student video, PSI wheel, workbook and cultural frame, were mentioned by participants as being very useful and gave them more confidence in making changes for Pasifika. Participants were also more aware of what they could do to support Pasifika when they went back to their jobs. One participant stated that, “We have access through the project to a really good toolkit. The critical thing is making sure we embed our own strategy, making sure that people of authority understand the importance and buy into it”.

(2.3) Challenges with transferring knowledge into practice

A couple of the interviewed participants stated they were not able to make any tangible changes to their practice. Although they were not able to make changes, participants

noted that they have the intention to make changes and, if they had the chance, they would use the resources and make changes. One interviewee noted that they were not in a situation where they could directly apply their learning, as they had no Pasifika students in their class. However, they also noted that, regardless of this, non-Pasifika learners would also benefit from gaining an awareness of the Pasifika context as they would likely engage with Pasifika peoples in the community.

The key themes relating to barriers for transferring knowledge into practice were time, workload and structure. A number of participants noted the importance for institutions to provide staff with the time to self-reflect on their teaching practices. With their increased workload, there was little time for staff to implement change. This was highlighted in a couple of the interviews; for example, one interviewee noted that, “Everybody is really busy, there are a lot of layers of things that they [staff] have to do; the easier we make it, the more likely it is to be incorporated into their teaching”. It was also highlighted by staff that the process of changing people’s thinking can be quite lengthy. For example, one participant stated that we are “still in a process of people being educated and also more comfortable with being invited into spaces and experiencing stuff”. Another participant noted, “Most of the time we are student-focused but it doesn’t always carry thought – it just takes a while”. One participant also highlighted the need for institutions to be more flexible in their processes and policies. For example, “We’ve got to change the system to help the students, with the knowledge that we have from the research that others have done”. Appropriate managers, or staff in high positions, need to create flexibility in the system to allow staff to engage with Pasifika effectively in order to enhance Pasifika success.

(2.4) Participant Recommendations

In both the written surveys and the interviews, participants were given an opportunity to provide suggestions on things that could be done to enhance Pasifika success in their departments and institutions. Four key themes emerged: transforming teaching and learning; improving support for Pasifika students; increased profiling about Pasifika; and providing staff with additional support to increase their awareness of Pasifika culture and values.

Participants noted examples of how teaching pedagogies and practices could be transformed, such as including storying, the use of imagery and incorporating a lot more group work. Incorporating Pasifika content into current courses was also suggested. One participant noted that in their department there was a Pasifika course offered in the past. However, the timing was not right when it was first introduced, so it was discontinued. Perhaps the time could be coming up for a reintroduction of this course.

Suggestions for improving support for Pasifika students included strengthening processes for identifying at-risk students. One respondent said they would find it useful to know the ethnic breakdown of their students so that Pasifika students are identified in course enrolment. This would assist the lecturer in providing targeted support or early

alerts for support staff if they noticed students missing assessments or disengaging from the course.

Institutions promoting Pasifika more was also suggested as a means to enhance Pasifika success. One participant stated, “Profile is good... Each year there are Pacific language weeks, things like that. Making time in using the opportunities that exist to promote it again... It’s part of every day, business as usual”. Staff also noted that increasing Pasifika staff or guest speakers within the department or institution would be beneficial. As we know from previous research, creating a Pasifika profile or enhancing the visibility of Pasifika increases the sense of belonging for Pasifika learners. As a result, non-Pasifika staff and students also become more aware of the diversity of Pasifika and the opportunities to be exposed to the different activities and events occurring on campus.

Participants noted that it was important for staff to be given more access, support and resources to gain a better understanding of where students are coming from and how to make our spaces comfortable for them to connect in. One participant noted that there needed to be a shift in staff mindset. Pasifika students may be few in number, but institutions need to be inclusive of Pasifika to truly realise the institution’s goals.

Attending just the one workshop was not enough time for participants to fully grasp the different Pasifika cultures and values, nor did it give enough opportunity for other staff to be exposed to this knowledge. One participant stated, “Hopefully you’re always building on your skills as it’s a feedback loop, you’re actually finding out stuff and asking more questions”. Another participant noted that an important aspect of embedding this was the “need to make sure everyone has the opportunity to have the same sorts of experiences and situate this work in a Pacific majority environment or where it is very closely connected”. Another participant stated that it was important to have Pasifika champions within their spaces to support other staff in gaining understanding and the confidence to implement the change strategies.

3. Results

This research project has proven to be an extremely valuable and timely resource for each of the institutions, with each institution in different phases of their Pasifika success journey.

During the project, the five Pasifika Success Indicators were used as a tool to assess the current practices in place to support Pasifika students at each institution. It is anticipated that these stocktakes will grow as institutions continue to implement their change strategies to support learner success. It is important to note that the initiatives currently being implemented in the stocktakes may not be a direct result of this project.

(3.1) University of Canterbury

This research has played an integral role in complementing the implementation phase of the UC Pasifika Strategy. The Director of Pasifika Development found that when promoting the goals of the Pasifika Strategy across campus, it was much more effective when staff had been provided with the project’s resource kit. The Director has had a good number of opportunities to promote the Pasifika Strategy, and it was often complemented with the opportunity to provide a ‘taster’ about the project for staff. The resource kit has provided staff with tangible tools, which provides them with ideas and builds their confidence to create change in their roles to support Pasifika learners.

UC has been seen as an exemplar in the region for providing effective and engaging support for its Pasifika students. Of the three institutions, UC is the only institution with a centralised team for Pasifika development across campus. Staff members from tertiary institutions across New Zealand have often commented on how effective UC’s approaches have been in engaging with Pasifika as a result of having a centralised Pasifika team. Anecdotal evidence from the team indicates that being part of a Pasifika dominated team with like-minded colleagues, provides a safe space for them when carrying out their individual roles across campus. Often a staff member in a dedicated Pasifika support role can feel isolated when they are in a non-Pasifika dominated space.

The analysis of workshop participant data highlighted that staff at UC have a more extensive understanding of the Pasifika context in comparison to staff from Ara Institute of Canterbury and Lincoln University. This can be attributed to a number of factors including; cultural changes taking place at UC; the bicultural competency; the Co-Curricular Transcript initiative; exposure to the centralised Pacific Development Team’s services and Pasifika events; free professional development opportunities around cultural competency; and other activities around campus to enhance student success.

The table below provides UC’s initial stock-take based on the 5 Pasifika Success Indicators:

| Pasifika Success Indicator (PSI) | Actions |
|--|---|
| <p>PSI1 – Authentic connections with Pasifika families and communities:</p> <p>Creating opportunities to foster effective engagement with Pasifika students and families</p> | <ul style="list-style-type: none"> ✦ PDT – Pasifika engagement events: Get Fresh (Orientation, including parent sessions), Welcome day, Jandal’s engagement events (3 times a year), Graduates celebration (twice a year) ✦ PDT – Outreach programme (UCMe XL) ✦ PDT – Community engagement events (PYLAT events, LYFE, SPACPAC) ✦ Liaison – Auckland Polyfest and PILOT ✦ Pasifika Advisory Groups – Internal (PaSAG) and external (PPAC) ✦ College of Education, Health and Human Development network with NUS and annual trip to Samoa and/or Cook Islands |

| | |
|---|---|
| | <ul style="list-style-type: none"> ✦ Talanoa nationwide video-conference network with Postgraduates from all major NZ Universities, National University of Samoa and University of the South Pacific ✦ MBC – connection with University of the South Pacific, Australian National University and other Universities through the collaborative research work of Professor Steven Ratuva |
| <p>PSI 2 - Effective cultural responsiveness in teaching and learning practices:</p> <p>Relevant teaching and learning pedagogy and content for Pasifika</p> | <ul style="list-style-type: none"> ✦ LAWS101 (Vaka Moana) and ENGL117 supplementary tutorial cohort ✦ Acting Director guest teaching Clinical Psychology year 2 and year 3 students on placement about effective cultural responsiveness to Pasifika ✦ Pasifika staff invited to provide feedback on programme reviews ✦ Pasifika invited onto the Business School working group developing a Māori, Pacific and Indigenous Research Paper ✦ College of Education, Health and Human Development – Pasifika Success Group ✦ Kaiārahi Pasifika (COEHHD) attends College Management meetings ✦ PDT represented on BCJ committee and Board of Studies meeting ✦ Academic staff increasingly incorporating group work as part of their courses ✦ Macmillan Brown Centre for Pacific Studies |
| <p>PSI3 - Flourishing Pasifika Identities:</p> <p>Increased opportunities to learn, utilise and value diverse Pasifika languages, identities and cultures</p> | <ul style="list-style-type: none"> ✦ Pasifika student groups: Pacific Law Students' Society, Canterbury University Samoan Students' Association, Fijian Students' Association, Cook Islands Students' Association, Macmillan Brown Scholars' Collective ✦ Macmillan Brown Centre for Pacific Studies ✦ Promotion of Pasifika language weeks across campus ✦ PDT – student advisors, programmes (mentoring, tutoring) and engagement events |
| <p>PSI4 - Strong relational engagement reflecting Pasifika cultural values:</p> <p>Pasifika cultural values acknowledged and demonstrated throughout institutions</p> | <ul style="list-style-type: none"> ✦ UC Student Care Team collaborate with PDT and co-hosted a gathering of MFAT scholarship students in 2017 with the Pacific Cooperation Foundation; and often collaborate to support international students from the Pacific ✦ More formalised tutor training which includes a cultural responsiveness component ✦ New Pasifika professional development opportunity for staff offered twice in 2018 |

| | |
|--|--|
| <p>PSI5 - Pasifika user-friendly environment:</p> <p>Visibility of Pasifika inclusion enhancing a sense of belonging</p> | <ul style="list-style-type: none"> ✦ Dedicated Pasifika spaces on campus for students are provided to welcome, transition and support students: Pasifika student house (45 Creyke Road), Education Pasifika Students' space (Otakaro building, Dovedale campus), Pasifika Lali room (Te Ao Marama building), PDT office (37 Creyke Rd) ✦ School of Law – Student space for Pasifika Law Students' Society ✦ Colleges and Departments across campus incorporating Pasifika designs in their new building designs or requesting art work for their spaces ✦ UC Libraries displaying Pasifika artefacts and books in central locations, especially during Pasifika language weeks ✦ Communications – Promotion of Pasifika language weeks, staff and student achievements, and community news stories have been regular items in UC online communications and in relevant publications, Pasifika flag designs across campus in 2018 ✦ Marketing – Pasifika students as part of marketing campaigns ✦ 7 Pasifika academic staff and 36 Pasifika general staff |
|--|--|

(3.2) Ara Institute of Canterbury

The implementation of the project at Ara Institute of Canterbury was well received with additional opportunities to inform management level staff about the project. During the project timeframe, the development of the Ara Pasifika Strategy occurred. The strategy was launched in May 2017, and specifically noted the 'Fausiga o le fale tele' cultural frame. In addition, at the Strategy launch in her keynote address, Jane Cartwright, Ara Institute of Canterbury Council member, highlighted the Pasifika Success Indicators from the project as a framework for the institution to work on in the implementation phase of the strategy.

During the timeframe of the project there have been a number of operational structure changes. The most notable change was Pasifika dedicated roles integrated into mainstream teams. The changes have occurred within the last year.

The initial stocktake at Ara in the table below, show that they have been able to implement a number of practices around the 5 Pasifika Success Indicators:

| Pasifika Success Indicator (PSI) | Actions |
|---|--|
| <p>PSI1 – <i>Authentic connections with Pasifika families and communities:</i></p> <p>Creating opportunities to foster effective engagement with Pasifika students and families</p> | <ul style="list-style-type: none"> ✂ Engagement and celebration events held for Pasifika students and their families (Orientation, welcome day, PTT completion ceremony twice a year, and end of year graduation) ✂ Engagement events for the community, such as the 'Let's Get Cooking' event and health and safety community event ✂ Fausiga frame used in Gagana Samoa and Women's course in Department of Humanities ✂ Ara staff engaging with Pasifika youth and their families through external agencies and events, e.g. PowerUp, SPACPAC, MSD initiatives, Lead Your Future |
| <p>PSI 2 - <i>Effective cultural responsiveness in teaching and learning practices:</i></p> <p>Relevant teaching and learning pedagogy and content for Pasifika</p> | <ul style="list-style-type: none"> ✂ CVTT521 Learner-Centred Practice course is a requirement for academic staff teaching 100-300 level. The course is co-facilitated by Pasifika staff members with Pasifika student values as a core component of the course ✂ Student Support hui in 2017 focused on Pasifika student values. The hui was facilitated by the Ministry of Education ✂ PTT community projects – students supported with landscaping, painting and renovation of Pasifika churches and schools ✂ Fausiga frame used in Gagana Samoa and Women's course in Department of Humanities ✂ Moodle Course/Resource development for staff |
| <p>PSI3 - <i>Flourishing Pasifika Identities:</i></p> <p>Increased opportunities to learn, utilise and value diverse Pasifika languages, identities and cultures</p> | <ul style="list-style-type: none"> ✂ Gagana Samoa courses ✂ Pasifika and Māori cohorts in foundation level courses, such as the New Zealand Certificate in Study and Career Preparation (level 4) ✂ Pasifika and Māori shared study space from 5-7pm on Tuesdays and Thursday at Madras campus. It is anticipated that there will be a permanent Pasifika student space for 2018 ✂ Student Services Division developed a Pasifika student handbook resource ✂ Promotion of Pasifika language weeks as part of the Ara events programme |
| <p>PSI4 - <i>Strong relational engagement reflecting Pasifika cultural values:</i></p> <p>Pasifika cultural values acknowledged and</p> | <ul style="list-style-type: none"> ✂ Pasifika Strategy launched and implementation plan being developed ✂ Pasifika staff network active and supported ✂ Academic staff are increasingly incorporating Pasifika values into their teaching practice by |

| | |
|---|--|
| demonstrated throughout institutions | <p>providing more opportunities to work collectively including group work and mentoring</p> <ul style="list-style-type: none"> ✘ PTT fund driver's licence testing (both learner's and full licences) ✘ Ara approved a budget and has committed to hosting the APSTE conference in 2018 ✘ Ara has paid APSTE Membership and actively encourages staff to attend ✘ Establishment of the Ara Pasifika Advisory Group ✘ Establishment of the Canterbury Pasifika Trades Training Consortium which provides leadership to PTT (funded by TEC) |
| <p>PSI5 - <i>Pasifika user-friendly environment:</i></p> <p>Visibility of Pasifika inclusion enhancing a sense of belonging</p> | <ul style="list-style-type: none"> ✘ Increased Pasifika staffing levels in 2018 ✘ In PTT, Pasifika student advisors are in line with enrolment numbers ✘ Staff with Pasifika focused roles, e.g. Pasifika student advisors, Pasifika learning advisors and Pasifika engagement team members ✘ Increased Pasifika resources in classrooms such as posters, signage, and examples in course content ✘ Celebration of Pacific language weeks |

(3.3) Lincoln University

Throughout the project, Lincoln University underwent continuous structural and personnel changes making the implementation of this project across the institution challenging. Regardless of the changes, a small number of staff were able to attend the project's workshop. The responses from participants were overwhelmingly positive despite the small number of attendees. Based on participant's learning responses from the three institutions; it was evident that the staff at Lincoln were less exposed to Pasifika cultures and values. The institution's distance from Pasifika communities and events in Christchurch could be a contributing factor. Furthermore, Lincoln University has limited Pasifika student numbers and therefore fewer resources allocated to addressing their needs.

Pasifika students are supported by the Kaiārahi Mentor (Māori and Pacific Support Coordinator), who has had an increasing portfolio due to the number of changes within the institution. International Pacific students funded by the Government's New Zealand Aid programme are supported by the Scholarships Office.

In the last year, there has been a shift to ensuring that more support is being offered to Pasifika learners, following the recruitment of a Director Kaiārahi Māori. The development of a Motu Strategy (Pasifika Strategy) is currently underway under the leadership of the Director Kaiārahi Māori. At the end of 2017, Lincoln University advertised for a new staff member whose role will be dedicated to supporting Pasifika students. The position was expected to be filled by the end of January.

Below is the initial stock-take for Lincoln University. In comparison to the University of Canterbury and Ara Institute of Canterbury, it was evident that Lincoln University had fewer resources and initiatives on campus to support Pasifika at that time.

| Pasifika Success Indicator (PSI) | Actions |
|--|---|
| PSI1 – Authentic connections with Pasifika families and communities | ✘ Engaging in community events, such as SPACPAC |
| PSI 2 - Effective cultural responsiveness in teaching and learning practices | |
| PSI3 - Flourishing Pasifika Identities | ✘ Lincoln University Pacific Islands Students Association (LUPISA) ✘ LUPISA student space |
| PSI4 - Strong relational engagement reflecting Pasifika cultural values | |
| PSI5 - Pasifika user-friendly environment | ✘ Staff at Lincoln University known for their open door and engagement opportunities ✘ Recreational facilities ✘ New staff member with a focus on Pasifika students in 2018 |

CONCLUDING REMARKS

Highlights

The responsiveness of participants to the lessons from the workshops and learning of their changes in practice was a highlight. In October 2017, one participant contacted the working group to share that he had put together a new course which specifically incorporated a Pasifika context and that they were in the process of developing a partnership with a University in the Pacific region as well. Another participant anecdotally mentioned to the working group that participating in the workshop was one of the most difficult things that he had to do, as he had never been given the chance to think about Pasifika.

Throughout the three projects, long-standing working group members have noted an increased growth in their direct managers' understanding of Pasifika cultures and knowledge, as well as a new confidence in advocating for Pasifika at senior management levels. This has encouraged Pasifika members to ensure that they are understood by their managers and that their managers have a greater understanding of Pasifika within their institution.

Having the opportunity to collaborate inter-institutionally has allowed the working group

to learn from each other's context. As each institution faces different issues, such as resources, learner demographics, staff personnel, organisational structure, there are many variables affecting why things work well in one organisation, and why they work less well at another. UC was seen by members as paving the way for Ara Institute and Lincoln University. Both the Ara and Lincoln experiences reminded UC of how much traction they have already made in enhancing Pasifika learner success and they were more appreciative of what they have at the moment in comparison to the others as they continue to develop.

The collaborative nature of the study also provided opportunities where the working group was able to pull together resources and expertise to support the project. For example, with the initial development of the resources, the working group was able to utilise staff from Ara to develop the initial 'Moodle site' as a template and the design team at UC were able to develop the workbook and PSI resource in kind.

On a personal level, for each of the working group members, the diversity of expertise within the team and the soft skills that each member brought to the project was showcased. The group was able to learn from one another and was given the opportunity to hone in and develop new skills. For example, initially the workshops provided an opportunity for members to lead different sections that they felt most comfortable presenting. However, by the end of the implementation phase, each member was able to present different sections, and was supported through the process.

Challenges

Throughout the project there have been a number of changes to the working group. As working group members from the previous project had progressed to other opportunities, they were no longer able to take part in the project. This meant that the remaining members continued with the project and took on the project based on their own interpretation of the project. The additional responsibilities added to staff portfolios and the addition of two new working group members meant that the transition into this project from the previous one was not as seamless as it could have been and took longer than expected. There were also periods where an intensive number of events and other circumstances across the three institutions prevented full attendance at some of the working group meetings. Despite these issues, the working group continued to hold meetings each month and members who were unable to attend kept in email contact.

Another challenge faced during the project was the development of the resources, which had not been factored into the project planning timeline and budget. This meant there were time and budget constraints in developing the resources to the quality that the working group had envisaged. However, we were pleased with the support that our institutions provided in producing the first, and future, iterations of the resources. Although staff were enthusiastic about the workshops and its hard copy resources, having access to an online space hosting all the materials was strongly encouraged. It is

hoped additional funding can be secured to enable this to occur.

Limitations

Firstly, although the focus of this research is on Canterbury tertiary institutions, this research project and its findings are limited to just three institutions – the University of Canterbury, Ara Institute of Canterbury and Lincoln University. The findings do not cover all tertiary institutions within the Canterbury region.

Secondly, the working group believed that the time allocated to implementing the Pasifika Resource Kit was too short a period to have it meaningfully embedded within institutions' programmes and staff approaches. Also, the working group acknowledged that one session was not enough to fully transform practice or participants' thinking.

Conclusion

The implementation of the resource kit across the three institutions has given participants an increased knowledge and understanding of Pasifika values and culture. The resource kit has increased participant motivation and confidence in creating change to enhance Pasifika success within their role and/or areas of influence. When the development of the project's resources is completed, it will provide staff across the institutions with the flexibility to utilise or modify the resources specifically to their own institution.

The workshops created a safe environment which allowed participants the time and space to reflect on their Pasifika learners and their current work practices. It encouraged participants to think about how they could build on their current practice to make their spaces more engaging and inclusive of Pasifika in their areas of influence. This was the first time that many participants were given the time to focus on Pasifika.

Going forward, staff recommendations to enhance Pasifika success within their institutions resonated with the recommendations from the Pasifika students in the previous project. However, an additional change strategy was highlighted by staff in this project. Staff participant recommendations centred on transformations in the following areas:

- 1) Transforming teaching and learning spaces
- 2) Improving support for Pasifika students
- 3) Promoting and celebrating Pasifika more and making non-Pasifika more aware of Pasifika's diversity
- 4) Providing additional support for staff to enable them to increase their cultural responsiveness in terms of implementing strategies to support Pasifika.

With institutions across New Zealand increasingly becoming mindful of supporting their priority learner groups, the timing of this project was opportune. Each of the three institutions were in different phases of their journey to enhance Pasifika success. In

addition, each institution has a different configuration and resources to support Pasifika learners in their space. Regardless of these variables, this project has proven to be an effective method for each institution to support staff within their roles in creating changes in their respective spaces. It is anticipated that in time, with more staff at each institution being exposed to opportunities like this in the right conditions, we will incrementally see our spaces transform into more engaging spaces not only for Pasifika learners, but for all learners.