



**Whitireia**  
NEW ZEALAND

*Maximising the  
diversity of our learners  
– Māori, Pacific, and  
youth*

*“Nobody cares how much you know  
until they know how much you care”  
First spoken by Theodore Roosevelt, but  
often reiterated by Aka Arthur, Ngāti  
Toa Kaumātua and WelTec and  
Whitireia Combined Council member*

# ACKNOWLEDGMENTS

## **He mihi**

He mihi tēnei ki ngā kaimahi o Te Kura Matatini o Whitireia. He mihi anō hoki ki a koutou e ngākaunui ana ki ngā tauira Māori, rātou ko ngā tauira mai i Te Moana-nui-a Kiwa me te hunga rangatahi. Nā reira tēnā koutou, tēnā koutou, tēnā tātou katoa.

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The content of this resource has been divided into eight sections based upon the key themes drawn from the findings of the research report *‘Sharing successful teaching and learning strategies for Māori, Pacific and Youth learners - The Whitireia Way – 2011’*.

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# INTRODUCTION

## Who is this resource for?

This resource is aimed at tutors who are looking for new and different teaching approaches. It may also serve as a self-evaluation tool to make teaching and learning spaces the best they can be.

## Where did these ideas come from?

A small research project was undertaken in 2011 to capture and promote successful teaching and learning strategies currently being utilised by Whitireia staff. A particular focus of the research was the identification of successful activities and strategies that are relevant for use with Māori, Pacific and youth.

## Why only Māori, Pacific and Youth?

This research was undertaken to support the implementation of the Māori, Pacific and youth strategies at Whitireia. Staff asked for practical tools to assist with the implementation of those strategies, and this resource booklet is intended to be one of those practical tools.

## What's the purpose of this booklet?

The purpose of this booklet is to promote a culture of success led by staff for staff. Whitireia staff are doing a lot of great things but we don't always have the opportunity to learn from each other. This booklet is not intended to be a comprehensive resource, instead, it serves to provide tutors with a selection of tips that other staff have found useful and are consistent with local, national and international research.

## Where can I go for more help?

Ask your programme manager for further professional development assistance. A Moodle site is being developed which will have this resource and other relevant resources. Also, check out the last page of this booklet for more information on where to go for more help.

# BUILDING RELATIONSHIPS

*Tips/strategies/activities to consider:*

Learn the students first and last name and be able to pronounce them properly

Hold an initial 'meet-and-greet' with students and get to know who your students are and where they come from

Use mihi/self-introductions at the beginning of your programme and at other team-building activities

Make more time for "listening to students" during class time. This provides insight into their lives and can give you valuable information which you can use to help understand your students' realities

Use wānanga and noho marae as alternative learning options to add variety

Hold shared lunches as an opportunity to engage with the students

Building positive relationships is essential to provide a solid foundation for successful learning experiences. These relationships are specific to the teaching and learning role and are not only between tutor and student but also student and student. Tutors need to continually develop and maintain these relationships throughout the whole course.

*"Share personal narratives with students as a way of opening up and showing the students that you are sincere and care enough to share your own mistakes and experiences"*

*"The tutor helped us to get to know everyone..... everyone had to introduce themselves and we did little activities.....we can go to anyone in our class for help, and we help others who need it" (student)*

*"The [Tutor] is great at building relationships with all age groups. She is like a mother figure for us"*

*"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 students won't listen"*

# BELIEVING IN THE POTENTIAL

## *Tips/strategies/activities to consider:*

Acknowledge and celebrate student achievements to show your students that you believe in their potential

Start the class with a calm mind and positive attitude

Build confidence in students by talking to them about how they can achieve their goals

Show that you are willing to invest in your student's success by offering tutorials to further enhance and support their learning

Use the tuakana/teina model as a way to progress whole class learning

Identify what you can do as a tutor to make a difference for your students

Make the classes innovative and use a range of learning settings

Link students up with an industry related mentor to provide them with exposure to real life experiences in their particular area of interest

Talk to students about how they can achieve their goals

Tutors need to believe that students have the capacity to succeed. This belief in the ability of the students permeates all the tutors actions and words.

*"The way they [tutors] 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"(student)*

*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 (student)*

*"Students need to see people who have succeeded. Provide them with exemplars of success"*

*"I tell my students it's ok to give a wrong answer; I say that if you don't give me a wrong answer, how can I give you the right one?"*

*"I always think I won't pass the course – [tutor] sat down with me and said that I will pass and I trusted her and look at me now!" (student passed the course)*

# CULTURAL RESPONSIVENESS

## *Tips/strategies/activities to consider:*

Learn the students first and last name and be able to pronounce them properly

Use mihi/hi/self introductions at the beginning of your programme/lesson and at other team building activities

Learn basic greetings in the languages of your students

Use wānanga and noho marae as an alternative learning option to add variety

Acknowledge who you talk to and let them know who you are

Begin a lesson with a waiata or a karakia as a way to set the tone for the lesson ahead

Create study tables and allow students to identify their strengths for group projects

Allow students to think holistically before unpacking

Bring in role models from your sector that reflect the different ethnicities and cultures of your students

Use your own cultural background as a way to connect with students

Incorporate Māori cultural processes into your teaching and learning space

Cultural responsiveness is about being respectful of diversity and the culture of others and maximising the wealth of experiences and knowledge that students bring into the classroom.

*“Cultural responsiveness is an individual thing. My approach is to use my own culture as a way of connecting...”*

*“When we have an important visitor, we know that we would have a pōwhiri. It gives the students the opportunity to understand what was happening and for us to show acknowledgement of the manuhiri”*

*“It’s not about treating people differently but about being mindful of the difference”*

*“Acknowledge that every learner has a cultural perspective, ethnic makeup, and value system” (tutor)*

# BASICS OF TEACHING

*Tips/strategies/activities to consider:*

Write the daily plan on the board so students know how the day will be shaped and when they will have allocated breaks to make phone calls etc instead of doing it during class time

Be explicit about why a particular example is chosen, or why a particular method is going to be used so students can see the reasoning

Put a chart up on the board showing your students how you can link attendance to success

Use your own experiences as a way to demonstrate a point of learning

Tell your student how well they are doing and what they need to work on

Chunk the learning and utilise concrete examples to support the learning of a theory

Be organised!

Teaching is a skill with basic tools and theories underpinning good practise. If you do not have a teaching background, look for support from your peers who do and seek professional development.

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

*"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 of these things help me to process the information and retain it". (student)*

*"...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" (student)*

*"If they break the questions down a bit then we'll get the question" (student)*



# REFLECTIVE PRACTICE

*Tips/strategies/activities to consider:*

Seek feedback at the end of classes to improve your student's ongoing teaching and learning

Promote professional development opportunities that you think are valuable to your colleagues

Ask your students at the end of each class one thing they felt was taught well, and one things that wasn't

Use course evaluations to help inform your teaching practice and planning for next year

Listen to your students so you know where they are at and this may assist you in reviewing you plan/programme of work.

*"I continuously assessed feedback from the class and from assessment to know where the students are in their learning as well as to inform how well the programme is fitting the students" (tutor)*

In order to institute good teaching practice as a teacher, you must learn how to be an evaluative and reflective practitioner.

*"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 when I know she's listening" (student)*

*"Our team meet at the end of each term to review ourselves and the students work" (tutor)*

## **Helpful Hints**

There are a number of ways to reflect on how things are working in your classroom and how you can make improvements. Maintain ongoing self review by looking at:

- attendance data
- Work completed/ passed/not passed/due dates
- Student participation in class/group tasks/activities
- What's connecting, what's not?

# MĀORI

*Tips/strategies/activities to consider:*

Think of what you can do within your programme to provide opportunities for whānau to be engaged. eg – do you have information nights for prospective students and do you ask them to bring their whānau along?.

Learn the students first and last name and be able to pronounce them properly

Use mihi mihi at the beginning of your programme and other team building activities. Set the frame for “mihi mihi” to allow Māori students to feel it is acceptable to use pepeha as well as the standard “my name is, I’m interested in”

Use wānanga and noho marae as alternative learning options to add variety

Use a Māori pedagogical lens in your teaching using whakatauhaki/ waiata/narratives

Use the tuakana/teina model as a way to progress whole class learning

Hold shared lunches as an opportunity to engage with students

Māori students will thrive in a learning environment that is built on whanaungatanga and manaakitanga. Provide Māori students with opportunities to work together and support each other through their learning. Positive relationships and strong leadership are fundamental.

*“Acknowledge the relationship that Whitireia has with Ngāti Toa – the mana whenua”  
(tutor)*

*“Allow your students to plan and lead wānanga and noho marae”  
(tutor)*

***The music programmes have an evening where students can “showcase” their learning to their whānau.***

*“Look at how you can include local Māori community groups or Māori role models, that relate to your area of learning eg. Early Childhood Educations programmes work with Kōhanga Reo,  
(tutor)*

*Ask students how they think they best learn and what motivates them to engage and learn (tutor)*

***Tip: Are there Māori words on this page that you aren’t familiar with? Finding out what they mean is a great place to start!***

# PACIFIC

## *Strategies to consider:*

Learn the students first and last name and be able to pronounce it correctly

Foster strong relationships with families of students by finding a way to include them in the programme

Acknowledge and encourage students to celebrate special days (e.g. Samoan Independence day)

Find out about the students' other commitments/ demands on their time at the beginning of the year so a discussion can be had with the student about how the student can manage those challenges

Hold shared lunches as an opportunity to engage with students

Use a variety of communication medium i.e. discussion threads to allow those who never speak in class to find their voice

Use extra study groups to allow for further exploration of ideas

Although this resource lists Pacific students as “one group” remember that there are MANY different Pacific countries with unique identities. Check out the Moodle site listed in the references to gain a greater understanding of this feature of diversity.

*Expect complexity, it's okay. PI students have an understanding of the world that is complex, they manage complexity. It can be a strength (tutor).*

*Bring flamboyancy into the classroom, bring colour, happiness and humour (tutor)*

A tutor had a student who was always late, and after making time to find out what was happening in her life, the tutor found that the student's lateness was not a reflection of her not wanting to learn, but a reflection of non-negotiable family commitments. This tutor found a way which allowed the student to keep up in class. Listening to the student, and finding ways to make the programme fit the student are worth the effort.

# YOUTH

*Tips/strategies/activities to consider:*

Use different mediums of technology to support student learning. For example if you use a “workbook” why not put the workbook assessments up on Moodle for students to use in that format.

The “here-and-now” plays a strong force in the lives of youth. Be explicit and direct students to take note of points which may, for example, be necessary for an assessment.

Allow time to listen to students. This listening will provide an insight into their “realities” and also provides opportunities for life skills teaching.

Realise that some students that come straight from school may have little “life experience” to assist them in their studies, find ways to compensate for this.

Being flexible within some components of the teaching plan allows you to request total compliance in other areas. This explicit “give and take” shows students how you are willing to collaborate with them in their learning

Youth do have particular needs, especially those who have just left school. They are still developing their own identity and may need help to develop a positive identity of themselves as learners.

Celebrating the students’ progress as the learning journey progresses is one way to help develop that positive “learner identity”.

*Use language that helps the students identify themselves as learners **and** as a successful participant in their chosen industry, eg use phrases such as " As learners we ...(name skill they are using); as a carpenter you will...(name a skill they are using or about to practice)"*

*Use a variety of delivery styles to make the class more interesting. Break up the lesson into chunks to avoid students “switching off” like the student’s comment below*

*The transformations that youth go through are amazing*

*“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 (student)”*

# FURTHER INFORMATION

## Whitireia Moodle resources

- A new Moodle course is in the development stage to support this resource – Look out for it out in May 2012
- MacGibbon, L, Holland A. (2011) Working with young people presentation File (look under Research Centre”)
- Mapping Pasifika (look under “All resources)

## Other resources

- AKO Aotearoa: National Centre for Tertiary Teaching Excellence has a website which provides a wide range of evidence based practical resources that support good tertiary teaching and learning. For example, if you are new to teaching check out “Signposts” This guide for new tertiary teachers is a series of one-page 'Signposts' explaining key ideas of teaching and learning. <http://akoaooteaaroa.ac.nz>
- The National Centre of Literacy and Numeracy for Adults has resources about engaging Māori adult learners and Pacific adult learners. Check it out <http://literacyandnumeracyforadults.com/Professional-Development/Professional-development-modules>
- AKO Aotearoa : National Centre for Tertiary Teaching Excellence. Publication : “A Tertiary Practitioner’s Guide to Collecting Evidence of Learner Benefit. What questions should I ask?” <http://akoaooteaaroa.ac.nz/collecting-evidence>

Remember, your colleagues are an excellent resource. Let your manager/programme manager and other colleagues know your questions and you’re sure to find someone who can point you in the right direction.

## Feedback

If you would like to provide feedback on the usefulness of this resource so that it can be improved please send an email to:

[research@whitireia.ac.nz](mailto:research@whitireia.ac.nz)

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