Sharing Successful Teaching and Learning Strategies for Māori, Pacific, and Youth learners

The Whitireia Way 2012

Ria Tomoana, Whitireia New Zealand

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He mihi

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SHARING SUCCESSFUL TEACHING AND LEARNING STRATEGIES FOR MĀORI, PACIFIC AND YOUTH LEARNERS- THE WHITIREIA WAY 2011

EXECUTIVE SUMMARY

The intended outcome of this small-scale project is to contribute towards improving Māori, Pacific and Youth learner success at Whitireia through the provision of practical tips and strategies for tutorial staff.

The project aimed to identify, with specific regard to Māori, Pacific and youth learners, those activities and approaches that tutors were undertaking, which enable high success rates for these targeted groups. The project has two parts. Part one is this research paper and part two is the development of an actual teaching resource for staff.

The research was exploratory and strengths' based. Using an Appreciative Inquiry method (Cooperrider & Whitney, 2005), staff were encouraged to share what 'they' considered to be useful and successful teaching and learning strategies. Students were also interviewed to investigate what they considered was useful and helpful in their learning journey.

The research identified a set of five enablers, which were referred to by staff participants, either explicitly or by inference:

1. Strong relationships within the learning space (necessary to have trust, not just between tutor and students, but also between students);
2. Belief by tutor that all students have the ability to achieve;
3. Mindful that every student is different, even within the categories of Māori, Pacific, and Youth. It's about trying to find the space in your teaching to allow all students' differences to be valued/acknowledged /reflected;
4. The need for the tutor to be reflective in their practice; and
5. The use of good teaching principles.

At the heart of staff experiences was the importance of relationship development and cultural responsiveness particular to Māori, Pacific, and youth learners. However, basic principles of teaching were also a strong common factor across all participants.

These research findings demonstrate how the "Whitrieia Way" is realised in the tutorial space and will inform the development of a practical and user-friendly resource designed to support staff at Whitireia. The aim is to increase their ability to facilitate learning and create positive and successful teaching and learning experiences for Māori, Pacific, and youth learners. The findings will also help to inform the development of the Whitireia Professional Development Strategy, which is currently being developed.

INTRODUCTION

Research demonstrates that what happens in the classroom is the greatest contributor to successful learner experiences. In 2010, Whitireia Community Polytechnic (Whitireia) gained the highest success rate for students completing qualifications at Polytechnics in New Zealand. This suggests that Whitireia must be doing something well.

Background

Whitireia was established in 1986 as a single campus in Porirua. It now has campuses in Porirua, Kāpiti, Wellington and Auckland as well as having a presence in Tonga and the Cook Islands. 'The Whitireia Way, a phrase often heard at Whitireia,' is formally defined in its core values (listed below), but perhaps is better defined in practice by the widely held belief in the goal of community transformation through education. This goal was a founding principal upon which Whitireia was established and has become a strategic goal for the wider Wellington tertiary sector.

The Whitireia core values are:
- Identity;
- Manaaki;
- Equity;
- Responsiveness;
- Success;
- Integrity; and
- Accountability

Low staff turnover and the presence of at least ten founding members, have, to a certain extent, provided an ability to retain these core values in practice. However, growth and expansion are providing a very strong challenge to retaining these values.

Changes across the tertiary sector and specifically at Whitireia

The tertiary sector has been undergoing changes with an increased emphasis on teaching and learning and success. The linking of funding mechanisms to performance and success is an example of this change of focus in the tertiary sector.

The Tertiary Education Strategy 2010-2015 prioritised targeted groups of learners: namely Māori, Pacific, Youth and learners across the foundation levels.

Whitireia responded to these changes through the introduction, in 2011, of strategies aimed at increasing learning success for Māori, Pacific, Youth, and foundation students. The current implementation of these strategies, the initiation of a collaborative partnership relationship with WelTec and an array of other strategic projects define the environment of change for Whitireia.

Māori, Pacific and Youth Strategies

In 2011, Whitireia adopted three strategies focusing on Māori, Pacific, and youth learners. These three strategies, although distinct in nature and genesis, share the common aim of increasing educational success for each target learner group.

These groups, who are also priority groups in the Tertiary Education Strategy 2010-2015, hold a special place for Whitireia New Zealand. The Māori and Pacific learners represent a large part of what is unique about the Porirua community, which hosts the original Whitireia Campus, and the youth represent the future of all the communities where Whitireia provides learning opportunities.

The approval and resourced implementation of the Māori, Pacific, and Youth Strategies at Whitireia in 2011 has provided Whitireia the opportunity to reset and refocus itself to align its activities so that it continues to hold true to its founding core values: Manaaki; Identity; Equity; Responsiveness; Success; Accountability; and Integrity.

A definitive step in ensuring the successful implementation of the three strategies was to set a single benchmark of success. In 2011, 75% was the success rate that Whitireia set for all students. Previously, as is the practice with the Tertiary Education Commission, different rates of success were set for Māori and Pacific students[1].

The three strategies were officially launched on Whitireia Staff Development Day 2011 and a brief overview of each strategy is provided below.

Māori Strategy
The Māori Strategy is underpinned by principles of Hei Tauira: a study into Māori success models in tertiary education (Greenwood & Te Aika, 2009). It outlines five principles by which Māori success is evident:

1. *Toko ā-iwi, ā-wānanga - Institutional and iwi support*
   The support of programmes by both iwi and the institution, with an on-going process of consultation.

2. *Tikanga - Integration of Māori values and protocols*
   The integration of tikanga Māori into the content and operational style of programmes. This will be lived and practised and not a theoretical construct.

3. *Pūkenga - Involvement of suitably qualified leadership and staff*
   This involves the skill base of the staff. It addresses the need for strong, clear-visioned, and supportive leadership, significant Māori role models, teaching staff who are also prepared to learn and who have professional credibility in their field. Leadership plays a major role in creating an environment conducive to Māori success.

4. *Ako - Development of effective teaching and learning strategies*
   The development of a teaching environment and style that allows learning. The interdependence of teaching and learning is stressed by the term ako. Many of the factors while particularly valued by Māori are important for the success of all learners.

5. *Huakina te tatau o te whare -Opening up the doors to the house*
   Investigation of successful support strategies that proactively and strategically remove barriers to study, to better facilitate Māori students' entry into tertiary

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[1] In 2010, 53% and 52% were the respective target qualification completion rates set by TEC for Māori and Pacific learners in courses level 4 and above. Youth target rates for the same measure were set at 62%. Compare those targets to 68% : the target for all learners.

education. This must specifically address the financial, whānau, and organisational problems that may interfere with study.

Pacific Strategy

The Pacific Strategy is underpinned by a philosophical commitment to Pacific peoples participating and achieving academically at the same rate and level as the general population (Falepau & Van Peer, 2010). The four strategic goals are:

1. *Improved Educational Outcomes*
   Academic advancement for Pacific students through excellence in access and success; supported by a quality Pacific research environment.

2. *Effective Learning Environment*
   An environment for Pacific student success that involves quality teaching practice, quality student learning opportunities, and quality student-teacher relationships.

3. *Foster Pacific Identity and Leadership*
   A commitment to understanding and responding to Pacific community development aspirations. Recognising and supporting opportunities to develop and foster leadership.

4. *Develop Collaborative Partnerships*
   Working to establish and maintain reciprocal, mutually beneficial relationships and collaborations with Pacific stakeholders nationally and internationally.

Youth Strategy

The Youth Strategy acknowledges the change in demographics and how Whitireia prepares itself to provide for an increasingly younger student population. The three key strategic priorities are:

1. Lead and shape the network of foundation provision in our community so that there is increased demand for tertiary education from those under 25.

2. Build our capability to attract and retain young learners, increasing the number of students transitioning successfully from secondary education and progressing to higher levels.

3. Significantly increase the success rates of youth at Whitireia, particularly those of Māori and Pacific learners.

Implementation of the strategies

The implementation of these strategies is staged to roll out over a three-year period with the desired outcome being the embedding of these strategies within a "business as usual" framework. Each and every staff member is tasked with implementing the strategies in their own respective areas and work activities. This project will help contribute to this process by providing some practical tools for tutorial staff to use in their teaching and learning spaces.

Professional Development

Professional development is a common strand and area of focus for all three strategies. Another strategic project recently launched at Whitireia in January 2012 specifically relates to "Staff Capability and Performance." It is hoped that this project can also contribute to the evidence building required to assist Whitireia to grow, support, and extend the capacity and capability of its greatest assets – its staff.

RATIONALE FOR THIS RESEARCH

Whitireia has grown from a one-campus community college to a multi-campus –multi-region organisation. The ability to interact and learn from each other has decreased as the size and breadth of the organisation has grown and the apparent workload of teaching staff has increased. Within programmes and to some extent across faculties, there are systemic processes and a range of opportunities to discuss, interact, and share with colleagues what is and is not working.

The Staff Development Day held on July 28, 2011 provided an organisation wide forum for this interaction to begin. As a way to manage a perceived overload of "new strategies" being placed upon staff at Whitireia, a strengths' based approach session was offered so that staff could see implementation of the three strategies wasn't necessarily about "starting from scratch" but that a solid platform already existed upon which more could be built.

Feedback from that afternoon session indicated that there are positive and passionate staff who are looking for ways to develop their teaching skills. Of note was the desire by staff to better understand the youth learners. Whitireia has historically excelled at what is called "second-chance" education, but Whitireia is rapidly adapting and responding to the changing age demographics of our communities and to the increased numbers of youth entering tertiary study via the Youth Guarantee scheme.

PURPOSE OF THIS RESEARCH PROJECT

The purpose of this project was twofold:
- Identify, with specific regard to Māori, Pacific and youth learners, those activities and approaches that tutors use to enable high success rates for these targeted groups within their respective teaching and learning spaces; and

- Develop a practical and user-friendly teaching resource for Whitireia staff that is designed to increase their ability to facilitate learning and to create positive and successful teaching and learning experiences for all, but particularly for Māori, Pacific, and youth learners.

WHAT DOES THE THEORY SAY SUCCESSFUL TEACHING AND LEARNING FOR MĀORI, PACIFIC, AND YOUTH LOOKS LIKE?

> "When teachers listen to, and learn from, the students, they can begin to see the world from those students' perspective, this helps them to make what they teach more accessible to students and helps them to think of teaching, learning and the way we study them as more collaborative processes. Students feel empowered when they are taken seriously and attended to as knowledgeable participants in important conversations. They become motivated to participate constructively in their own education. (Bishop and Berryman, 2006, 4)

MacGibbon (2010) conducted research, which aligned with the ideas espoused by Bishop and Berryman (ibid). Her research identified a selection of key principles of successful teaching and learning practice for youth, which are outlined below:

1. Strengths not deficit model;
2. Building relationships;
3. Baseline data & formative evaluation;
4. Learning in context;
5. Scaffolding; and
6. Deliberate acts of teaching (this includes stating learning goals, success criteria, explicit teaching of how to learn, using the teachable moment, regular prompt feedback).

MacGibbon's principles are the foundation of the theoretical framework, which guides this research project and is also the basis from which other relevant literature with specific regard to Māori, Pacific, and Youth was considered.

Bishop and Berryman (2006) refer indirectly to the concept of "ako" and "reciprocity" where students and teachers learn from each other. Chickering and Gamson (1987) concur and include this idea as one of seven best practices for education. Similarly, Greenwood and Te Aika (2009) and McDonald (2011) support the concept of ako and reciprocity as being a factor that positively affects teaching and learning for Māori learners. Put simply, ako is fundamental to kaupapa Māori research and best practice education in general.

Greenwood and Te Aika (2009), whose research on Māori success models in tertiary underpins the Whitireia Māori strategy, use the concept of Ako as one of five essential concepts within their framework for successful learning by Māori. Ako recognises the role of both teacher and learner and that the roles are fluid with a student sometimes teaching and other times learning. This role reversal requires a good relationship as its foundation. It acknowledges that learners already have ways of knowing sourced from their own personal and cultural experiences.

The fundamental role of building strong relationships between the teacher and learner is another characteristic referred to in the literature and is heavily supported by other research and professional development programmes designed for working with youth (see for example Chickering and Gamson, 1987; Alton-Lee, 2003; Fenstermacher and Richardson, 2005; Brookfield, 2006: and Greenhalgh et al, 2011).
For example, Brookfield (2006) emphasises the importance of the relationship being firmly set within an educational context and not merely a social context. MacGibbon (2010) goes further and argues teaching is not a product that can be delivered; rather it is a process that facilitates learning. The facilitation of "learning" by the teacher is an underpinning concept of the constructivist approach, which locates the student as the main agent of learning and the teacher and peers as auxiliary agents (Fenstermacher and Richardson, 2005). As Chen exemplifies in the following statement, being able to understand the learner's perspective will enable a teacher to collaborate with the learner as the learner builds his or her own sense and meaning of new information:

"learners construct knowledge based on our [their] own perceptions and conceptions of [their] world; therefore, each of us constructs a different meaning or concept." (2003:19)

Cultural diversity

Cultural diversity and responsiveness is the way in which tutors can take into consideration the influence of the learners' own perceptions and conceptions of their world. Again, the literature unequivocally supports the need for providing a teaching and learning space that is culturally responsive (see for example, Duffy & Jonassen, 1992; Fosnot, 1996; Alton-Lee 2003; Bishop and Berryman, 2006).

So what does a culturally appropriate and responsive learning space look like for Māori? Based on the teaching and learning successes achieved through Te Kotahitanga, Bishop (2010) suggests that culturally appropriate and responsive occurs in practice when teachers incorporate other ways of "knowing" into the learning space and use language and metaphors from their students' cultures. These are two simple ways that teachers can start to create responsive learning contexts. Furthermore, Greenhalgh, Walker, Tipa-Rogers, and Hunter (2011) carried out research that focused on tutor practices that increase completion for Māori students in a PTE. They found in addition to "support and teaching" other important commonly identified contributors to the successful achievement of students' aims were "supportive peers, cultural understanding in the classroom and a good tutor" (2011:14).

For Pacific learners, Thompson, McDonald, Talakai, Taumoepeau, and Te Ava (2009) argue that "appropriate teaching methodologies, and cultural contextualisation and customisation of teaching, will enhance Pacific learners' engagement in the classroom discussion and with the class curriculum" (2009:1).
Moreover, they suggest that a culturally responsive pedagogy for Pacific learners is "built around core Pacific values such as spirituality, respect, metaphors, stories, humility, humour, affection, and relationships" (Ibid: 4).

Overall, the research shows that being culturally responsive is not about giving any one student more than another; rather it is about treating and responding to the student in a way that allows students to develop their knowledge and skills.

Although the setting of high expectations and rejecting the "deficit talk" is not specifically referred to in Bishop and Berryman's quote at the beginning of this section, it is nonetheless a critical feature particularly for the three target learner groups around which this research is focused (Chickering and Gamson, 1987; Alton-Lee, 2003; Bishop and Berryman, 2006; Southwick, 2001). Putting the "learner" first requires tutors to have the ability to believe the learner has the potential to succeed. Disassociating negative stereotypes and preconceived notions of what a "Māori" "Pacific" or "youth" learner is about and building a relationship based on the tutor and learner is critical. Changing the talk from "deficit" to constructivist is equally important for Pacific learners (Southwick, 2001) as it is for Māori (Bishop and Berryman, 2006) and youth (MacGibbon, 2011).

Therefore, the influence of the individual learners' role in teaching and learning is critical, and provides a strong rationale for why understanding not only cultural background, but also the reality of the student is important. This personal knowledge

helps to build the bridge, the connection between teaching and learning. This connection between teaching and learning should not be confused with the defining of a singular causal connection between the act of teaching and learning. Nuthall (2004) highlighted the difficulties in trying to define this link and Brookfield (2006) argues it is "naïve" to think there is a straightforward causal link. Meanwhile Fenstermacher and Richardson (2005) reject the existence of a straightforward causal connection completely, they state:

> "This conception treats the relationship as a straightforward causal connection, such that if it could be perfected, it could then be sustained under almost any conditions, including poverty, vast linguistic, racial, or cultural differences, and massive differences in the opportunity factors of time, facilities, and resources. Our analysis suggests that this presumption of simple causality is more than naïve; it is wrong." (Fenstermacher and Richardson, 2005, as cited in Klenihenz and Ingvarson 2007:191).

Age difference

Well what about age? How would that affect what a tutor does in the classroom to achieve successful teaching and learning experiences? Aside from the empirical evidence and anecdotal reference to "youth culture," theoretical research also demonstrates a difference between the way youth and adults learn. Choy (2001) investigated teaching and learning theory specifically for youth and found that:

1. Most youth want to know what they need to know to pass their assessments, rather than delving deeper into underpinning theories;

2. Most youth would benefit from being directed at what they need to know where the facilitator plays the role of a motivator and guide (as opposed to adults who have a greater capacity for self-directed learning); and

3. Most youth seem to appreciate a relational level of understanding rather than abstract thinking.

Choy concludes that Youths' learning could be better facilitated using Kolb's learning theory using the information processing model whereby their learning is best facilitated through an approach that begins with concrete experience and is followed by reflective observation and then abstract conceptualisation (2001: 2). Similarly, MacGibbon (2011) conducted research at Whitireia which looked at embedding literacy and numeracy in trades courses and highlighted six aspects of "deliberate acts of teaching": learning goals; success criteria; scaffolding; explicit teaching of how to learn; using the teachable moment; and regular prompt feedback.

Southwick (2001) refers to "wounded learners" and the need to re-empower them, and Wylie (personal communication, May 2011) refers to learners who lack a "positive learner identity." These are students who, for a variety of reasons, have been disconnected and disengaged from learning. Unfortunately, the reasons seem to be linked more to inadequate and disempowering teaching and learning experiences and less to student learning capacity.

In summary the literature highlights the importance of relationships and reciprocity , being culturally responsive based on "ethnicity" as well as "age", rejecting the deficit talk, reflective practice and using what MacGibbon (2010) referred to as "deliberate acts of teaching". The literature also highlights the need to make space and time to heal the "wounded learners" (Southwick 2007) and develop a positive learner identity (Wylie, 2011).

Whitireia has in the past had large numbers of second-chance learners: adult learners who have re-entered the formal education system for another stint of learning. Whitireia is now facing an increase in first-chance learners, a cohort that includes youth who have typically been disengaged from learning for a long time. This new student cohort provides a challenge to tutorial staff because they require higher levels of teaching and classroom management skills than the previous adult cohort does.

Given that, teaching qualifications are a desirable, but not an essential qualification for tutors at Whitireia¸ there is a clear and pressing need to provide support through evidence based, contextually relevant and meaningful professional development.
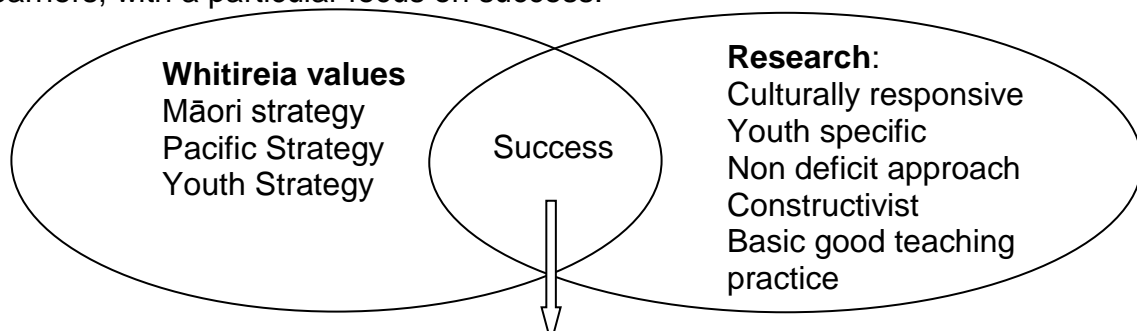
How does this research relate to the Whitireia Way?
In essence, this research is seeking to find out what successful teaching and learning experiences for Māori and Pacific and Youth looks like in terms of activities, strategies and approaches taken by Whitireia staff. It is almost a commentary on how the Whitireia Way is being expressed in the teaching and learning space.
For example, this research will articulate what "culturally responsive" looks like, or what "rejecting the deficit talk" looks like, what being responsive to youth looks like in practice so that all tutorial staff can be clearer in their mind what the phrase the "Whitireia Way" means in practice.

At a time of increasing change and expanded development, clarity and definition around what the Whitireia way means is needed if staff are to feel ownership of the Whitireia's values. Therefore, this research will highlight exemplars of what these values mean within the classroom to help staff give effect to the Whitireia way as well as provide guidance on how these values translate into their own teaching and learning practice. The Whitireia values, unsurprisingly, are consistent with what the literature says are important characteristics of successful teaching and learning. The values also firmly enshrine how Whitireia conducts itself as an organisation as it seeks to transform its communities through education.

Accordingly, the theoretical framework (outlined in the diagram below) underpinning this project draws on Whitireia's values as well as what the literature says about the key elements of successful teaching and learning for Māori, Pacific, and youth learners, with a particular focus on success.

Whitireia values
Māori strategy
Pacific Strategy
Youth Strategy

Success

Research:
Culturally responsive
Youth specific
Non deficit approach
Constructivist
Basic good teaching practice

The Whitireia Way 2011-
Success for Māori, Pacific and Youth
learners

RESEARCH METHOD

This research is exploratory in nature. It does not seek to explain and define the link between teaching and learning; rather it takes a "good-practice" approach and the concept of "success" as the starting point. Similar to Greenhalgh et al (2011) the approach is based on an underlying assumption that if successful tutors are identified and their practices investigated, then it could provide a set of practical tools and approaches that other tutors could adopt so that this successful-type practice becomes more prevalent across all Whitireia campuses as well as the wider tertiary sector. Furthermore, given the context of change, both organisational and across the tertiary sector, a strengths based approach using the Appreciative Inquiry method (Coghlan, Preskill & Catsambas, 2003) was used to design and collect data from staff and student participants.

The Appreciative Inquiry approach (Cooperrider & Whitney, 2005), was used because it has an action research approach. The intent was to capture a core group of staff who would become protagonists in this research leading change with a shared vision and belief in what makes successful teaching and learning at Whitireia. Moreover, this approach focuses on what is going well already and builds on strengths, which within the context of organisational change helps staff realise they are not necessarily starting from scratch. The main driver behind facilitated sessions with staff was to find out what works. One of the core principles underpinning an Appreciative Inquiry approach is the constructivist approach, which links to key literature in this area (see for example, Bishop and Berryman, 2006; Fenstermacher and Richardson, 2005). Therefore, this approach was seen as a good fit for the purpose of this project.

Data were also collected about what and how staff felt Whitireia could improve as an organisation. This data is not reflected in this research report. It will be used to inform a separate paper to be presented to the relevant staff at Whitireia.

Data collection: Identification of staff already using successful teaching and learning strategies

A three-stage process was used to identify the successful programmes and their respective tutors.

1 – Identification of successful programmes

Success-rate data across the three years 2008, 2009, and 2010 was analysed according to key criteria. The key criteria were:
- programmes which achieved an 80% rate and above for successful course completion for any one of the three targeted groups; and
- programmes needed a 75% average or more across the three years for any of the three targeted groups. The "averaging" was used to exclude programmes that had a one-off successful year. The aim was to identify programmes that were consistently achieving good completion success results.

Difficulties did arise with matching data to programmes with embedded qualifications, but this activity produced a list of "successful" programmes."

2 – Matching programme success with student feedback

The successful programmes were then matched against data from the institutions' Student Satisfaction Survey for the years 2008, 2009, 2010. Where student feedback indicated that the learning experience may not have been positive, communication

with the Dean and/or Programme Manager was undertaken to understand the less than positive feedback. No programmes were removed from the list as a result of this step; and

3 – Ensuring all staff were identified

A list of staff associated with the particular programmes identified on the list were then provided to Deans/Programme Managers to ensure that the process had actually identified staff who were achieving excellent results with their learners.

This filtering produced a list of fifty-two staff members. It should be noted that some Programme Managers were extremely busy and unable to engage in the process of providing staff names for the purposes of this research. In particular, the effect of the Rugby World Cup 2011 on term dates and course work and the flow-on impact on staff work-load appeared to play a role in staff unavailability.

Data collection tools

The identified tutors were invited to participate in a focus-group type session. The sessions took a strengths based approach using the Appreciative Inquiry method (Cooperrider & Whitney, 2005); of Inquire, Imagine, Innovate, and Implement (refer to Appendix 3 for example of Hand-out provided at each of the sessions). The broad questions used in Appreciative Inquiry focus on the four "Is," but prompt-like questions were used to direct the flow of conversation towards those key characteristics identified from the literature: relationships, cultural responsiveness, and good teaching practice.

Three facilitated sessions were organised. One group focused on Māori learners, one group on Pacific learners and the third group focused on youth, with the expectation that there would naturally be overlap across the groups. Despite planning three sessions, only two focus group sessions actually took place with four staff members in each. These two sessions had a facilitator and at least one extra note-taker, and were recorded by Dictaphone. Unforeseen circumstances affected staff availability for the Pacific session, which resulted in two individual interviews taking place instead.

Due to the low numbers of available staff, and for staff who were unable to make the sessions, three individual interviews were carried out and interview questions were also emailed out to three staff to provide more opportunities for staff to participate (refer to Appendix 4 for a copy of the questions used in emails and individual interviews for staff). The interview and email questions also focused on the key characteristics referred to above.

In total, there were 16 staff members who participated: eight through two focus groups, five through individual interviews, and three via email responses.

Data collection strategies- Student voice.

Brief informal interviews were also conducted with students as a way to triangulate and provide support to what the tutors were positing as "successful strategies." Again, the timing of this project occurred near the end of the semester, which had an impact in terms of low student availability.

In total, 10 students participated through three focus groups and two individual interviews.

DATA- RESULTS

The following table sets out the commentary and discussion points raised by participants relevant to each target group of learners. It also includes themes which arose from student participant feedback.

Group	Commentary/discussion points raised by participants
Māori (staff participants)	**Relationships** • Developing relationships with students/tutor, and students/students • Cementing relationship with the iwi mana whenua • Involve whānau from the beginning • Need to provide an environment of trust • Support colleagues to enhance colleagues' knowledge of tikanga Māori • Institutional support for staff **Tikanga** • Use of pōwhiri • Pronounce names correctly • Allow and support students from other cultures to reclaim their own name from their own language • Incorporate Māori words and concepts as a regular part of the classroom comnmunication styles **Teaching and learning** • Use of tuakana teina • Provide opportunities for tall poppies to lead • Use noho marae as a learning tool and relationship building tool • Reflective practice is essential • Culturally responsive practice needs to be consistent acrosstutorial staff of a programme • Use different teaching methods to appeal to all learning styles • Its important to track the progress of learning **Empowerment** • Reject negative and defict talk • Be firm about students owning their own learning journey • Be up-front about responsibilities • Use a student success strategy plan
Pacific	**Relationships** • Developing relationships • Treat students as mother/daughter/youth and not just as a Pacific Island person • Cultural Responsiveness • Common understanding of values and trust

		• Respect for diversity **Empowerment** • Celebrate success at every opportunity • Professional boundaries • Build student confidence • Acknowledge participation • Talk about their learning journey and get excited • Give opportunities to lead **Teaching practice** • Continual self-reflection by tutor • Look for a full range of experiences in the classroom • Create study tables • Assess learning in a variety of ways • Be clear about the outcome • Use a mix of shorter sessions • Use lots of discussion and group work • Cater to all learning styles **Learner support** • Take time to get to know your students • Be accessible and accountable • Have a team approach • Keep close tab on students • Be sure students know you care • Remind students to look after themselves • Hold shared lunches • Create an environment where students feel they belong • Allocate time for pastoral care
Youth		**Relationships** • Create an environment of trust, start from 100% trust • Take time to develop relationships • Use of personal stories helps to create relationship as students can see the tutor as a person with expertise , skills and knowledge who can help them **Teaching and learning** • Explicitly link attendance to success on the first day • Establish a set of class rules/class contract which is designed and owned by students • Use technology where possible • Find ways to let students display what they already know • Use practical applications to support learning of theory • Use personal stories to demonstrate important points • Use language that locates the student in their desired profession • Set up a home room environment which is safe and promotes students to ask questions

	• Structure the programme to support scaffolding • Assess students' knowledge to provide a strong foundation for new learning • Teach critique processes explicitly and teach through modelling so that students can learn to manage feedback from tutor without feeling like it is criticism
Student feedback	**Relationships** • Tutors who listen • Tutors who believe in them **Teaching and learning** Positive feedback from staff/tutors Use of peer tutoring is useful Using a variety of formats to demonstrate a learning point Checking comprehension along the way Clear directions from tutors as to what is expected Breaking down of questions into parts so students can understand Checking with students that the question /task is understood and following up personally to confirm students understood Giving feedback Creating a team environment within the class so students feel comfortable to ask a class member for help

FINDINGS AND DISCUSSION

The data for this project indicates that the staff who are involved in successful programmes all highly value these enabling conditions within their teaching and learning space:

1. Strong relationships within the learning space (necessary to have trust, not just between tutor and students, but also between students);
2. Belief by tutor that all students have the ability to achieve;
3. Mindful that every student is different, even within the categories of Māori, Pacific, and Youth. It's about trying to find the space in your teaching to allow all students' differences to be valued/acknowledged /reflected;
4. The need for the tutor to be reflective in their practise; and
5. The use of good teaching principles.

The key role of relationships, in particular for these three target groups is not surprising and should not be underestimated. Both Māori and Pacific cultures are collective based cultures thereby making the relationship an integral mechanism for survival within the collective. The youth culture in particular is heavily influenced by "group" and "peer" shared beliefs, which play a pivotal role in youth forming their own identity (Jose and Pryor, 2010).

All five "enablers" were referred to by staff participants, either explicitly or by inference, which suggests that these beliefs and approaches facilitate successful learning experiences. Each enabler is described in the next section and is supported by the participant narratives to give voice to what participants have said in their own words.

Build Strong Relationships

Staff participants spoke vociferously about the importance of building strong relationships with students from the outset that are authentic and based on integrity. A teaching and learning relationship provides the foundation for successful learning experiences and is predicated upon the need to build trust and respect. This is done by getting to know who your students are, where they come from, what their goals and passions are. It also includes speaking honestly about how the tutor can help them to achieve their goals.

Initial setting of the relationship within the learning context is critical. The location of the relationship within the professional teaching and learning context sets the parameters for the other enabling conditions to take place and is different from establishing a purely social relationship

> *Keep professional boundaries - I don't do student parties, and I don't talk about a student to another student. If it's my wrong then I will front up and say sorry, I got it wrong. (Jean)*

These relationships need to be continually worked at, developed, and maintained.

> *Relationships is of UTMOST importance. I knew no-one and I knew I had to get to know the personal stories of the students. I wanted them to know that their relationship is valued, show them I respect them. Tutors might be too busy with the teaching content, but perhaps they (tutors) need to take a step back. Relationships make them (students) feel more than just a number.....Relationships are the foundation to setting the classroom learning, we won't be able to teach if the kids won't listen (Lucy)*

> *Build a culture of trust with clear expectations, this can be done through giving students responsibilities and areas of ownership, establishing the whanaungatanga in the set-up ensures it permeates all areas (Marino)*

Through building a relationship of trust, the tutor has an ability to extend their students beyond the students' own belief in themselves

> *I think the more connected the relationships in regards to recognising the differences and authenticity in another, the more growth can occur in the learning environment, as the learner feels authentically acknowledged (Josie)*

> *For example if a straight conversation is required, when a student may require pushing, then it can be delivered from a foundation of trust – the student gets that I am making a stand for them growing/becoming bigger/expanding (Bernie)*

For youth, building a relationship of trust is key to those youth who arrive with no "positive learner identity" intact (Wylie, 2011).

> *For youth cell phones are like an extension of themselves, so I hand my cell phone around at the beginning of class so that the students can put their own numbers in. I let them know that I trust them enough to do this, I start from 100% trust and then work my way downwards (Carl)*

> *I have learnt that allowing them that time to reconnect with each other means losses in terms of lesson plans and learning objectives, but provides gains in terms of providing an opportunity to listen to the students, hear about their lives and when appropriate take the opportunity to work on life skills by asking them questions about their out of class activities eg " Do you think you should have done that? Was that a good decision? What else could you have done (Wendy)*

Staff also commented on the skill of listening and being approachable as the basics of forming a good relationship, and importantly that the relationship you are forming is a professional one.

> *"Listening is top of the list. I learnt that from the RAP course that is what they need, someone to be there and listen. I would recommend to other staff to do the RAP[2] course." (Wendy)*

> *Keep professional boundaries i.e. I don't do student parties, and I don't talk about a student to another student. If it's my wrong then I will front up and say sorry, I got it wrong.(Jean)*

Many staff referred to the creation of a class contract. This class contract would set out the ground rules for how the students will operate within the class. These contracts would be put up on the wall so that the students could see them and refer to them themselves.

> *I know that [tutor] calls it a "class treaty" Its designed by the students, but the tutor, through experience knows exactly what's going to be in it every year" (Carl)*

> *[tutor] treats it like a deal and she and the students "shake-on it" (Mary-Jane)*

Student participants also referred to the role of relationships and trust. Students referred to the trust they had for their tutor and how at times this allowed the tutor to steer the student towards success even when the student thought they wanted to pull out of the course.

> *Yeah I trust [tutor] she's got a positive attitude - she doesn't put people down, she's cool, she won't put you down*

> *Last year I had Graeme Tetley who passed away. .he had a really fierce impact on all of us and then after his death..you know...you could tell how strong our relationship was because of all the sadness we had, and that we all had a lot more fight in us, it just stepped up our spirits, to sort of honour him by getting into this industry by doing what we love.*

> *The tutors are the only things that keep me here*

> *Having your classmates here helps you, when you're stuck they push you*

---

[2] Response Ability Pathway (RAP) is a course specifically designed for people working with youth

The strategies used by Whitireia staff to build relationships included:

- Learning the students first and last name and being able to pronounce them properly
- Holding an initial meet and greet interview with students (in addition to the enrolment process)
- Utilising mihimihi
- Listening to students and making space in the teaching time for listening
- Acknowledging and celebrating successes in class
- Incorporating team building practices to foster relationships amongst students for example shared lunches
- Conducting wānanga and noho marae
- Making time in the teaching plan to listen to students and realise that the "losses" in the time will create gains in other areas.

Believe that all students have the ability to achieve

Staff spoke about the need to believe in their students, to recognise the potential and ability that each student has to achieve. As one of the quotes points out, giving the student their "success story" is a way to build the students' positive learner identity (Wylie 2011)

I believe all students have the ability to succeed (Punesh)

One of my interview questions is, "What do I need to know about you, so I can assist you to achieve your goals?" it's the only question that's not strengths based, its truth based.(Jean)

Give them their success story so that they can see their potential, which may be more than where they are at right now...and give them permission to reprioritise (Jean)

When I hear other staff talking negative about students I walk away, I don't want to engage in that kind of conversation (Heather)

When we start to think that the student is wasting their time, then we are failing them (Lucy)

However, this belief in the student's ability should not be confused with the student's responsibility to learn as a staff member noted;

Make it clear to the student about what it is they need to contribute to their learning. They can't expect the kaiako [tutor] to give it all to them. We need to be clear and understand what goals and strategies they have in place for them to be successful (Shayola)

Students commented on this "belief" in ability across the board. Students could sense when tutors did or did not believe the student could pass the course, and referred to other tutors (not the ones participating in this research) who they felt did not believe the student could pass, and worse, the students were made to feel that they were wasting the tutor's time.

One of the main things is the attitude they've got towards you, if they believe in you they treat you differently than if they don't believe in you. The way they interact with you, you know that they believe in you, and so then that makes you say "ok they believe in me so that gives me confidence

Some tutors they're like ..when you ask them for their help they're like [heavy exhale sound] they kind of get annoyed and we're like "corr" and we feel like they don't want to help us and we're like that's hard cos we're here to study and find a good job and it's like we're wasting their time asking questions

Conversely, student's noticed and commented on the impact of a tutor who believed in the students' ability and how this influenced their leaning:

I always think I won't pass this course and she sat down with me and talked to me and said that I will pass and I trusted her...and look at me now [student passed the course].

She pushed me to my limit, she wanted me to pass this course, and I didn't want to disappoint my parents so I came back [and did you pass?] YES!

The strategies used by Whitireia staff to reject the deficit approach and believe that all students have the ability:
- Before each class, take a few minutes to settle yourself and ensure you start the class with a calm mind and positive attitude
- Give them their success story and permission to reprioritise
- Have high expectations and let them know your expectations
- Acknowledge every success at every step e.g. presenting certificates.
- Build confidence and the student's own belief in themselves via praise, acknowledging participation & contribution
- Frame the conversations by referring to the student as the professional graduate, for example "as a plumber we do *x*", "as writers we do *y*."

Value, acknowledge, and reflect students' differences
There was a general consensus amongst participants that being culturally responsive is not about giving any one student anything more than another. Exercising professional judgement is about knowing how to respond in any given moment, which may mean you meet students' needs differently but achieve the same intended outcomes of successful learning for all.

This means being aware that individuals will make meaning and learn in different ways based on their background and their life's journey to this point. Their journey will have been based in a culture and therefore influence their relatedness with me, just as mine is with them. Awareness of these differences is the first step in being culturally aware in the classroom (Bernie).

Expect complexity, its okay. PI students have an understanding of the world that is complex, they manage complexity. It can be a strength (Loma-Linda)

> *It's not about treating people differently, but being mindful of the difference (Ana)*

> *I make it a point to put away the English names which students use to make it easier for the tutor. I want to know about them, I already know mine. To let students identify themselves as who they are is culturally responsive (Heather)*

Story-telling was seen as a useful tool for both tutor and students. Staff use this as a tool to allow students to express their own culture and identity to their classmates.

> *Māori pedagogy – story-telling, gives students the opportunity to acknowledge their own side and use that as a strength and acknowledge it (Shayola)*

Staff also used story-telling as a "learning tool" to make a point. The example below was used to reinforce the tutor's statement that the classroom was the place to make mistakes and that the tutor personally knows that terrible feeling of looking dumb in front of the class.

> *When I was at primary school the teacher asked me what the picture on the board was. I come from a farming family so I was trying to figure out whether it was a Merino or a Romney. After a while the teacher said to me "You stupid girl, it's a sheep (Susan)*

Differences do not only refer to cultural differences, age and life experience are also factors. Youth in particular have their own "culture" and if new to the tertiary sector they might be importing the culture of their previous learning environment.

> *The transformations that the youth go through are amazing. They treated me like a dog when I taught them. I don't even think they realised it…but later on in the year I see them and they say "Hi " or "good morning" like it's always been a good relationship (Wendy)*

Youth use technology in a more integrated way in their life

> *in a recent exercise that required collecting text from around the neighbourhood and noting it down, I pointed out to a student that she might need a pen and paper, and she said "I've got my phone" (Mary-Jane)*

> *We put a lot of assignments and work on Moodle, we tested it out first, they loved it, and they all did the work. They still need to hand in their workbooks, but they can do the work in their own time (Wendy)*

Students didn't refer to this explicitly, but were aware of cultural differences and age differences

> *Some cultural groups lack that confidence to ask for help."*

> *I know the younger students in our class don't like self-directed learning, but I do, I know how to work on my own, its gives me greater flexibility*

Strategies:
- Learn how to say the student's name correctly. Names can carry a lot of cultural value and strength. It may sound simple, but respect the name
- If there is a history of students within your programme who adopt an English name to make it easier on tutors, ask them what their name is in their own language. Ask them which they would prefer, and then make a conscious effort to remember and pronounce the student's name of choice
- Acknowledge who you are talking to and let them know who you are
- Look for a full range of experiences/perceptions in the class
- Create study tables and allow students to self-identify their strengths for group projects
- Be sure students know you care
- Allow students to think holistically before unpacking the ideas and concepts of the learning point
- Bring in role models of your sector which reflect the different ethnicities and cultures. For example, a guest speaker who is a Māori writer, a Pacific poet, a young designer
- Listening to the student allows you insight into their lives and realities which can assist you in knowing the most appropriate way to assist the student in their learning.

Evaluative and Reflective Practice

Staff participants spoke about how they use evaluation to gauge how well students' learning needs are being met, as well as to inform how better the programme can be structured to fit the students' needs. For example tutors spoke about how they amended their programmes to fit their students better.

> *"I've learnt over several programme offerings how to restructure the programme so that students begin with something that the students are familiar with making it easier for them to engage" (Mary-Jane)*

Working within a team culture that supported and encouraged reflective practice has a huge influence in ensuring the programme is continuously improving and responding to the specific needs of the respective cohort of learners

> *Hold regular team meetings to not only ensure you have consistency across the staff for how matters and issues are dealt, but also to further develop your relationships with each other as a team. For staff, other staff are your greatest resource.(Heather)*

Tutors seek feedback via formative assessments and to find out what students know, and what needs more work. Another way to know where students are at in their learning is to undertake a brief informal evaluation at the end of the class. One of the tutors asks her students to identify learning points that were well understood and others that require more work.

Students noticed feedback and it made them feel that they were being listened to.

"I'll be in a talkative mood and she'll be laughing from the other side of the room - she actually listens to what we say and she gives feedback - that's how we know she's listening."

Strategies included:
    Building a team culture of on-going self-review informed by:
- Student evaluations, feedback, & surveys
- Attendance data
- Work completed/passed/not passed/due dates
- Student participation in class/group tasks/activities
- What students have achieved / not achieved.

The use of good teaching principles

All staff referred to the good teaching principles detailed by MacGibbon (2010). Staff in particular, used all of the other principles previously detailed within a good teaching framework. In addition, staff made clear decisions about what and why they would teach a certain learning point and they made these decisions explicit to the students.

I explain to the class why we are watching this specific YouTube clip or why we are reading a particular thesis, which happened to be my thesis so they can understand the purpose of the activity and not that we are reading it because it's my thesis, but because it demonstrates a specific point I want them to learn(Sue)

Scaffolding and stair-casing learning was made specific to the subject matter at hand, with staff preferring to start from the concrete practical point and then work towards the more abstract/theoretical point of the learning. For example one of the trades' tutors uses the roof of a building as the practical application of Pythagoras Theorem. He provides the reason for the students to want to learn the theory, and then moves in to teaching the theory. This approach is consistent with Kolb's learning theory (1984) which is relevant for youth.

"I focus on what types of learners I have in my class and I endeavour to cover the material for the lesson in such a way that it gives each type of learner an opportunity to engage and learn."(Shanali)

Another point, particularly for youth, is indicating the learning points that will be tested. There is a "just-in-time" theory that when applied to education and youth says that youth want to know what they need to know "now" and not what they might need to know in the future. Tutors use this theory by indicating what is going to be tested so that students will take note of it.

"When I'm covering important points I tell my students "note that down"" "(Carl)

Students also commented on the teaching styles of their tutors. Again, Kolb's learning theory of different learning styles was apparent in the comments

If they break the questions down a bit then we'll get the question.

Do a diagram up on the board instead of like speaking all the time and draw what's needed - like steps and stuff you can take to answer the question

With our tutor she explains it, then she asks everyone if they understand, then she comes around and asks each person how they are going with it

I like it when the tutor provides a diagram, then we talk about it and then she gives bullet-points of the main points, all these things help me to process the information and retain it

Students also commented on less than ideal approaches in the classroom

When I'm like, learning and someone straight-out talks for too long I'll get bored and start daydreaming, if they talk for like five minutes and then explain the question, we get it. Some teachers just talk then leave you to figure out what to do and you're just sitting there for the whole time they have gone and you haven't done anything when they come back cos you're stuck.

Strategies included:

- Be explicit with the learning outcomes and the rationale for choosing a particular resource and/or learning approach
- Chunk the learning and utilise a concrete example to support the learning of a theory
- Indicate to students the points that need to be noted because they will be tested
- Use a range of methods to present the same information, for example students appreciated seeing a diagram, reading the theory and the discussing the points. This also helps for students with particular learning styles or needs
- Manage the class learning by checking that students actually understand the questions and what is expected of them
- Be well organised and clear and consistent of your expectations for your students, this is a proactive way to manage classroom behaviour.

CONCLUSION

This project aimed to identify, with specific regard to Māori, Pacific and youth learners, those activities, and approaches that tutors were undertaking which enable high success rates for these targeted groups, within their respective teaching and learning spaces. The research data points towards five "enablers," which staff and students expressed as fundamental to successful teaching and learning. At the heart of staff experiences was the importance of relationship development and cultural responsiveness particular to Māori, Pacific, and youth learners, which is supported by the importance of believing in students, being a reflective practitioner, and drawing on good teaching practice. This is what successful teaching and learning experiences for Māori and Pacific and Youth looks like in terms of approaches and specific activities taken by Whitireia staff. This is how the Whitireia Way is being expressed in the teaching and learning space. The findings link with the Whitireia organisational values and provide clarity and definition around what the Whitireia way means. The next step

is to use this research to develop a practical resource designed to help staff to give effect to the Whitireia way; provide practical guidance on how the five enablers translate into their own teaching and learning practice; and importantly help embed the Whitireia values in teaching and learning practice across Whitireia.

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Website

http://www.tec.govt.nz/Learners-Organisations/Learners/performance-in-tertiary-education/Educational-performance-at-individual-tertiary-providers/

APPENDICES

Appendix 1-Information and consent forms-Staff and Students

Sharing Successful Teaching and Learning strategies for Māori , Pacific and Youth – the Whitireia Way 2011

Tēnā koe,

The purpose of this letter is to invite you to participate in this research project. The study is focused on documenting successful teaching and learning strategies that increase educational success for Māori, Pacific and youth learners at Whitireia.

Background
At the end of 2010 and in the early months of 2011, the Whitireia Council accepted and approved the Pacific, Māori and Youth Strategies for implementation over a three to five year period.

The focus of all three strategies is "Learner Success", with each strategy setting out an intended strategic approach to achieving learner success for its specific targeted group.
A common theme across all three is the area of professional development which is one of the main underlying rationales for this project. It is widely accepted that there are successful teaching and models already occurring across Whitireia, but due to the size and spread of Whitireia across many campuses, this knowledge is not always shared in a systematic and useable manner so that the professional skills and knowledge of all staff are benefited.

Research project
This project aims to promote the successful strategies currently occurring so that the awareness, knowledge, and use of, successful strategies will be increased. The intended flow-on effect is that the level of successful teaching and learning experiences facilitated at Whitireia becomes standard practice across all programmes to positively affect the educational outcomes for Māori, Pacific and youth learners at Whitireia.

This research will culminate in a printed publication with resources, where possible, included on the Whitireia Moodle site.

Data and information to be collected
Your story, your description of your successful teaching and learning strategies and how you know these are working will be documented via a facilitated session with other staff members. The timing of the facilitated sessions will be in early October during the term-break, at a time most convenient for all participants. The facilitated session is expected to last three hours.

There will also be a "student voice" component to this research which will entail undertaking brief interviews of students from the staff participants' classes. We plan to record the student's comments to be used as sound-bites for the moodle resource.

Use of information

The information gathered will be used to describe successful strategies that Whitireia staff members are using to increase learner success for Māori, Pacific or youth at Whitireia. Names of the staff member and the programmes taught will be attached to the story, although any quotes made by you can be kept anonymous at your direction.

Where possible, the resources will also be made available on the Whitireia Moodle site.
This publication is intended for Whitireia staff, in the first instance, although as it is being supported by Ako Aotearoa it will be distributed to all people working in the tertiary sector via the Ako Aotearoa website. It is not intended at this stage to present this publication at conferences, but that may become an option in the future.

This data and research may also be used to inform future Whitireia research projects which relate to increasing learner success.

You can choose to withdraw consent to participate in this research and/or some or all of your information without having to give a reason, up to and including the final point of data collection (31 October 2011). All data collected will only be seen by the research team, and will be kept on password protected computers in secure offices. This research has been approved by the Whitireia Ethics Committee.

If you would like to participate in this research, please read and sign the consent form section below, and forward to Ria Tomoana.

Please note that you are not obliged to participate in this research.

Thank you for your time.

Kia piki te ora
Ria Tomoana
(04) 237 3103 ext 3952
ria.tomoana@whitireia.ac.nz
Office – C030 (opposite end of library at Porirua Campus)

Participant Consent Form - Staff

Sharing Successful Teaching and Learning Strategies for Māori , Pacific and Youth – the Whitireia Way 2011

Please tick the boxes next to each statement to signal your agreement.

I have read the introductory letter which explains this research project and I agree to participate in the project. I understand that:

- I can choose to withdraw my consent to participate in this research and/or some or all of my information without having to give a reason, up to and including the final point of data collection ☐

- Recordings will be made at the facilitated session. ☐

- Following the interview I will be offered the opportunity to view a notes summary to check for accuracy. ☐

- I may request a copy of the notes summary ☐

- Data collected will be seen only by the researchers, and will be stored securely in a locked cabinet in a locked room at Whitireia, and destroyed after three years. ☐

- Research findings may be published in academic or professional journals, disseminated at academic or professional conferences and included on the Whitireia Moodle site, and the Ako Aotearoa website. ☐

- The outcomes of the research will be shared with me. ☐

Name: (please print): _____

Signature: _____ Date (d/m/y): _____

Researchers contact details:
Ria Tomoana
(04) 237 3103 ext 3952
ria.tomoana@whitireia.ac.nz
Office – C030 (opposite end of library at Porirua Campus)

Participant Consent Form – Student

Please tick the boxes below each statement to signal your agreement. I have read the introductory letter which explains this research project and I agree to participate in the project. I understand that:

- My name will remain confidential to the researchers.

  ☐

- I can choose to withdraw my consent to participate in this research and/or some or all of my information without having to give a reason, up to and including the final point of data collection (December 2011)

  ☐

- Notes will be taken at interview.

☐

- Following the interview I will be offered the opportunity to view a notes summary to check for accuracy.

☐

- I may request a copy of the notes summary

  ☐

- Data collected will be seen only by the researchers, and will be stored securely in a locked cabinet in a locked room at Whitireia, and destroyed after three years.

  ☐

- Research findings may be published in academic or professional journals, disseminated at academic or professional conferences and included on the Whitireia Moodle site, and the Ako Aotearoa website but I will not be identifiable.

  ☐

- The outcomes of the research will be shared with me.

  ☐

Name: (please print): _____

Signature: _____ Date (d/m/y): _____

Researchers contact details:
Ria Tomoana
(04) 237 3103 ext 3952
ria.tomoana@whitireia.ac.nz
Office – C030 (opposite end of library at Porirua Campus)

**Appendix 2-Facilitated session hand-out**

APPRECIATIVE INQUIRY

Appreciative inquiry is a strengths-based participatory approach to organisational development. It is based on an inquiry process that:

- Identifies and explores instances of good practice
- Seeks information about what makes the examples of good practice effective and successful
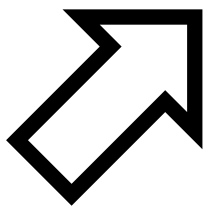
INQUIRE

What you do that sets up a great learning space?
What do you do that engages students in learning?
What do you do that motivates students to learn and succeed?
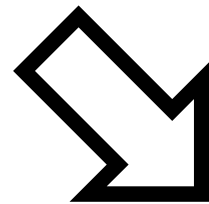
IMPLEMENT

"Successful teaching and learning experiences for [target learner group]"

IMAGINE

Create a VISION.

What are the possibilities?
What are the wish lists?
What are the weakness of the current system to be addressed?
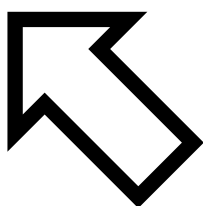
INNOVATE

What are the "bridges" that could be put in place to reach the "Vision" ?

What are the steps you can take today, tomorrow , next week towards creating the Vision

Adapted by Ria Tomoana from the EnCompass Model of Appreciative Inquiry (as cited in Preskill & Catsambas, 2006, p.15)

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Workshop Outline

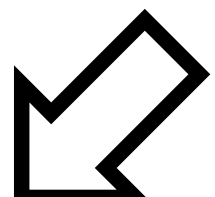**1: INQUIRE about the "best of what is"**
In pairs.

Take a moment to reflect on your work at Whitireia and think of a time when you felt really proud of the way in which you contributed to meeting the educational goals and aspirations of [target learner group].

In pairs, take turns to describe and listen to your partners experiences.
The situation – the issues/what you were wanting to achieve/fix/solve?
The strategy and/or activity you employed to address the situation
The outcome? How did it make a difference? Did it contribute to improved outcomes?
The evidence of how you knew the strategy worked?

Record below what your partner says:

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2: IMAGINE the "best of what might be", o*r* What would good look like?

If you had three wishes (at individual/programme/service or organisational level) that would make it possible for more of these examples of good practice to happen, what would they be? These wishes might include identifying and addressing weaknesses of the current system.

In small group
*Imagine that it is three years from now and your wish has come true. Your programme/service is achieving/contributing to further positive outcomes for youth and is being recognised as leader in the field. What sorts of things would be happening? What would you see that is different? What would you attribute your success to? What would the student learning experience be for [target learner group] at Whitireia**?***

Record on flipchart paper

3: Innovate – bridging the gap between the "best of what is" and "best of what might be"

What would be your wish list that would get you from where you are now to the vision of where you want to be?

*Think about your **own professional development and improvements that could be made by you** to bring about desired changes in your programme/service (or the organisation as a whole) — the purpose is to bridge the best of "what is" (appreciating) with "what might be" (imagining)..*

*These " next steps" are needed to move you closer towards your vision. Look for things that you can do next week as well as longer term actions. **Write them here:***

MY ACTIONS
. . . .

Implement

Appendix 3-Email questions

One of my interview questions is, "What do I need to know about you, so I can assist you to achieve your goals?" it's the only question that's not strengths based, its truth based.

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Inquire questions

Why do you see relationships as being important in a successful learning environment?

How do you build relationships with your students – what do you personally do?

What does *culturally responsive* mean to you?

How do you set up a *culturally responsive environment* in your classroom? *How do you know that what you have done is successful?*

How do you motivate your students? *How do you know that what you have done is successful?*

How do you engage your students? *How do you know that what you have done is successful?*

·What formative evaluations do you use to track learning – what data do you collect?

Imagine questions- think of a vision

· What do you think would be the best "teaching and learning experience" especially for our target learner groups?

· What would the classroom look like? How would the teaching/learning go?

· What would you be like as a tutor?

Innovate questions

· What would you NEED to get the vision?

· What would you need to help you be the best tutor?

Implement questions

· What could you do tomorrow to make a change?

· What could you do next week?

· Set out your pathway to achieving that vision over the areas of influence that you have control.