

Excellence

Supporting Excellence in Tertiary Education



Profiling the 2018 recipients of the Tertiary Teaching Excellence Awards



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



Award Recipients



Faumuina Associate
Professor Fa'afetai
Sopoaga



Dr Rebecca Bird



Dr Donella Cobb



Dr Kathryn Hay



Associate Professor
Mānuka Hēnare



Professor Andrew Martin



Associate Professor
Sheila Skeaff



Professor Michelle
Thompson-Fawcett



Associate Professor
Ekant Veer



Associate Professor
Christine Woods

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I n t r o d u c t i o n

Tertiary teachers make a valuable contribution to our society. They build on the good work of early childhood, primary and secondary teachers.

This publication profiles 10 outstanding tertiary teachers. It gives a glimpse of the philosophies, practices and perspectives of the recipients of the 2018 Tertiary Teaching Excellence Awards. It also contains snippets of student voice, endorsing the skills, attitudes, knowledge and sustained excellence of the 10 recipients.

It is also a celebration of the joys, pleasures and rewards of teaching well and achieving success with adult learners. Readers will find the stories inspirational. They will also be pleased to acknowledge how fortunate our country is to be served by such worthy award recipients.

The panel that decides these awards is comprised of representatives of a range of stakeholders in tertiary education in New Zealand. Their panel work is demanding, very time consuming and requires considerable insight into contemporary education methods and systems. Ako Aotearoa is very fortunate to have such high calibre panellists who again this year had to make very hard decisions.

The panel members for 2018, chaired by Phil Ker, included:

Neil Andersen ■ Ako Aotearoa
Rikke Betts ■ Tertiary Education Union
Greg Durkin ■ Industry Training Federation
Melissa Evans ■ New Zealand Union of Students' Associations

Edwige Fava ■ New Zealand Association of Private Education Providers

Dr Lexie Grudnoff ■ Teacher Education Forum of Aotearoa New Zealand

Dr Te Kani Kingi ■ Te Taihiti O Ngā Wānanga

Dr Rawiri Taonui ■ Ako Aotearoa Māori Caucus

Dr Amanda Torr ■ Institutes of Technology and Polytechnics of New Zealand

Alieta Uelese ■ Association of Māori Providers of Training, Education and Employment

Sam Uta'i ■ Ako Aotearoa Pacific Caucus

Dr Mei Winitana ■ Ako Aotearoa

Dr Rachel Zajac ■ Ako Aotearoa Academy of Tertiary Teaching Excellence

The Minister of Education, Hon. Chris Hipkins, and Parmar Parmjeet, Chairperson of the Education and Workforce Committee hosted the 2018 awards ceremony in the Banquet Hall of Parliament Buildings on the evening of 13 September 2018. The Prime Minister Jacinda Ardern also attended and presented the Supreme Award.

Any organisation teaching tertiary students is eligible to nominate tertiary teachers for these awards. A nomination form and full details of the criteria and process for applying for the 2019 awards are available on the awards section of the Ako Aotearoa website at: www.ako.ac.nz.

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Hon. Chris Hipkins

Minister for Tertiary Education



Kia ora and thank you for giving me this opportunity to introduce this publication, which showcases the extraordinary people that Ako Aotearoa is recognising this year.

World-class education systems do not result from the buildings and policies that surround them, but from the people who staff them. We all know how important it is to have inspiring and illuminating teachers. I know from my own experiences that the right teacher can spark curiosity, build self-belief and lead to a lifelong thirst for knowledge. Passionate and committed teachers are the key to engaging and empowering our students to get the most out of their learning experience.

Since 2001, Ako Aotearoa has been shining the light on tertiary teaching excellence and recognising champions for tertiary teaching excellence through these awards. I would like to acknowledge the work of Ako Aotearoa in successfully assisting educators to enhance tertiary education teaching and provide better educational outcomes for learners. It is this focus on learners that the Government wishes to encourage.

The award winners profiled in this publication represent the best of New Zealand's tertiary educators. Each profile illustrates the exceptional standards of teaching that each individual has achieved through their dedication

to their students and their profession. It is obvious that these individuals have a special ability to inspire their students and equip them with the skills and knowledge they need to not only flourish in their own endeavours, but also positively impact the lives of others. This leads to benefits not only for the student, but also for their community and ultimately for New Zealand.

It gives me enormous pleasure to acknowledge all of the 2018 award recipients and thank them for their contribution to tertiary education. As the events of recent weeks lead us to think of the challenges and opportunities that will be faced by the next generation, these award winners serve as a reminder that the most important thing in ensuring the excellence of our tertiary education system is the people within it.

He aha te mea nui o te ao? He tāngata, he tāngata, he tāngata.

What is the most important thing in the world? It is people, it is people, it is people.



Hon. Chris Hipkins
Minister for Tertiary Education

Phil Ker

Chair ■ Tertiary Teaching Excellence Awards Committee



To all the 2018 award winners, congratulations! You are receiving your awards because each of you exemplify excellent teaching across the tertiary sector – teaching that places learning and the learner at the forefront of your practice, teaching that is innovative, and teaching that makes an impact on the practice of your colleagues. Special congratulations to Faumuina Associate Professor Fa'afetai Sopoaga, an outstanding Pacific educator who is the 2018 winner of the Prime Minister's Supreme Award.

It is an honour to convene the selection panel that chooses New Zealand's top tertiary teachers and a privilege to read the portfolios of all of the nominees. The selection process is a learning journey for the panellists as well as for the nominees, and we appreciate the considerable time and effort required of nominees to present their story. To those applicants that were unsuccessful, thank you for allowing your nomination to go forward – the selection panel very much valued reading all of the portfolios. We hope that you found the process of preparing your portfolio itself helpful and rewarding.

What is it that differentiates our award winners from the very strong field of nominees?

All of the nominees present as excellent teachers and all are passionate about teaching and learning and are committed to ensuring their learners succeed. All focus their practice

on designing the experiences that best lead to learning. All engage with their students and are informed by the feedback they receive. All contribute to the development of their colleagues as effective teachers and are constantly striving to improve their own practice, often through research into that practice. So, it is really a matter of degree that causes our awardees to stand out.

As has always been the case, the 2018 award winners including the Supreme Award winner result from a full consensus of the selection panel. To my fellow panel members, your thoroughness in analysing the portfolios and your willingness to listen and debate with an open mind is essential to the process and is much appreciated. When we reach agreement, we are confident we are indeed confirming excellence. Thank you.

Helen Lomax

Director ■ Ako Aotearoa



Tēnā koutou katoa, talofa lava, malo e'lelei, kia orana, bula vinaka, fakaalofa atu, warm Pacific greetings, tēnā tātou katoa.

Congratulations to the 10 recipients of the 2018 national Tertiary Teaching Excellence Awards. You join an inspirational group reaching now over 220 recipients to be recognised for tertiary teaching and learning success since the awards began in 2002.

We acknowledge you for your success and we also acknowledge the role your supporters and collaborators – whānau, learners, mentors, colleagues and communities – may have played in your journey.

While the national Tertiary Teaching Excellence Awards acknowledge your excellence in teaching and learning and in attaining strong learner outcomes, they also recognise, frankly, that you were willing and prepared to apply. It is extremely challenging to carve out time to reflect on how and why your teaching practice works. Every nominee has had to gather, reflect on and present evidence of their successes, failures and recovery strategies over a sustained period of time. Thank you all for taking the time to do this.

We also welcome you to the Ako Aotearoa Academy of Tertiary Teaching Excellence (the Academy) where you join a large and committed group of past award recipients contributing to the capability building of other educators across our diverse sector long after their awards have been celebrated.

He mihi atu, thank you, to our esteemed judges on the selection panel for their thorough review and thoughtful consideration of the merits of every single nomination. Thank you and kia ora also to those who did not receive an award as you have all attained significant teaching achievements. I acknowledge your past and continued success as educators and the excellent outcomes your learners enjoy and will keep experiencing because of what you do.

The pathways to these awards vary widely; successful nominees may have previously won teaching awards from their own organisation or others. Many have been encouraged, or possibly even cajoled, into applying by their managers and colleagues due to the stunning successes their learners experience. Some have sought guidance from Academy members in developing their portfolios. For others, all of the above may apply.

Whatever the pathway taken, these awards are our way of saying to some truly special tertiary educators, tū meke, well done, you have done an excellent job.

Nō reira, nāku noa,

Nā Helen Lomax
Director, Ako Aotearoa



The 2018 Tertiary Teaching Excellence Awards Parliamentary Ceremony in September. Standing from left: Associate Professor Ekant Veer, University of Canterbury; Associate Professor Sheila Skeaff, University of Otago; Dr Rebecca Bird, University of Otago; Dr Kathryn Hay, Massey University. Seated from left: Professor Michelle Thompson-Fawcett, University of Otago; Dr Donella Cobb, University of Waikato; Hon. Chris Hipkins, Minister for Tertiary Education; Faumuina Associate Professor Fa'afetai Sopoaga; Associate Professor Mānuka Hēnare, The University of Auckland; Associate Professor Christine Woods, The University of Auckland. Absent: Professor Andrew Martin, Massey University.



Prime Minister's Supreme Award

S u s t a i n e d E x c e l l e n c e

Faumuina Associate Professor Fa'afetai Sopoaga

Division of Health Sciences ■ University of Otago



I am not an individual

Ou te le tu to'atasi na o a'u

This is the essence of my sense of belonging

O le fatu tonu lea e fa'amatala atili ai, po'o ai lava a'u.

I am a teacher today because of our Pacific communities who are disproportionately represented in poor health and education outcomes. These communities have encouraged and enabled me to teach and inspire the hearts and minds of the next generation of health professionals in New Zealand, and to support the aspirations of Pacific students and their families for success. I teach medical students throughout their six years of study at the Otago Medical School. My goal is to teach them how to work

with Pacific fanau in a way that supports best clinical practice and improves health outcomes. My approach to teaching is to inspire, develop connectedness and mutual trust, and encourage and enable students to learn in contexts that are often outside their comfort zone.

This was not the vision I originally imagined for a career. I came to New Zealand in the 1980s "fresh off the boat", a bright-eyed and bushy-haired girl, to train in medicine and destined to return to serve Samoa. Due to personal health





reasons New Zealand is now my home, with a career change to public health and general practice. The University of Otago's motto is "Dare to be Wise"...I dared to hope that I could make a difference through education – my vision was born. I have since led institutional changes incorporating Pacific curricula across health sciences programmes, enabled Pacific communities to contribute to health professional training and established effective programmes supporting Pacific students' success. In 2016, through the initiatives I have led, 25 Pacific students were accepted into the medical programme. I have led the mobilisation of change through a strategic approach, encouraging ownership of the journey by institutional leaders and empowering communities in the process.

Design for learning and facilitating learning

The Fonofale Model provides the overarching framework for my teaching, with an holistic approach to the health and wellbeing of Pacific people. Within this learning context the expectation is for all students to:

- Develop an understanding and appreciation of the importance of Pacific health;

- Develop relevant knowledge, skills and attitudes to work effectively with Pacific patients/fanau; and

- Learn how to navigate Pacific cultural processes within unfamiliar contexts.

I teach students using lectures, group case-based learning, experiential learning through community engagement on and off campus, and more recently a self-directed e-learning module. My teaching utilises a strength-based approach. For example, it highlights strengths within communities, affirmative health promotion messages, and approaches that value Pacific culture and cultural context. How messages are framed is critical. I ensure there is no blame or stigmatisation of Pacific communities in the teaching of our curriculum.

Pacific immersion programme

In 2010 I introduced an effective way of fostering deep learning and engagement by fourth year medical students, which involves each student spending a weekend with a Pacific family. It enables 80 students each year to learn about Pacific people's health and wellbeing. Over 600 medical students have participated in this learning opportunity since the programme's





inception. In preparation, students are informed about the learning objectives and provided with immersion guidelines, including information about their host families and host community, cultural protocols and dress code. Students begin their learning through observations, listening to stories, engagement in family and community activities, and by being in an environment where they are welcomed and made to feel at home. During the immersion, students transition from being entirely clinical in their approach to including humanity in their engagements. I provide opportunities for students to reflect on what they have learnt, encouraging them to consider how they can make a difference.

Pacific Health Day

In 2012 I developed a successful programme for strengthening students' clinical skills when working with Pacific patients. The Pacific Health Day has enabled 80 fifth year medical students to conduct basic screening health checks for the Pacific community. Clinical tutors provided support and anyone requiring follow-up received appropriate referral. The students wanted to give back to the community after the immersion programme the previous year and the Pacific Health Day provided a way for them to do this through the free health service.

Comprehensive approach to Pacific curricula developments

I led developments resulting in a division-wide Pacific health curriculum endorsed in 2016, with the same learning outcomes for medicine, physiotherapy, dentistry, pharmacy

and across health sciences programmes. This to my knowledge has not been implemented anywhere else in the world.

Evaluation

I built into the curriculum methods that would enable me to evaluate the value and impact of my teaching, and to assess student learning. I use these methods in conjunction with the whole team that teaches Pacific health. The evaluation and assessment methods include: debrief sessions, individual feedback, reflective essays, community feedback, research presentations, and monitoring student performance.

Leadership in the University

I have used my leadership strategically, creating trusting relationships with those in power so they champion our developments. For example, the Pacific Strategic Group (PSG) consists of divisional deans and senior leaders and is chaired by the Pro-Vice-Chancellor Health Sciences, who is also the Dean of the Otago Medical School. The PSG oversees our curriculum developments and support for Pacific students. The nurturing of these strategic relationships enables me to be effective in promoting Pacific aspirations and advancements.

Leadership in the community

To enable our Pacific students to thrive in the tertiary environment, I seek to make the University look and feel welcoming for them and their families. To do this, there are visible Pacific cultural symbols in our work environment. I introduced Pacific concepts and symbols

(e.g. va'a and waka) making them prominent in the University. I have never forgotten that I came to New Zealand on a scholarship from Samoa 30 years ago. I am now involved in facilitating

academic support for the development of Samoa's and Fiji's Schools of Medicine from Otago.

Peer & Student Comments

Frankly speaking, the experience made me aware of my privilege and the inherent bias that I perceive the world with. I had never slept in a cold state house before. I had never been exposed to life on a minimum wage. The experience encouraged me to maintain an open-mind, and to be curious and respectful when dealing with people from unfamiliar cultures and backgrounds. There is no way my learning could have been so deep and transformative had I heard this in the classroom or read an article.

Medical student, Year 4, 2017

She is a passionate and a highly effective academic leader of all things Pacific in the Division of Health Sciences. In particular she has made huge contributions to the development of structures to support the academic achievement of our Pacific students and to the development of Pacific curricula. Her contributions to Pacific curriculum development and to the academic and pastoral care of Pacific students is truly exceptional.

Professor Peter Crampton, Pro-Vice-Chancellor Health Sciences and Dean of Otago Medical School, 2018

Personally, I have found Sopoaga exciting, inspirational and challenging. Exciting because she walks the talk, inspirational because she sees the opportunities and seizes them, and challenging because she is navigating between different worlds, and different beliefs and values, seeking to bring them together.

Pacific Island Centre staff, 2017

I work as a phlebotomist in the holidays. Last year you taught us language skills. Tongan patients came in and I greeted them in their language. Wow! What a difference it made for them. They were smiling and went away very happy and I felt extremely proud of myself. Thank you. I just wanted to let you know.

Medical student, Year 3

Before this, it had been facts, figures and discussions around the issues, concepts that I felt I had grasped well enough but meant very little to me. I have truly been able to appreciate the holistic view of health, and how the illness consists of more than just the physical aspects.

Medical student, Year 4, 2014

Our community is proud to be involved in the University's teachings because we feel that we are valued.

Community leader, 2017

Associate Professor Sopoaga has always supported the learning and academic aspirations of Pacific Island students through networking, mentoring, teaching and development training. Over the years as an alumnus, I have been continually impressed with the progress she makes in this area.

Dr Xaviour Walker, Pacific UoO Alumni

Dr Rebecca Bird

Teaching Fellow, Department of Anatomy ■ University of Otago



There is nothing more satisfying as a teacher than watching students have that ‘lightbulb moment’ – where everything clicks into place and suddenly makes sense. This is why I teach, and why I love to teach. My own eureka moment was realising that teaching is my calling, and I now get to spend my days sharing my enthusiasm about the human body with thousands of students.

My teaching philosophy is to create inclusive, student-centric learning environments that enable students of all abilities to engage, discover and reach their potential in science.

As an anatomy teaching fellow, I facilitate student exploration of topics ranging from cellular biology and neuroanatomy to musculoskeletal and organ systems. This teaching takes a variety of formats – laboratory classes, lectures

and tutorials. Anatomy is a vast subject, with a substantial amount of terminology and content that is often new to students or at odds with what they may already know about their bodies from a layperson’s point of view. It is my job, and my





passion, to help students fit together the pieces of information they gain from lectures, practical experiments, textbooks and other resources, until they have a complete and comprehensive understanding of the topic.

Many of my students are first years. Not only are they dealing with a heavy course load and complex content to interpret, but also with finding themselves in a strange environment, learning how to study and be examined at the university level, and exploring where their own intellectual and career aspirations lie. It is rewarding to see students grow as people during this transition period, helping them perform to their best and seeing them move on to a fulfilling course of study in their second year.

I pride myself on being accessible to students, communicating effectively across a widely varying cohort, and instilling a sense of interest and excitement about the material. I love seeing my students achieve their dreams, from gaining entry into their desired course to discovering their passion for an area of human biology, and I'm honoured to be a part of their journey.

Inclusive teaching

I want all my students to experience success, whatever that means for them. I help them to reach their goals, acting as a guide on their path through university. My aim as a teacher is to not only teach examinable content and practical skills, but also to create an inclusive



learning environment so my students feel comfortable and welcomed. This allows me to broach tricky subjects, such as reproductive biology, with students saying that simple things – like acknowledging the differences between biological sex and gender – make them feel more at home in the classroom.

Not all students have the same background or learning styles, and I incorporate this into my teaching. I make sure to keep my resources diverse, from written content to interesting pictures or videos to hands-on learning opportunities. For example, I provide students with fabric anatomical models to hold and interact with, ensuring that students who feel uncomfortable with the use of human or animal tissues can still gain the same educational value from the activity.

In addition to teaching the examinable content, I also aim to nurture a wider interest in a topic so I provide students with 'for interest only' information in lectures. Students say they enjoy hearing about new scientific discoveries or advances, and clinical and sporting examples, which place what we're learning about in a familiar or interesting context.

I also believe it is important to teach students how to be examined. Many come to university not knowing how to study or translate what they've learnt into an answer on an exam script. Like many teachers, I incorporate multiple choice question practice into my lectures, but I also show students how to break down and

answer longer written examination questions. I ask students to brainstorm essay answers as homework then I show them how to expand their notes into a full, concise answer to the question. Not only is this good for the students, but marking exams is much more rewarding when I can see students integrating ideas and providing comprehensive explanations.

Providing support and guidance

I aim to give my students as much help as possible. As a Kaiāwhina Māori for my department, I provide support and advice for Māori students and I am a key point of contact for students with academic and pastoral concerns. For seven years I have provided tutorial support at Te Huka Mātauraka – Māori Centre to first and second year students in class sizes of 5–30. These tutorials began as Q&A sessions, but as student numbers grew to more than 100 students across four streams, I redesigned the tutorials to use fun and engaging worksheets that act as revision tools and test student knowledge.

Simple initiatives such as providing formative feedback to tutorial homework through individualised emails allows me to track student understanding. It also opens a dialogue that helps develop a rapport. My students appreciate this personal touch, and I love connecting with the students, learning about their hopes and dreams, as well as their struggles.

I am committed to ensuring these students stay enthused about science throughout their time at university. With that in mind, I developed a departmental open day for Māori first years to explore where a degree and career in anatomy could take them. This was so popular that it has now been rolled out across all departments in our school with the aim of encouraging the advancement of Māori students in health sciences.

Lifting students up

I am particularly focussed on students who are underperforming compared to the rest of the cohort. Working closely with colleagues, I developed weekly intervention tutorials covering difficult aspects of the course, which we delivered to students at risk of failing. These successful tutorials gave students more face-

to-face time with academics, and taught them revision and examination skills. Seventy-one per cent of students who attended passed the paper, in contrast to 47 per cent of those who were invited but chose not to attend. We are now developing these resources into online modules so that all students in the paper can benefit.

When a group of students is performing poorly compared to its peers, I nurture success by finding common ground and using it as a framework for learning. In our largest papers, which sometimes include more than 2,000 students, there are distinct cohorts. Students who study physical education have historically underperformed compared to other groups, not having the same prior knowledge in certain areas such as cellular biology. To mitigate this, I designed a new lab to cover aspects of the topic they struggle with and help them to catch up to their peers. I love being able to share a topic that I am particularly passionate about with students who may not see its relevance. It is a challenge to make the topic relatable, and incredibly rewarding when something clicks for the student and everything starts to make sense.

Nurturing a passion for science

My passion for science began when I was a child. Having opportunities to learn about science, and teachers who showed an interest, were crucial in guiding me through my science education. I believe in getting children excited about science as early as possible. I participate in outreach programmes, ranging from visiting South Island primary schools to talk about the human body, to programmes such as Hands-On at Otago, and facilitating high school students to visit the Otago University Advanced School Sciences Academy. Sparking interest at a young age can have a profound effect, as it did for me, and I am proud to facilitate their experiences.

Additionally, I cultivate an interest in teaching science through mentoring laboratory demonstrators in the papers I teach. These demonstrators are postgraduate students who are becoming the new generation of scientists and doctors. Instilling this passion for communicating science is key to ensuring that future generations of students will receive the same guidance that I myself received, and that I always aim to provide.

Looking to the future

I continue to expand my own knowledge through pursuit of qualifications in higher education, engaging in educational research, and working to improve my knowledge of Te Reo and Tikanga Māori to better help my students. I hope that this award will enable me to continue to develop personally and professionally, perhaps allowing

me to visit other universities around the world to discover how they enthuse students about anatomy, and biology in general, and also how they support their indigenous students. It is an honour to have received this award, and I am profoundly grateful to my colleagues and students for the opportunities that have led me here.

Peer & Student Comments

Rebecca is a very approachable teacher and is always one of the first people I will ask a question because of this. Her explanations of difficult concepts are easy to understand and she is always willing to answer even the most simple question to clarify her answers. She encourages collaboration between the people around you and because of this you gain not only her expertise but also that of your peers.

**Alysha Mckeeman, Anatomy student
Year 3**

I really enjoyed her well-rounded teaching style of getting everyone involved, throwing in some humour and establishing a connection with her students. I admired her ability to connect with us students and have some fun and making the content enjoyable. I wouldn't be in medicine without her assistance and teaching throughout the year.

Sam George, Medicine, Year 2

As a new tutor at the Pacific Island Centre, I reached out to Rebecca for help. Always enthusiastic and popular with our diverse tutorial group, she helped our Pacific students gain entry into their desired professional courses. Rebecca has patiently mentored me as a tutor, demonstrator and biochemistry PhD candidate, leading by example and helping nurture skills such as simplifying difficult concepts to students. I know of many students who selected to major in anatomy because of her teaching. This in itself is a testament of how great she is. Rebecca personifies all that is right

about someone fostering the development of future scientists like myself.

Jaye Moors, Anatomy lab demonstrator

Rebecca works her magic in a teaching environment. She inspires and genuinely cares about each and every one of her taura. Her enthusiastic approach to teaching the subject she is passionate about creates a learning environment where taura feel well supported. I have witnessed Rebecca's ability to communicate the most complex of topics in a relatable and comprehensible way. Rebecca has a special teaching gift which should be bottled, preserved and shared amongst all educators across the country.

Arihia Joseph, Māori student support coordinator

Rebecca engages with students and the public with ease, and has great skill in getting them to contribute to whatever activities they may be doing, while also challenging them in their thinking. Her communication and teaching style are open and collaborative, and all that she does is supported by careful planning and preparation. Thinking ahead and coming up with new ideas are also great strengths of Rebecca's, and alongside her enthusiasm for science, contribute to her success in helping others learn while enjoying themselves at the same time!

Dr Steph Woodley, Chair of Outreach and Engagement Committee, Department of Anatomy

Dr Donella Cobb

Lecturer, Faculty of Education, Te Hononga School of Curriculum and Pedagogy
University of Waikato



I spent over 10 years as a primary school teacher and I loved every minute of my time in the classroom. I bring this love of teaching into the tertiary context. At the heart of my teaching philosophy is a desire to support teacher educators, teachers and researchers to enhance the quality of teaching, both in New Zealand and also internationally. My teaching centres on my belief that education has the potential to enhance learning for all students, particularly those who have been traditionally underserved by our education system. The students (pre-service teachers) I teach are our future teachers, principals, leaders, teacher educators and educational decision-makers. For this reason, I endeavour to model the type of culturally responsive, relational and motivational teaching practice that challenges the reproduction of educational inequalities and achieves transformational change.

A relational approach to teaching and learning

One of the greatest influences on my own educational success was the positive relationship I had with each of my primary school teachers. I grew up in a small, rural school

community and I was fortunate to have incredible teachers who were genuinely interested in me. This experience has profoundly shaped my approach to teaching and is a central reason why relationships are at the heart of my design for learning.





Building relationships with pre-service teachers is not always easy in a university environment with large numbers of pre-service teachers and tight time frames for lectures and tutorials. However, I look for creative ways to build relationships. I set a personal challenge to learn the name of each pre-service teacher by the end of the first tutorial or lecture. So far my record is learning 109 names in one lecture! I believe it makes a significant difference when pre-service teachers return the following week and are greeted by their name and welcomed into the learning environment.

Bridging the theory-practice divide

Building positive relationships with our local partnership schools is also crucial to my learning design as it ensures that the content I teach is relevant to the teaching profession. My experience as an early career teacher showed me that theory doesn't always encapsulate the dynamic, ever-changing and messy nature of classroom life. As a beginning teacher, I had to quickly learn how to make meaningful connections between theory and practice. Because of this experience, I work closely with local partnership schools to ensure that paper content is relevant and applicable to the 'real world of teaching'.

I have been involved in the University of Waikato's Collaborative University School Partnership (CUSP) programme since its conception in 2012. As part of this programme, I teach a first year paper in collaboration with

a local partnership school. I work closely with the deputy principal to contextualise course content so that pre-service teachers can make connections between teaching practice and theory within this unique school community. The deputy principal and I run in-school tutorials that utilise the expertise of associate teachers (teachers who mentor our pre-service teachers). Sometimes these tutorials include watching a teacher model the use of a specific teaching strategy. Pre-service teachers then implement the observed strategy with a small group of children while another pre-service teacher observes their teaching. This peer observation forms the basis of ongoing feedback and reflective conversations between pre-service teachers and their associate teachers.

Creating an inspirational and motivating learning environment

I strive to design educational experiences that are motivating, engaging and inspire pre-service teachers to craft their own inspirational teaching practice. It is essential that they can turn theoretical understandings into effective teaching practice. For this reason, I construct learning experiences that actively involve pre-service teachers in theoretical concepts and understandings. Lectures are notorious for facilitating a very traditional style of learning. I work hard to challenge this model by actively involving pre-service teachers in my lectures. In a recent ethics lecture, pre-service teachers used their own devices to log onto a website

where I had set up different ethical scenarios. They 'voted' on their preferred course of action and we were able to immediately see the results on the large lecture screen. This provided a useful tool to facilitate engaging discussion and debate about a framework for ethical decision-making.

I was recently teaching my third year curriculum and assessment pre-service teachers how to write clear and specific assessment criteria. To reinforce this idea, I created an activity where they worked in groups to assess a bag of lollies. Each group had to write criteria in an assessment rubric and then assess their small bag of lollies according to these criteria. Some groups soon realised that their criteria had not been specific or clear enough. Other groups found that a lolly they didn't particularly like (e.g. the licorice allsort) scored the highest because they assessed a broad range of criteria such as 'appearance' and 'texture' rather than just 'taste'. This prompted an invigorating discussion about how teachers sometimes concentrate on certain criteria (e.g. spelling and punctuation) while dismissing others (such as ideas and vocabulary). This exercise allowed them to see how important it is to write clear and specific assessment criteria so that children are fairly assessed. Despite the sugar crash at the end of my tutorial, this learning experience was successful in helping pre-service teachers make connections between assessment theory and practice.

Culturally responsive teaching

My teaching practice centres on culturally responsive teaching practices that demonstrate my commitment to honouring te Tiriti o Waitangi and the cultural backgrounds of pre-service teachers in my class. While I am not yet a fluent speaker of te reo Māori, my colleague Dr Dianne Forbes and I started a weekly gathering to provide an opportunity for academic and professional staff at the University of Waikato. We meet each week and collaboratively work through a self-directed language programme to develop our reo. Our aim is to see Māori spoken by all academic and professional staff in the Faculty of Education. We still have much work to do but our weekly gatherings are a small step towards achieving this goal. This supportive experience has also given me the confidence

to integrate basic te reo and whakatauki throughout my tutorials to demonstrate the value I place on reo and tikanga Māori.

Earlier in the year I went to Te Kauri Lodge in Kawhia with my Masters of Teaching and Learning pre-service teachers. On camp, they had the opportunity to visit a little museum that houses artefacts, stories and legends from local Māori and early settlers in the region. I used drama to recreate these stories, myths and legends by getting groups of pre-service teachers to 'bring to life' a story from the displays in the Te Kauri museum. They created a series of 'human photographs' that captured the essence of their story. These role-plays culminated in a presentation at the conclusion of camp. This opened discussion about traditional Māori knowledge, stories, legends and myths and how such knowledge can be embedded within their future teaching practice.

My commitment to cultural responsiveness also extends to enhancing educational outcomes for international students within our faculty. We are privileged to have a number of international postgraduate scholars at the University of Waikato. Many of these scholars come to us from developing countries to complete masters and PhD research. I am highly motivated to support our international scholars to experience success during their postgraduate studies. I established a Postgraduate Global Connections group in 2015, where we created a supportive network to talk about successes and challenges associated with conducting cross-cultural research and/or research in developing countries. These monthly gatherings have blossomed into an annual research symposium, leading to the development of a writing group where students attend regular writing workshops and receive mentoring to publish their first academic paper. Our first articles were published in September 2017 and were received with much excitement and pride.

Looking to the future

I intend to extend my current research on enhancing the quality of teaching and teacher education, particularly in developing countries. This award will enable me to build on existing research partnerships with universities within and beyond the Pacific region to further enhance teacher quality.



Peer & Student Comments

Donella has the ability to connect with students at all levels – from first year to PhD. Every student is unique and special to Donella.

Dr Sue Dymock, Senior lecturer, University of Waikato

Donella had a special way of knowing exactly what we needed to hear. I believe that was from her extensive experience, but primarily from her ability to connect with us and get a feel for what we needed to know. This has been a huge influence on my current teaching career. In all learning engagements, Donella radiated enthusiasm. It was always very easy to be captivated by what she was saying. She would speak of her personal experiences in a way that would engage and inspire you.

Kirra Saville, Teacher, Berkley Middle School Hamilton; Student from 2012-2014

Donella is a passionate and committed teacher who genuinely cares about the students that she teaches. I know that she greatly enjoyed her time as a primary school teacher and she has brought her passion for education into Waikato's initial teacher education and postgraduate programmes,

where she generously shares her knowledge and expertise with students.

Professor Claire McLachlan, Head of School, Te Hononga School of Curriculum and Pedagogy, University of Waikato

Donella built positive, professional relationships with students. She took a genuine interest in who we were and what led us to choose teaching as a career. She was exceptionally welcoming and friendly and had a wonderful teacher presence.

Sophie Bowie, Teacher, Kawaha Point School, Rotorua; Student from 2013-2016

The main aspect that I admire about Donella is that she is always willing to help every student succeed. She makes time to sit down and talk to students about assignments, stay after the tutorials and answer the many questions students have. She believes in you and she wants us to achieve to the best of our ability. This has had a huge impact on building my confidence.

Melissa Joyce, Teacher; Student from 2014-2016

Dr Kathryn Hay

Senior Lecturer, School of Social Work ■ Massey University



My career as a social worker and a teacher of adults began by accident. I had initially intended to be a primary school teacher but I wasn't long into my training before I realised that my passion lay elsewhere. A three-week social justice residence programme at the Auckland City Mission, which I completed at the end of my second year as an undergraduate, confronted me with new realities. Consequently, although I graduated as a primary school teacher, I refocussed my career, doing postgraduate study in social policy and social work.

One of my field education experiences during my postgraduate training took place at Te Aroha Noa Community Services in Palmerston North, an organisation that supports their community to identify and achieve their goals. My role was to work alongside local women to design and develop life-skills training sessions. These occurred in homes and community halls, and I found myself loving being a facilitator and an educator. The impact of the classes on

the women who participated and on me was amazing. The women became friends with one another, but more importantly, they gained the knowledge and skills they sought while also strengthening cohesion in their communities. From them, I learned that my joy as an educator came not from being in a school classroom, but from walking alongside adult learners in the transitory spaces between academia and their worlds, guiding their learning in authentic





and meaningful contexts while also learning from them. I realised that my strength was in creating opportunities for shared learning that recognised and valued the students' knowledge as much as my own. I have now worked in social work tertiary education for nearly 15 years, primarily teaching in the work-integrated (field education) courses. As the Director of Field Education I am privileged to lead an amazing team of dedicated academics and administrators who are all committed to ensuring excellent placement experiences for our students.

Field education sits at the heart of social work education. Not only is it a professional accreditation requirement, but it is widely considered the signature pedagogy of the profession (Wayne, Bogo and Raskin, 2010). It is identified as a transformative learning approach, facilitating individual and social change (Jones, 2009). Academics teaching in this domain are often less visible than many of our colleagues; we do not always work in classrooms delivering easily observed lessons. Instead, we occupy the liminal spaces of education, working both inside and outside of traditional classrooms to break down the boundaries between theory and practice. We are constantly identifying learning opportunities and monitoring the complex learning needs of individual students who may be on a placement in a social service organisation anywhere between Kaitaia and Invercargill, or even in Australia or Cambodia. Our work is frequently out of sight of the educational institutions that employ us, but it is made visible through the learning and professional practice of the students while they are in their placement agencies. My work in

developing standards and teaching in this area is recognised across New Zealand and I have been involved in collaborations as far afield as Fiji, Cambodia, Canada and Alaska.

I believe in the power of learning by doing and the value of Experiential Learning (Kolb, 1984). I am excited by the way the experiential learning process involves students directly in the learning process and facilitates their critical reflection on their experiences so that they gain a better understanding of their new knowledge. To assist the success of this process, I plan and carefully monitor each student's progress in order to guide my teaching as well as their learning and reflection before, during and after the field education experience. By providing safe spaces in which students are comfortable to critically reflect and share their voices, I am able to draw on the strengths and experiences that they bring with them to create learning opportunities. I challenge my students to think critically about themselves and their own histories and help them develop the skills and confidence to challenge assumptions and make informed and wise decisions.

The majority of papers I teach are by distance, which requires me to build effective relationships with students online and during contact courses. I am responsible for the preparation of up to 80 students for placement each year and oversee them once on placement. These placements are for 60 days and are preceded by workshops that I facilitate in three to five day blocks in semester 1. I design my online environments, teaching activities and course materials so they are relevant for our diverse student cohorts and suitably equip them for professional practice. I meet with every student individually at the start

of the year to establish our working relationship. I then facilitate, monitor and assess the students, both in the pre-placement workshops and while they are on placement in semester 2. This involves assessing students' written reports, monitoring their work in the agencies and providing ongoing teaching conversations or 'supervision', via phone, email or skype, during their placement. As successful field education experiences depend not only on me but also on the students' workplace supervisors, I must also ensure they have the pedagogical knowledge and skills required to educate students during their field education experiences. My colleagues and I do this by running annual field education training for supervisors in different geographical locations throughout New Zealand.

In addition to using conventional communication channels with students, I also use rich media to communicate and keep connected. I use both video and enhanced PowerPoint with embedded audio and written transcripts that can be downloaded or printed by learners who like to work with hard copy materials. These tools enable us to stay connected, wherever my students are in the world. Two colleagues and I have also created a media-rich social work textbook in response to comments from students regarding the limited information about the range of social work practice. The project was originally planned to be a simple series of videos hosted in a Moodle site. We realised however that the video could be enriched by supporting it with transcripts and text that provided the academic context needed by students. The innovative co-authored text 'Social Work in Aotearoa New Zealand: Exploring Fields of Practice' was the result. The text includes 37 short videos, photos and academic writing, and has become an established field education textbook with demand from across the sector for more books in the series.

To help my students navigate the transition from classroom to workplace, I incorporate case studies and scenarios in my classroom teaching. This gives context to theory and starts the connection between students' classroom work and their upcoming placement. Case-based learning provides students with authentic but safe opportunities to explore their skills and understanding before they enter their

placements. Interactive learning experiences develop critical thinking. It is important for students to have to justify their viewpoints and consider alternative perspectives. For instance, in a session on conflict management styles, I use the activity 'Zoom' by Istvan Banyai in which students in small groups sequence cards to create a story. Through this activity they show their styles 'in action'. I facilitate critical reflection so that students explore their reactions and interactions in more depth. Students often refer back to this session after placement, noting how they transferred their knowledge from the classroom to the placement to address any conflict that arose. Our field education team have designed a Moodle site that connects theory to practice using journal articles, practice exercises, case studies and podcasts relevant to each learning outcome. The site is available to Massey students and the approximately 230 supervisors who educate our students during their placements every year. This strengthens the links between the academic and the social service sector. Research into the impact of the site on supervisors' practice showed that the supervisors found the immediate access to information extremely beneficial and that the site not only supported their supervision practice but also facilitated their own personal learning and development of other aspects of their professional roles (Hay & Dale, 2014).

I gain considerable joy from teaching and it is so rewarding to hear from students that I have contributed to their professional learning and development as social workers. However as Mark Twain once said, "To get the full value of joy you must have someone to divide it with." Before completing their qualifying programme, students are required to have achieved core competencies. Alongside colleagues, we have begun developing new online tools for students to show how they have achieved these competencies and demonstrated the practice skills that indicate they are ready to be newly qualified social workers. Therefore, it is my intention that this generous award from Ako Aotearoa will further enable the development, implementation and evaluation of these e-learning developments in the School of Social Work, Massey University.



Peer & Student Comments

Kath – amazing, very attentive, warm and inclusive. Made it easy to engage and share.

179.355 Contact course evaluation, 2017

I just wanted to tell you how much I enjoyed the video you made for our block course. Amazing. The timing, clarity, delivery (and of course content) was impressive. How do you do that? You held all our attention, which was no mean feat.

Unsolicited student feedback, 2015

Dr Hay is an excellent teacher committed to her students and to providing a high quality learning experience in the area of field education. Her innovative teaching strategies have been recognised and embraced by her colleagues at Massey and further afield.

**Professor Steve LaGrow,
previous head of school, 2012**

Kath was a great lecturer, very helpful, approachable and reliable and got back all correspondence in a timely manner, which is very important for extramural students.

179.355 TESD, 2016

I love how interactive [your teaching] was. I love hearing people's stories, experiences and opinions. Thank you so much for your time and passion.

179.355 Contact course evaluation, 2017

Kath has a strong relationship with my field educators and other staff, and makes an effort to know what's going on at the agency. This fosters mutual respect. My field educator felt Kath was easy to approach and was forthcoming with information.

179.355 course evaluation, 2012

Kathryn chose to make space in her teaching practice to listen to a blind student's voice and thereby recognise the valuable contribution the student's own experiences could make to her learning experience. By taking a very student-centred approach, Kathryn ensured that robust assessment of professional competencies occurred whilst also empowering the student, rather than the student feeling disadvantaged by her circumstances.

Phil Godfrey, Student disability adviser

Associate Professor Mānuka Hēnare

Business School ■ The University of Auckland



Business and economic histories of Aotearoa-New Zealand often put forward an argument that business and economic development were introduced by Anglo-European settlers. There is little regard for the 1,000 years of Māori development prior to 1840, let alone the 5,000 years of South East Asia, Austronesian and Pacific development. While Māori economic engagement with the Anglo-West is only two centuries old, the Māori economy extends some 6,000+ years. My mission is to highlight, with academic colleagues and students, thriving economies that existed prior to the Anglo-settler arrival, with culturally-appropriate businesses in areas such as fishing, horticulture, land management, forestry management and bird catching. Instead of compressing Māori entrepreneurial histories to fit Anglo-Western time frames and models of success, together we examine these economic activities and place them in more appropriate cultural and temporal contexts.

Our approach to graduate teaching and a pedagogy of Māori business and economics

The ongoing revision of historical understandings of South East Asia, Austronesian, Pacific and Māori commerce frames the content of

the courses in the Te Tohu Huanga Māori Postgraduate Diploma. Māori and other indigenous peoples offer worldviews and ethical systems that differ from other widely-held notions of sustainable business development. The business and economic drive currently



taking place within Māori society requires an alternative pedagogy and appropriate practical application.

For many years Māori students, together with others of indigenous communities, have inspired us to lead the search for a distinct indigenous pedagogy that transcends Anglo-Western modes of learning and knowledge creation. Austronesian Indigenous communities provide the mandate for educational learning, research and business activities in their organisations and communities.

From 1997, Dr Pare Keiha, Ella Henry, now Dr Henry and I co-authored a thought piece titled, *Kaupapa Māori and Business Education Tikanga Whakaruruhau: Towards a Pedagogy of Māori Business and Economic Development Education*. We have now developed a Māori business learning, teaching and research strategy for our respective business and management schools, with six principles of a Māori pedagogy in the School of Business and Economics.

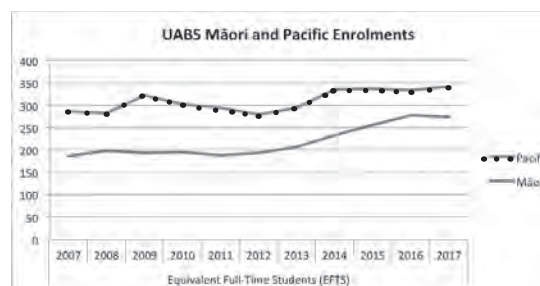
Six principles of a Māori pedagogy in the Faculty of Business and Economics (cf Graeme Smith)

1. **Tino rangatiratanga** – self-determination
2. **Taonga tuku iho** – cultural aspiration
3. **Ako Māori** – culturally preferred pedagogy
4. **Kia Piki ake i ngā Raruraru o te Kāinga** – 'socio-economic' mediation
5. **Whānau** – extended family structure
6. **Kaupapa** – excellence as a collective philosophy

Together with a novel *Māori pedagogy in business and economy; the commitment to Te Kara, He Whakaputanga and Te Tiriti o Waitangi of the Business School*, I applied the six principles for a Māori Pedagogy in the School of Business and Economics, and addressed the Treaty principles in the Business School when appropriate.

As a result, Māori have completed PhDs in economics and management, masters degrees, and 400+ students graduated from Te Tohu Huangā, the Māori Graduate Programme. A Māori and Pacific Islands Business School association, currently called CAPM, is part of our highly rated Māori and Pacific Islands undergraduate mentoring scheme called 'He Tuākana'. These initiatives supported continued

growth in Māori and Pacific enrolments (47 and 20 per cent respectively over the 2007-2017 years).



Today in The University of Auckland Business School (UABS) kaupapa Māori (philosophy) and mātauranga Māori (knowledge system), wānanga approaches to teaching and learning are the norm.

Teaching principles of wānanga, kaupapa, tikanga and āhuatanga

Classes are a wānanga characterised by teaching, learning and research that maintains, advances and disseminates the highest standards of mātauranga and mōhiotanga (Māori knowledge and wisdom systems). Such wānanga develop intellectual independence and assist the application of knowledge regarding āhuatanga Māori (Māori tradition) according to tikanga Māori (Māori custom).

These knowledge systems integrate three East Polynesian-Māori notions of being in time, i.e. being in the past, in present time, and in future time within a global economy.

The challenges of fostering collaborative learning within a kaupapa Māori, tikanga Māori and āhuatanga Māori philosophy and methodology appropriate to the 1,000 year history of kāinga (firms and businesses) and whai rawa (the flourishing economy of mana) are considerable. Collaborative teaching and learning require a high level of flexibility from teachers: guiding the conversation and interaction in the class, conveying the important points for learning, while at the same time maintaining a collaborative teaching environment.

Four factors are particularly important to my approach:

- According to Māori tradition, wānanga learning and teaching must be innovative in content and philosophy, and infused

with collaborative learning and research. Kaupapa Māori by its nature includes deep imperatives to learn and teach.

- Āhuatanga and tikanga, the virtues, ethics and behavioural norms of Māori belief, wisdom and knowledge systems guide teaching practices.
- Shaping kaupapa Māori in business and economics captures Paulo Freire's idea of adult education learning as a process of conscientisation, whereby students and teachers become critically aware of their economic world and the need for change.¹
- Kaupapa Māori learning and teaching in commerce is built on a system of questions and answers in wānanga, akin to a Socratic method. The dialogical aim is to build upon the existing knowledge and experiences of students.

My teaching philosophy sees the teacher and the student as both teachers and students. The two come together in dialogical, mutual learning. This is akin to the Ako kaupapa that is taught in Māori Education.

The principles that guide teaching approaches in Te Tohu Huanga Māori and marae-based health and clinician leadership programmes are directed by mature, discerning and critical Māori students who come with high expectations.

Eighty per cent of the 800+ practitioner/managers I have taught entered tertiary studies for the first time. They are mature adult learners determined to succeed; they are tribal leaders who bring considerable mana and life experience to the learning process. Furthermore, they carry a burden of responsibility for the guardianship, ownership and management of four forms of tribal/Māori assets – spiritual, environmental, cultural and economic wellbeing.

My teaching philosophy is informed by and intimately connected to the other aspects of my professional life. My writings and teachings on the Māori economy as an economy of mana, Māori economic development and Māori business stem from my interactions with students, practitioners and other academics. The bulk of my speaking engagements are on marae, the ancient traditional area of learning,

and I bring what I have learned on marae into the classroom. Within the classroom we create a marae environment where Māori values are put into practice. This includes karakia, mihi, koha and the art of active, participative listening.

The four aims of my scholarship, teaching and learning are –

1. *To bring out the implicit knowledge of my students by helping them articulate relevant ancestral knowledge and what they know about business and economics.*

I begin by drawing on the power of oral tradition and knowledge systems of Austronesian Māori. Referencing oral traditions makes sense to the majority of the mature Māori students.

2. *To encourage students to discuss how they came to know what it is they know as Māori.*

Worldview, identity, ethics and values are complex ideas. But in recognising that we all carry our own assumptions and learnings, I challenge and support students to explore their own stance on history and express their personal worldviews.

3. *To introduce relevant business and economic concepts and practices, guiding students to an understanding of the theoretical underpinning of those concepts and practices.*

My background in community development over 50 years, and my experience of working in South East Asia and the Pacific Islands, are brought into the classroom to develop a comparative framework that shows students that not all economies reflect Anglo-Western modes of practice.

4. *To reinforce and enhance the reading practices of mature Māori business students by extending their business and economic literacy through building bibliographies of business and commerce.*

This enables students to engage with authors intellectually and emotionally and is a significant adult educational strategy for learning. According to Paulo Freire, bibliographies are a powerful tool for understanding and owning the world.

Teaching requires flexibility around course direction, and we allow students' interests to dictate the flow of the discussion. I use many slides for each class as there are many potential avenues to be covered in any one session.

¹Paulo Freire, *The Pedagogy of the Oppressed*, Continuum, New York, 1970. Freire's term, conscientização, is also translated as critical consciousness.



In summary, the graduate programme has:

- Operated for 24 years;
- Graduated 486 Postgraduate Māori Development students;
- Graduated 94 Master in Management students;
- Contributed toward the MBA and PhD both at The University of Auckland (UoA) and other universities;
- Contributed through learning and leadership to the dynamism of the Māori economy of mana and Aotearoa-New Zealand.

Conclusion

'I Ngā Wā o mua, He Whenua Rangatira':

The roadmap to Māori prosperity

Māori accounts tell the living history, *I ngā wā o mua*, of the Economy of Mana, when economic sovereignty was measured by inclusive prosperity and wellbeing in a time of peace and harmony, *he whenua rangatira*. Until the 1850s the gross domestic product of Aotearoa-New Zealand was largely Māori-driven. The Māori economy declined after 1850 as European settlement spread. The history of pre-colonial enterprise was subsumed and unwritten. Māori urgently require a roadmap to a prosperous future. Māori are leading research into the

practice and nascent theory of indigenous and Austronesian economic development; the notion of indigenous firms and the indigenous wealth creation and poverty removal. I intend to continue to make substantive contributions to developing Māori and international models of indigenous economic success through my teaching and research.

In addition, as a member of Ngā Pae o Te Māramatanga: New Zealand's Māori Centre of Research Excellence (CoRE), I am committed to research leadership. Funded by the Tertiary Education Commission (TEC) and hosted by The University of Auckland, Ngā Pae o Te Māramatanga has 21 partner entities conducting research of relevance to Māori communities. It is an important vehicle by which New Zealand contributes to global indigenous research and affairs. Ngā Pae is unique in that it is experienced, transdisciplinary, collaborative and cross-institutional. Because of this, Ngā Pae is able to contribute to a broad and interconnected spectrum of research challenges. Ngā Pae envisions Māori leading New Zealand into the future. It is committed to realising the creative potential of Māori communities, bringing positive change to Māori, the nation and the wider world.

Peer & Student Comments

I am co-theme leader with Dr Shaun Awatere (Landcare Ltd), of the Ngā Pae o Te Māramatanga: Whai Rawa-Māori Economy research projects. These projects utilise kaupapa Māori research methodologies applicable to economics and business to show the Economy of Mana and whenua rangatira as a means for inclusive, contemporary prosperity-making. The

project will make the Economy of Mana and the evidence of whenua rangatira accessible to local and international audiences in team-authored publications. These will foster the future economic wellbeing of Māori and other indigenous economies, and what I learn in the process will, as always, feed back into my teaching.

Ahorangi Mānuka Hēnare

Te Manga Tauhokohoko ■ Te Whare Wānanga o Tāmaki Makaurau



He rite tonu te whakatakoto whakaaro i roto i ngā tātai kōrero umanga, whai rawa hoki o Aotearoa nā te hunga Pākehā i pou mai te whanaketanga umanga, whai rawa hoki ki Aotearoa. Kāore kau e maharatia te 1,000 tau o te whanaketanga o ngāi Māori i mua atu i 1840, te 5,000 tau rānei o te whanaketanga o Āhia ki te Tonga mā Rāwhiti, o Austronesia, o te Moana nui a Kiwa rānei. Ahakoa e rua

rau tau noa iho te noho ngātahi o te whai rawa Māori me te Hauāuru-Ingarangi, i tīmata te whai rawa a te Māori 6,000 ki muri, neke atu. Tā mātou mahi ko aku hoa kairangahau, ākonga hoki he ako i te ao ki ngā āhuatanga whai rawa o konei i mua atu i te taenga mai o ngā kainohonoho Pākehā, he tika ā-ahurea katoa, ko te hī ika tērā, ko te whakatupu kai tērā, ko te whakahaere whenua tērā, te whakahaere ngahere me te mahi manu. Me mutu te whakawhāiti i ngā tātai kōrero mahi orange o te iwi Māori ki roto i ngā anga me ngā taiepa nā te ao Hauāuru-Ingarangi i whakarite. Kua mātaia kētia e mātou ēnei mahi whai rawa katoa me te paihere tika ki ngā ao ahurea, hāngai hoki ki aua wā.

Ā mātou tikanga mō te whakaako ākonga paerua me ētahi kaupapa taketake mō te whakaako i ngā Umanga me ngā Whai Rawa Māori

Hei tāpare te whakahoutanga o ngā whakaaro tātai kōrero mō Āhia ki te Tonga mā Rāwhiti, o Austronesia, o Te Moana nui a Kiwa me te ao Māori i ngā kai o roto i ngā kaupapa ako o te Tohu Pōkairua Paerua Huanga Māori. Kua oti noa atu ētahi tirohanga ki te ao me ētahi kāpuinga kaupapa te tāpae e te iwi Māori, me ngā iwi taketake o te ao, he rerekē i ētahi atu ariā e rangona whānuitia ana i te ao mō te whanaketanga umanga tauwhiro. Nā ngā kōkiritanga me ngā mahi whai rawa hou e kitea ana i te ao Māori ināianei kua toko ake te hiahia kia tāreia he tikanga whakaako hou me ōna whakatinanatanga ā-kiko e hāngai ana.

I roto i ēnei tau maha kua aratakina mātou e

ngā ākonga Māori me ētahi atu, nō ngā hapori iwi taketake, kia rapua he tikanga whakaako iwi taketake motuhake ka toro whānui kē atu i ngā huarahi ako, rangahau mātauranga hoki o te Hauāuru-Ingarangi. Nā ngā hapori o ngā Iwi Taketake o Austronesia te mana whakaae ki ngā akoranga mātauranga, te rangahau me ngā mahi umanga i ō rātou whakahaere, hapori hoki.

Mai i 1997, nā mātou ko Tākuta Dr Pare Keiha, ko Ella Henry, (ko Tākuta Henry ia ināianei) i tuhi ngātahi tētahi tuhinga whakaaro e kīa ana, *Kaupapa Māori and Business Education Tikanga Whakaruruhau: Towards a Pedagogy of Māori Business and Economic Development Education*. Kua oti i a mātou ināianei tētahi rautaki akoranga Umanga Māori, whakaakoranga, rangahau Māori hoki mō tō mātou kura, Te Manga Tauhokohoko, me ētahi mātāpono o tētahi kāpuinga kaupapa whakaaaako Māori e ono i roto i te kura:

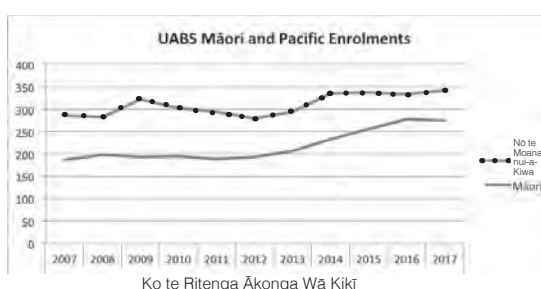
Ētahi Mātāpono e Ono o ētahi Kaupapa Taketake mō te Whakaako i te Manga Tauhokohoko (Faculty of Business & Economics) (cf Graeme Smith)

1. **Tino rangatiratanga** – te mana whakaahua i te ao o tētahi iwi
2. **Taonga tuku iho** – te whāngai me te whakapūmau i te ahurea
3. **Ako Māori** – ngā tikanga whakaaro Māori tonu
4. **Kia Piki ake i ngā Raruraru o te Kāinga** – te takawaenga ā-pāpori, ā whāinga-rawa, 'socio-economic' mediation
5. **Whānau** – te whānau nui tonu
6. **Kaupapa** – kia hāpainga te hiranga hei whakaaro mō te katoa

Ēnei mea katoa i hoatu e au ki ngā mahi: he kaupapa taketake mō te whakaakoranga Māori i te ao umanga, whai rawa hoki; he whakaū ki *Te Kara*, ki *He Whakaputanga*, me Te Tiriti o Waitangi mō te Manga Tauhokohoko, he hoatu i ngā mātāpono e ono mō tētahi *Tikanga Whakaako Māori i Te Manga Tauhokohoko*, me te whakapūmau i ngā mātāpono o te Tiriti i roto i te kura i ngā wāhi e tika ana.

I runga i tērā kua oti i ētahi Māori ētahi Tohu Kairangi mō te mahi whai rawa me te whakahaere, ngā Tohu Paerua hoki, ā, kua puta ētahi ākonga neke atu i te 400 i Te Tohu Huanga, te Kaupapa mō ngā Pia Māori ka puta te ihu i ngā kaupapa ako. Hei wāhanga tētahi rōpū Kura Umanga Māori, Moana-nui-a-Kiwa hoki, e mōhiotia nei ko CAPM, nō tā mātou kaupapa akoako i ngā ākonga Māori, Moana-nui-a-Kiwa paetahi, e kīa nei 'He Tuākana'. I tautokona e ēnei kōkiri te pikinga ake o ngā rēhitatanga Māori, Moana-nui-a-Kiwa hoki (47 ōrau, me te 20 ōrau i roto i ngā tau 2007-2017).

Ngā Ākonga Māori, Moana-nui-a-Kiwa kua Whakauru ki Te Manga Tauhokohoko o Tāmaki Makaurau (UABS) (2007-2017)



UABS Māori and Pacific Enrolments
Ngā Ākonga Māori, Moana-nui-a-Kiwa kua Whakauru ki Te Manga Tauhokohoko o Tāmaki Makaurau

Ko ngā ritenga whakaako, ako hoki e tino whakamahia ana i te Manga Tauhokohoko ināianei i roto i ngā āhuatanga Kaupapa Māori, mātauranga Māori hoki, ko ngā ritenga o te wānanga.

Ngā mātāpono whakaako o te Wānanga, o ngā Kaupapa, o ngā Tikanga me ngā Āhuatanga

Te tino tohu o ngā akoranga i konei, he momo wānanga. Ko te tūāpapa o raro ko te whakaako, te ako me te rangahau e whakapūmautia ai, e kawea whakamua ai, e tukua ai ki te tini te toi o tēnei mea te mātauranga, me te whakaaro nui o ngā tūpuna Māori. Ko te tohu o aua wānanga he whakapakari i te hirianga hinengaro motuhake o te tangata, he āwhina hoki i te pānga o te mātauranga ki ngā āhuatanga Māori i runga anō i ngā tikanga Māori.

Kei roto i ēnei ritenga mōhiotanga ngā ariā e toru o Te Moana-nui-a-Kiwa ki te rāwhiti mō te noho i roto i te wā, arā, te noho i roto i ngā rā o mua, te wā o nāianei, me te wāheke i roto i tētahi whai rawa nui ā-ao.

He nui tonu ngā maioro whakapōraruru i te penapena i te akoranga ngātahi i roto i tētahi kaupapa taketake, kāpuinga tikanga Kaupapa Māori, Tikanga Māori, Āhuatanga Māori hoki e hāngai ana ki te hītori 1,000 tau te tawhito o ngā Kāinga (ngā hinonga me ngā umanga) me te whai rawa (te whai rawa mana ranea). He mea tino nui te whakaako ngātahi me te ako ngātahi, arā, kia tiketike tonu te ngāwari o ngā kaiako: Te ārahi i te kōrerorero me ngā mahi paheko i te akomanga, te tohutohu atu i ngā whakaaro matua o te akoranga me te whakapūmau i tētahi wāhi whakaako kōtui.

E whā ngā pūtake nui mō taku mahi whakaako:

- E ai ki ngā kōrero tuku iho a te iwi Māori, kia auaha nga kai o roto, ngā whakaaro hoki kei muri i te whakaako me te ako o te whare wānanga, ā, me homai hoki te akoranga me te rangahau paheko i tōna māramatanga. Kei te āhua tonu o ngā Kaupapa Māori te whakahau hōhonu kia ako, kia whakaako hoki.
- Mā ngā āhuatanga me ngā tikanga, ngā mahi ātaahua, ngā tikanga matatika me

ngā ritenga whanonga o te whakapono o te iwi Māori, mā tōna whakaaro nui, me ōna ritenga mātauranga e tohutohu ngā ritenga whakaako.

- Tā te ahua i ngā Kaupapa Māori i roto i ngā mahi umanga, whai rawa hoki he kapo atu i te whakaaro o Paulo Freire, i kī rā ia, ko te huarahi akoranga mātauranga mō te pakeke he huarahi whakaoho i te ngākau, e tīaho mai ai te māramatanga ki te ākongā mō ngā mea papai me ngā mea hē i tōna ao, e tahuri ai ia ki te whai kia whakatikangia.¹
- Ko ngā kaupapa Māori i roto i ngā akoranga me te whakaakoranga ka tīmata mai i roto i ngā uiuinga me ngā whakautu i roto i te wānanga, arā, he āhua rite ki te tikanga a Socrates. Ko te whāinga kōrerorero he whakawhānui i te mātauranga me ngā wheako kei roto kē i ngā ākongā. E ai ki aku kaupapa whakaako, ko te kaiako me te ākongā he kaiako, he ākongā. Ka nui tahi te tokorua i roto i te akoranga pāhekoheko, i te whakawhitiwhiti whakaaro. He ōrite tēnei ki te kaupapa ako e ākona ana i te Mātauranga Māori.

Ko ngā mātāpono hei arataki i ngā tikanga whakaako i roto i Te Tohu Huanga Māori me ngā kaupapa Kaihautū Hauora, Tiaki Tūroro i runga marae, he mea whakahaere e ētahi ākongā Māori he pakeke te hinengaro, he mōhio ki te wehewehe i te pono me te parau, i te tika me te hē.

Kei te waru tekau ōrau o ngā kaimahi/kaiwhakahaere 800+ kua ākona e ahau, kātahi anō ka uru mai ki ngā akoranga tuatoru. He tino kaha ngā ākongā pakeke ki te whai i te huarahi ki ngā taumata; inā hoki, he kaihautū rātou i roto i ō rātou iwi, he tāngata whai mana, he tāngata kua pahore te tuarā. I tua atu i tērā, kei te kawea e ēnei tāngata ngā pikauranga nui, te tiaki, te pupuru me te whakahaere i ētahi momo rawa ā-iwi e whā – ko ngā rawa ā-wairua, ā-taiao, ā-ahurea, ā-oranga Whai rawa anō hoki.

I takea mai aku ritenga whakaaro mō te whakaako i ētahi atu āhuatanga o taku oranga ngaio. Ko aku tuhinga me aku whakaakoranga mō te whai rawa Māori hei whai rawa Mana, me te ahunga whakamua o te whanaketanga ohaoha me ngā umanga Māori i takea mai i

aku whakawhitiwhitinga kōrero ki ngā ākongā, ki ngā kaimahi me aku hoa kairangahau. Te nuinga o aku mahi whakaputa kōrero kei te marae, te wāhi tuku iho hei kauwhau, hei kōrero, ā, ka kawea mai e au tāku i ako ai i te marae ki roto i te akomanga. I roto i te akomanga ka ū ki te wairua o te marae, arā, ko ngā tikanga Māori hei kahupapa mō ngā mahi. Inā rā ētahi, he karakia, he mihi, he koha, me te noho ki te āta whakarongo ki te kaikōrero i roto i te wairua nohopuku.

Inā rā ētahi whāinga e whā o tāku kimi mātauranga, o tāku whakaako, o tāku ako.

1. *Kia whakaputa ki te ao te mātauranga uho o aku ākongā, mā te āwhina i a rātou kia whakaputaina ētahi mātauranga tuku iho i ngā tūpuna, me tō rātou mōhioatanga ki ngā mahi umanga, whai rawa anō hoki.*

Ka tīmata au mā te tiki atu i te kaha o ngā tātai kōrero me ngā mōhioatanga o ngāi Māori o Austronesia. He mea tika tonu kia whāwhā atu ki ngā tātai kōrero o nehe ki te titiro a te nuinga o ngā ākongā Māori pakeke.

2. *Kia whakamanawa i ngā ākongā kia whakawhiti kōrero mō te huarahi i piki ai tō rātou mātauranga, hei tāngata Māori.*

He whakaaro matatini te tirohanga ki te ao, te tuakiri, ngā matatika me ngā uara o te tangata. Engari mā te mōhio he whakapono mō ngā āhuatanga o te ao, he akoranga hoki tō tēnā, tō tēnā, ka werohia e au, ka tautokona hoki e au ngā ākongā kia tūhuratia tō rātou tū mō ngā tātai kōrero, kia whakaputaina hoki ā rātou tirohanga whaiaro ki te ao.

3. *Kia whakaurua mai ētahi ariā, tikanga mahi umanga, whai rawa hoki e hāngai ana, e aratakina ai ngā ākongā kia piki te mārama ki ngā ariā taketake kei muri i aua ariā, tikanga mahi hoki.*

Ka puta mahi āku mahi i te whanaketanga hapori mō neke atu i te 50 tau i te Tonga mā rāwhiti o Āhia me ngā moutere o te Moana-nui-a-Kiwa ki roto i te akomanga hei tārei i tētahi anga whakatairiterite, kia mōhio ai ngā ākongā ehara i te mea ka whakaatatia ngā tikanga mahi o Ingarangi-Te Hauāuru i roto i ngā ao whai rawa katoa.

4. *Kia whakaturukingia kia whakapikia hoki ngā ritenga pānui pukapuka o ngā ākongā umanga Māori pakeke, hei whakawhānui i tō rātou matatau ki te ao umanga, whai rawa hoki, mā te whakapūranga pukapuka*

¹Inā Paulo Freire, *The Pedagogy of the Oppressed*, Continuum, New York, 1970. Ko te kupu a Freire, conscientização, ka pēnei pea te whakamāori: ko te mauri ohooho ka āta tātari i te ao.

umanga, mahi oranga hoki.

Ma konei ka taea e ngā ākonga te mahi pahekonā kaituhi ā-hinengaro, ā-kare ā-roto hoki ki ngā kaituhi, ā, he rautaki mātauranga pakeke hira tēnei mō te akoranga. E ai ki a Paolo Freire he tino taputapu nui te rārangi pukapuka mō te noho mārama o te tangata i te ao, me tōna noho i roto hei tangata whai mana.

He mea pai kia pīngawingawi te ahunga o te kaupapa ako mō te whakaako, koia ka waiho e mātou kia aratakina te rerenga o ngā whakawhitiwhiti e ngā ākonga. Ka whakamahia e au te mahi a te kiriata mō ia akomanga nā te mea he maha ngā ara hei whakakapi i ia hui.

Hei whakarāpopototanga, inā rā ngā āhuatanga o te kaupapa paerua:

- Kua 24 tau ōna e haere ana:
- 468 ngā ākonga Whanaketanga Paerua Māori kua tohia
- 94 ngā Tohu Paerua mō te Whakahaere kua tohia
- Kua āwhinatia te MBA me te PhD i UoA me ētahi atu Whare Wānanga.
- Kua takoha ki te akoranga me te mahi kaihautū, me te hihiri o te Whai Rawa Mana, me Aotearoa.

Kupu Whakamutunga

‘I Ngā Wā o mua, He Whenua Rangatira’:

The roadmap to Māori prosperity

E ai ki ngā kōrero tuku iho, i ngā wā o mua ko te mahi oranga i haere i raro i te mana o te iwi, o ōna rangatira, ā, na te mahi kōturi a te katoa i puta ai te oranga pūmau me te noho toitū i ōna wā o te rangimārie me te āta noho, ka kīa rā hoki tēnei āhua noho he whenua rangatira. Tae noa mai ki ngā tau mai i 1850 nā te iwi Māori te nuinga o ngā hua takoha ki te whai rawa o Aotearoa.

I tīmata te heke o te whai rawa Māori, i muri i te tau 1850 i te nohonohonga mai o tau iwi. Ka whakanunumitia ka waiho hoki ki tahaki ngā tātai kōrero mō ngā mahi whakatupu oranga o neherā. E tino hiahia ana te iwi Māori i tētahi mahere ki te ao hauora e heke mai ana. Ko te iwi Māori tonu kei te ārahi i te rangahau ki ngā tikanga mahi me te ariā e whakawhānautia nei mō te whai rawa taketake, mō Austronesia anō hoki; te whakaaro kia arotahingia ngā hinonga iwi taketake; te whakarauhi oranga iwi taketake, me te hāpai i te iwi kia puea ake i te rawakore. E mea ana au ki te kawea whakamua i ngā takoha whai-kiko ki te whanaketanga o ētahi tauira Māori, ā-ao hoki mō te oranga whai rawa iwi taketake mā roto i taku whakaakoranga me aku rangahau.

I tua atu i tērā, hei mema o Ngā Pae o Te Māramatanga: Te Pūtahi Rangahau Hira Māori o Aotearoa (CoRE) e ū ana au ki te ārahi i te rangahau. He mea whangai Ngā Pae ki te pūtea e Te Amorangi Mātauranga Matua (TEC), ā, he mea taurima e Te Whare Wānanga o Tāmaki Makaurau. E 21 ngā hinonga hoa o Ngā Pae e kawea rangahau ana e hāngai nei ki ngā hāpori Māori. He waka hira tēnei e tahuri ai a Aotearoa ki te hāpai i ngā rangahau iwi taketake ā-ao, me ōna kaipakihi katoa. He ahurei tonu Ngā Pae, inā hoki tōna tautōhito, whakawhiti wāhanga mātauranga, he pāhekoheko, he whakawhiti whakahaere hoki. Nā konei i āhei ai Ngā Pae ki te takoha ki tētahi kupenga tōnui o ngā pūkauranga rangahau. E wawata ana Ngā Pae mā te iwi Māori tonu a Aotearoa e ārahi ki ngā rā e tū mai nei. E ū ana ki te whakatinanatanga o ngā pitomata auaha o ngā hāpori Māori, o te hāpai i te iwi Māori, i te motu katoa, i te ao anō hoki.

Kupu Tautoko

Ko māua ko Tākuta Shaun Awatere (Landcare Ltd), ngā kaihautū kaupapa takirua o Ngā Pae o Te Māramatanga: ngā kaupapa rangahau Whai Rawa Māori. I raro i ēnei kaupapa kua whakatinanatia ngā tikanga rangahau Kaupapa Māori e pā ana ki te whai rawa me ngā mahi umanga hei whakakite i te Whai Rawa Mana, o te whenua rangatira hei huarahi mō te

hanga oranga pāhekoheko i ēnei rā. Mā te kaupapa e whakawātea te Whai rawa Mana me ngā taunakitanga o te whenua rangatira ki ngā tāngata o te kāinga, o te ao hoki i roto i ētahi pukapuka mā te tira katoa e tuhi. Mā ēnei e atawhai te oranga o ngā Māori me ētahi atu whai rawa iwi taketake, ā, ko tāku e ako ai i te huarahi ka kawea ake ki aku whakaakoranga.

Professor Andrew Martin

School of Sport, Exercise and Nutrition ■ Massey University



I don't describe myself as just a teacher instructing specific skills or curriculum content, but rather as an educator coaching individuals. I think of what I do in the classroom in the same terms as my work on the sports field ... I coach. Coaching is different to teaching – it is a more holistic approach that encompasses the whole person. Coaches impart knowledge and skills, but also help the people we are working with to develop themselves. Coaches focus on each individual as a unique participant in the learning experience, and provide the specific learning, motivation and resources that each person needs to succeed.

I have been a teacher, coach and instructor throughout my life. I started as a school teacher, teaching maths at a sports school in England. Although I had loved maths at school, I quickly realised that while some students were on the same page as me, excited by the nature of maths, most of them weren't, and to engage them I would have to present maths in different contexts – ones that resonated with the

individuals in my classes. I struggled at first – I am a competitive person by nature, and so it was hard to acknowledge that I was not successfully engaging all the students in my classroom. After a great deal of thinking and hard work, I realised that the key to teaching these students was finding out about them as individuals and learning what sparked their interest. I became increasingly aware that social connections and





feelings of belonging are often more important than the activity itself in sustaining students' interest and involvement.

The lessons I learned in that first teaching post continue to inform my sport management work today. While students at university may be older than those first maths students, many experience the same basic anxieties. They lack confidence in themselves and their abilities and may wilt when confronted by challenge. Teaching is more than delivering subject matter – whether I am teaching maths or sports management, seeing a student develop the self-belief to succeed is what keeps me excited about teaching, even after 25 years.

In 1996 I participated in an Outward Bound course. The organisation's experiential learning approaches have significantly influenced my teaching philosophy and research. Given my view of myself as a coach rather than a teacher, it is unsurprising that my teaching philosophy is based on Experiential Learning – a process of 'learning through reflection on doing'. My particular interest is in work-integrated learning (WIL), an experiential learning approach that merges theoretical academic knowledge with workplace experience. Graduate employability is gaining increasing importance as an essential outcome of many degrees in higher education institutions, and WIL has attracted considerable attention as a way of enhancing professional practice and developing work-ready graduates. WIL develops graduate employability by enhancing skill outcomes through authentic learning experiences. My holistic approach to education integrates a positive learning environment and a variety of facilitation methods that aim to transform and enhance the learning process for the students 'to enable capable, creative, passionate, employable, effective and engaged graduate citizens'.



Development and change are central to experiential and work-integrated learning. This is no less true for me than for my students. Each cohort of students has helped me develop as a reflective practitioner. My teaching is informed by research-led pedagogical approaches that set great expectations, facilitate critical reflection and leadership, and provide a catalyst for personal and professional change.

Early in my school teaching career, I was allocated a maths class the school referred to as 'the border-liners' because the students were at risk of not passing. I knew that aiming for C grades was not the solution, because missing a C meant the student got a D and failed. I challenged the students to reject their 'border-liner' label and to aim for B grades and higher. Despite their initial cynicism, this class embraced the challenge, with most passing the course. The success of this initial rebellion against the labelling and pigeonholing of students in favour of establishing growth mind-sets continues to inform my practice. The first time I meet with a new group of students, I challenge them all to aim for A and B grades and 'be the best you can be' and then work with each of them to ensure they develop the resources and mind-sets to achieve these 'great expectations'. Sometimes this can be daunting for students, but as a coach, I reinforce the fact that we're in this together and that their classmates and I will make this journey with them. I emphasise the importance of managing and communicating both the students' and the work place supervisors' great expectations during the induction process at the start of each course. Showing students the feedback from graduates of the course provides added authenticity to the advice. Because many of our graduates go on to supervise other students during placement, this culture of setting high



standards is reinforced across the community of practice. I believe that my teaching role as the practicum co-ordinator is the most important part of my job, helping facilitate the transition from being a student to becoming a professional graduate.

I don't change the students I teach, they change themselves. I catalyse this transformation through my interactions with them. My long experience of pedagogy, coaching, event management and the practicum means my approach is often intuitive, accessing experientially-conceived mental models for use in making instructional decisions. I use a Socratic approach to stimulate students' critical thinking. This allows them to find for themselves the principles and assumptions that underlie a situation. This student-centred approach engages individuals, allowing them to contextualise their learning within the frameworks of their own experiences. It also allows me to respond to individual learning needs as they arise. Using the Socratic approach requires active reflection to ensure that students remain focussed and on-task, and I guide students to reflect on the learning process as well as the content. It is not enough to facilitate an interesting discussion about a subject. If students cannot identify and consolidate the fundamental principles that underlie the discussion, they are not going to

be able to learn from it. At the end of learning interactions, I guide students to tease out the key ideas and help them to develop learning notes that they can refer to when out on placement or after graduation.

This combination of Socratic and experiential processes has a powerful impact on students. Research I have just concluded has shown that my practicum students develop a strong sense of self-belief and self-efficacy, a community of practice, effective communication, leadership responsibilities, and enthusiastic participation (passion for sport) as a result of their experiences. One of the most important things I have learned about being a facilitator of WIL is that personal conversations with individual students are key parts of the learning experience. For students to get the most out of the practicum, I engage with each of them regularly and meaningfully throughout the time they are on placement. Each informal chat is an individual learning interaction that students enjoy and which advances their critical understanding of sports management and themselves.



The future

As I start my 25th year teaching at Massey, I am excited about my new classes, and hope to bring the same energy and enthusiasm now as a professor as I did as a young maths teacher when I started my career 35 years ago. While the subject content may be similar each year, the make-up of each new class brings different

individual challenges and unique perspectives that make my role as a teacher, educator, facilitator and coach particularly rewarding and enjoyable. My leadership will encourage these new classes to aim high and add to the legacy, as I provide a catalyst for their personal and professional development.



Peer & Student Comments

The personal communication and the effort I felt that was put in by Andy Martin was above and beyond what I expected. Andy was extremely helpful and understanding of what I needed to develop my learning potential.

Practicum student survey, 2017

Your amazing leadership has left many of us with a legacy of immense value, it has set the standard.

Unsolicited distance student feedback, 2015

Andy has been a great support throughout the experience and has certainly made being a distance learner a little easier. His easy but fair approach to the uniqueness of my situation has been great and I couldn't hope for any more.

Unsolicited distance student feedback, 2014

Andy really knows this course and how to get the most out of his students. He is passionate and it shows in his delivery. Andy was always available and approachable via phone or email and always gave excellent advice.

Practicum student survey, 2013

Andy shows that he really cares about his students and the outcomes that we have from the practicum and our time at university, he wants the best for us all.

Practicum student survey, 2013

I just wanted to thank you for being an awesome tutor! You've been the best tutor I've had throughout my academic life and I think that has really added to my success this year.

Unsolicited postgraduate student comment, 2012

S u s t a i n e d E x c e l l e n c e

Associate Professor Sheila Skeaff

Department of Human Nutrition ■ University of Otago



For more than a quarter of a century, enabling students to learn about nutrition has been the most enjoyable part of my university career. Teaching nutrition is not only an intellectual exercise; it can enhance the lifelong health of the student and potentially that of their families and friends. When these students leave university, they go on to make a difference in the wider community, working as dietitians, nutritionists, teachers and researchers, both nationally and internationally.

When I started teaching at Otago University I had no formal training in teaching. Thus, my teaching was informed by two things: the handful of really good teachers I had myself and the handful of really bad ones. Student evaluation of my teaching has been mostly positive, but over the last 15 years my teaching has steadily improved; yes, I'm more confident and that

does help, but I credit most of this improvement to three things:

1. Listening to student feedback rather than fighting it;
2. Leaving my ego at the classroom door;
3. Building on some simple strategies to foster a positive learning environment, which I've summarised as follows:





- **Learn names** because being on a first name basis creates a more inclusive, relaxing classroom, improving student engagement;
- **Ask questions** to see if the class understands the material and also to find out a student's view on the latest food trend;
- **Get personal** because students want to know, when it comes to food, if I practice what I preach (and vice versa);
- **Repeat/repeat/repeat** because it takes time to debunk food myths;
- **Work one-on-one**, as this means tailoring my support to the needs of a student;
- **Be enthusiastic** because this shows that I think nutrition is an exciting topic and worth learning about;
- **Use humour** because our complex and sometimes confused relationship with food is often funny (think gluten free water).

Much of my teaching has focussed on two types of students: 20 year old on-campus undergraduate students who are studying for their first tertiary qualification, and older distance postgraduate students who want to upskill after a break from formal study. My philosophy about teaching is similar for both groups – to foster an enthusiasm for the topic of nutrition, which fuels a desire to acquire the appropriate knowledge and skills needed for their future study, career

and their health.

Lectures are a key component of the papers I coordinate and teach. To maintain interest throughout the lectures for the on-campus second year nutrition paper I include short video clips; lots of questions; props (large bowls of jellybeans passed around the class for the lecture on food colouring); an experiment with 'trendy' pink Himalayan salt to demonstrate that it is a poor source of iodine); and anecdotes about food and eating. Items about nutrition from the popular press, such as women's magazines, are a rich source of misinformation and provide frequent opportunities for a collective critique of such material. For example, Dr Libby says, "The more stressed you are, the greater your requirement for magnesium." But is this true? No.

Nutritionists and dietitians need facts about food, diets and health at their fingertips. I reinforce the content taught in these lectures with practical sessions, and structure the practical sessions so students are exposed to the real problems they will encounter in their future careers. In one practical, students measure the calcium content of different milks in the laboratory. The results of their analyses are used to determine how much milk an adult woman needs to meet her daily recommendation for calcium. This practical helps the students devise realistic advice for women who are trying to reduce their risk of osteoporosis.

I have been involved in distance teaching since 1990 and have coordinated and taught one paper 17 times. The 'mature' students who take this paper have a real commitment to and enthusiasm for learning. Their high level of engagement is useful because this paper has been primarily taught by audio conference (due to technical limitations for many students). With no visual contact, I learned to make the most of my voice, my words and my tone to maintain student interest over the two hours. Because the purpose of this paper is to update students on current nutritional issues, every session I invite an expert in each field to join part of the audio conference. I then take the role of journalist conducting a Q&A interview with the expert. This allows me to direct the session, making best use of the limited time. The students then know they are hearing the key messages from a qualified expert in the field.

Like many lecturers in the sciences, I used to provide paper copies of my slides that students would annotate during the lecture. In 2008 I revised the handouts so they were more interactive. These handouts are more effective because they:

- Are short (2-4 pages vs. 20-30 slides);
- Summarise key points from the lecture;
- Provide spaces for students to write down additional important content;
- Include the most pertinent tables or figures from the lecture;
- Often end with a question that requires the student to integrate the lecture material and apply it to health (and these questions can reappear in a test or exam).

For example, at the end of a handout on water and dehydration, I ask the question, "If someone had a mild vomiting bug, is it better to give flat lemonade or water?" Water. Surprisingly, given the digital age, students love these handouts.

Student feedback can be tricky; it is a balancing act to find the happy medium between what the students want and what they need. Often students believe there exists a set of universal truths that, once learned, permits questions to be answered with simple yes-no answers; Does eating butter increase my uncle's risk of a heart attack? Some questions are easy to answer – for example, the scarfie myth that Berocca will cure a hangover? No. I



could give them my answer (and occasionally I do), but it is better for students to come up with an answer that they understand and can explain (and, ideally, defend). To do this, I provide them with some facts but, more importantly, teach them skills to find and evaluate the scientific evidence to inform an answer. This process is not easy. It takes time and hard work, but the student will gain a sense of satisfaction and 'own the answer', not to mention life-long skills they can use for their own health and career.

One of the graduate attributes at the University of Otago is environmental literacy or "The basic understanding of the principles that govern natural systems, the effects of human activity on these systems, and the cultures and economies that interact with those systems." Since 2010 I have been part of a multidisciplinary group leading an initiative to evaluate how environmentally literate (i.e. aware) students are when they begin university and if this changes while obtaining their degree. Our group has shown that the environmental literacy of nutrition students is significantly improved when they have an opportunity to learn about 'sustainable' nutrition and can answer questions such as, What effect will climate change have on the foods we eat? I believe that tertiary teachers can help raise awareness of important social issues like the environment with the students they teach.

I have supervised almost 40 postgraduate students through to completion, including PhD, Masters of Science and Masters of Dietetic students. Working with postgraduate students prolongs social contact and interaction but

also offers multiple learning opportunities. I am very conscious that each contact provides an opportunity for me, as the supervisor, to lead by example. One of the key ways that I show leadership is by taking an active role throughout the student project; this may involve helping students write ethics applications, posters and pamphlets to recruit subjects, and in the collection of data – I really do like to get my hands dirty. I would never ask a student to do something I wouldn't do myself, like using a mobile health van to see if pregnant women consume enough iodine, or measuring food waste.

Writing the portfolio for the award was a unique opportunity to evaluate and reflect on my teaching practice, and to re-examine how this has influenced the students I teach. Stepping back, it is clear that the topics I am most passionate about are those that have the most impact on the students. Sustainable nutrition is one such topic. I plan to use my award to identify teaching programmes and methods that improve both knowledge and behaviour, fostering better health for people and the planet.

Peer & Student Comments

Dear Sheila, I'm on the bus to the airport to go to rural provinces for my first field trip with UNICEF Vietnam. It's very early in the morning in Hanoi now around 6.20 am. I feel emotional that when I first met you. I was only a baby nutritionist, then you inspired me and guided me to become a nutritionist who can contribute to the nutrition world like you are doing now. I don't think I could've managed to come along this pathway without your support and guidance. Thank you always. Thinking of you on the way to my first field trip.....

Unsolicited email from student, 2017

Being one of many in undergrad papers, rarely do we experience a lecturer who makes an effort to know their students by name (so she can call on them to engage in lectures), and put in more effort into lecture slides than just a print out of the slides. HUNT 223 has been my most engaging and efficiently taught paper I have taken at uni. I credit this to Sheila and her passion and enthusiasm for the subject. You know the lecture slides aren't just recycled from previous years because she updates them with the latest information and studies that actually challenge you to think critically, rather than just passively remembering a

bunch of facts. Sheila makes the effort to get to know her students and makes sure they get the most from her paper. She has the gift of teaching that deserves to be recognised.

Unsolicited comment on a card received from an undergraduate student, 2015

I learnt so much from Associate Professor Skeaff during my time as her teaching fellow. The teaching team (myself as the teaching fellow and our postgraduate student demonstrators) were included in decision making for the paper and planning changes and developments for the course. Postgraduate students are future teaching fellows and lecturers and the leadership, inclusion and guidance provided by Sheila clearly improved their confidence and competence in all aspects of their teaching practice over the course of each semester.

Liz Erickson, Teaching fellow

Sheila teaches her students how to learn, how to think critically and how to tackle issues. She transfers so much more than academic knowledge through her teaching, and instils life skills that will set students up for their careers ahead.

Francesca Goodman-Smith, MSc student

S u s t a i n e d E x c e l l e n c e

Professor Michelle Thompson-Fawcett

Head of Department of Geography ■ University of Otago



*Ko Waitemata te moana
Ko Mahuhu-o-te rangi te waka
Ko Maungkietie te maunga
Ko Rangitoto te motu
Ko Ngāti Whātua tōku iwi
Ko Michelle Thompson-Fawcett tōku ingoa
He Ahorangi ahau mo Te Iho Whenua ki te Whare
Wānanga o Ōtago*

Purpose

During a speech at a Māori pre-graduation celebration, one of my students once thanked me for being a taniwha. How humbling to be likened to such a creature. It is one of the highlights of my career. It serves as a constant reminder of how important it is for me to be guiding, nurturing while also clear and direct when facilitating the learning of rangatahi/the younger generation. A wonderful motivation in my teaching.

I teach geography and planning. The discipline of geography reveals and explains complexities of power relations in regard to place and identity, space and social justice. The planning discipline evaluates transformation

in place and space – it seeks positive ways forward for communities. In my teaching I aim to impassion students to think rigorously, question the norm, challenge the status quo, reflect on their practices, and bring about change where there is injustice. The learning/teaching and the subject matter are tightly interwoven and ever evolving with my research and partnerships.

The framework for my teaching and learning activities is depicted in the adjoining artwork (painted by my daughter Daizy Thompson-Fawcett). It starts in the middle with 'iho whenua', which is symbolic of the union between people, environment and identity. 'Whenua' is the word for the child's placenta and also the earth – both united by the iho/umbilical cord. The connection





between people and the earth is the disciplinary space in which I work.

The fern fronds denote the concepts of kaitiakitanga/guardianship and whakamanawa/ to give confidence (to students and colleagues). These pou/goalposts are my dual aims of fostering understanding of our environment and inspiring people to develop the confidence and passion to act as its steward.

The overarching element depicted above the fronds is whakātere/to navigate – manoeuvring a way forward. That is, working with students and colleagues to uphold the precious connection between people and place (iho whenua); enhancing the environment that we leave for our mokopuna/future generations. I encourage my peers and students to appreciate Māori ways of knowing and what those mean for managing our natural and physical environment.

Encouraging confidence, reflection and vision

My aim in course design is to create educative environments that are:

- Motivating and deeply challenging but compellingly hopeful;
- Meticulously structured and thus coherent and logical; and
- Places of co-learning, participatory engagement, nurturing, and inclusivity flourishing through learning.

I seek to uphold the concept of whakamanawa – inspiring and instilling confidence in my students.

I design my classes to test existing perceptions, encouraging informed questioning of discourses while retaining an ethic of achieving just futures. I aim to make learning relevant to students by asking questions in class, requesting that they gather information to examine ideas and perspectives, analysing how people make decisions and participate in society, and by promoting the linking of theory and contemporary issues. In this way I hope to spark curiosity, engagement and learning together. The students learn to weigh up different arguments in situations of turmoil and contestation, and make judgements about future directions (e.g. in regard to current disputes over natural resources use, governance, housing affordability and socio-spatial inequities). I try to engage the students in a variety of ways that allow them to flourish to the best of their abilities. In class, that can involve debates, discussion, role playing, conceptual diagram making,





observation exercises, diaries, place mapping, post-it boards, field trips and visits to marae.

In doing this, I want to provide an inclusive interactive atmosphere that fosters dialogue and values each person's contribution (and takes the focus off the 'teacher'). I seek to give students the encouragement to be confident in reflecting on what we examine and so they can envisage future possibilities for improvement of outcomes in both the natural environment now and in their future careers.

Improving my teaching

I regard teaching evaluation as dialogue – between me, my students, peers, graduate employers, and communities – that is part of an ongoing journey of improving my teaching and staying current with learning needs. I use multiple methods of evaluating my teaching. I meet regularly throughout the semester with class representatives; undertake formative quick-feedback to identify immediate opportunities to modify class; run feedback discussions mid-course and end of course; undertake formal feedback using university questionnaires and my own customised questionnaires more closely focussed on learning outcomes; and meet with Māori students – individually and collectively – to discuss not only my own papers but the department as a whole. In addition, as part of my reflective praxis I meet regularly with mana whenua and planning/environmental management practitioners. I encourage them to contribute in class and to offer feedback on the way students are being prepared for career and society.

Looking ahead

I am passionate in asserting that the geographical context of Aotearoa is unique. It

warrants overt reflection on how and why we teach culturally-specific and location-sensitive geography. This passion extends through my teaching into my department and beyond. The notion of whakatare – to navigate ways forward with people – is my guiding principle here. I have sought to understand better how we as a department might proactively enhance our curricula to be more embracing of Māori content. My goal is to ensure that our academics recognise Aotearoa's bicultural context and what that might mean for the way in which they teach. For example, in 2013 I secured Equity Funding to conduct research that involved interviewing 32 employers of our graduates (government departments, Crown research institutes, councils, consultants, tangata whenua and environmental agencies) regarding professional expectations of our graduates in terms of Māori knowledge and protocols. This year, a colleague and I have secured Quality Advancement funding to take this further, particularly in regard to the way we lead undergraduate field trips in the Otago region.

In the near future I would like to enhance my global connections with other indigenous planning and geography educators to develop further pathways for decolonising our education practices. This also builds on the local work of the Poutama Ara Rau Research Theme in examining how mātauranga Māori and Māori pedagogies might transform tertiary teaching and learning.

In addition, I would like to bring together some of our Māori alumni in a symposium to share their ideas and at a workshop to further address options for ensuring that our graduates achieve Māori related competencies that would be highly valued by employers and wider society.

Aunty's privilege

By the late 2000s, my Māori students started calling me 'Aunty Mich' – and this practice continues through to the present. At first I was surprised (I was sure I was not old enough to be an aunty to my students). Then I realised that not only was this designation something I should treasure, but that it came with a clear message to me about my obligations to all my students. No matter how humble I felt about my own contributions in academia, these students were looking to me as an aunty – someone accessible; someone to keep them on track; someone to open up to them the many opportunities and needs in their world; and someone to confide in

and come to for reassurance and safety.

It is a privilege to see students developing over time in their understandings of where they live and with whom they identify, then grow in confidence to act as stewards for and champions of social justice for our diverse communities.

*Nōu te raurau harakeke, nōkū te raurau harakeke,
ka ora ai te tāngata. Tihei mauri ora.
With leaves of flax of yours and mine,
the people will survive. May the passion be ignited.*

Peer & Student Comments

I would like to thank Michelle for her incredible guidance and what seems like unlimited expertise. You are a wonderful teacher. The faith you have in my abilities even when I don't has really helped me to get through.

Undergraduate student, 2012

Michelle was, in the classical Greek parlance, one of the nine Muses, inspiring and eliciting work from me I wasn't even aware I was capable of doing. Thank you for your wisdom and guidance Aunty Mich!

Postgraduate student, 2015

You have been incredibly supportive and encouraging, you have always provided the best possible advice, you have always restored my confidence every time I rock up to your office and you always make me feel proud E te wahine rangatira, kāore e taea e ahau te whakapuaki āku mihi ki a koe. Tēnei te mihi!"

Postgraduate student, 2014

At every opportunity Michelle provides specialist lectures in relation to indigenous planning issues, provides culturally safe learning environments, and helps students

naïve to Māori culture orient themselves within local cultural settings. What strikes me the most about Michelle's approach is her innate ability to inspire others. In addition to promoting important values such as humility, integrity, mana and respect, Michelle enables students to be bold and courageous in their desire for change, and this is the essence of Michelle's exceptional talent in tertiary education.

Colleague, 2018

Michelle is a fearless teacher. I make this statement after observing her embark on teaching conceptually and culturally challenging material to students when confronting students with such material clearly risks poor student evaluations. In this arena Michelle has a clear sense of the value of her teaching on a risk-reward spectrum. In my opinion she is committed to a principled approach to education and students in the Department of Geography are the better for this approach. Her enlightened approach has laid a clear challenge at the feet of staff engaged in more populist teaching.

Colleague, 2016

Professor Michelle Thompson-Fawcett

Ahorangi o Te Iho Whenua ■ Te Whare Wānanga o Otāgo



*Ko Waitematā te moana
Ko Māhuhu-o-te rangi te waka
Ko Maungakiekie te maunga
Ko Rangitoto te motu
Ko Ngāti Whātua tōku iwi*

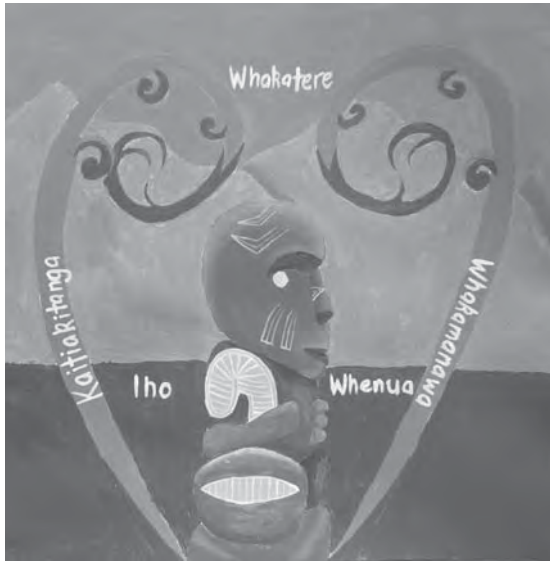
Te Whāinga

Tērā te wā i tētahi hui whakapōtaetanga o ngā tauira Māori i te Whare Wānanga o Otākou au, ka tū mai tētahi o aku ākonga me tana whakamoemiti ki ahau. Ko tana kupu whakarite mōku, he taniwha. Kātahi nā te mihi whakamīharo, he kupu whakapāpaku i te ngākau o te kaiwhakarongo. Ka noho tērā kōrero hei maharatanga hira rawa atu o taku takahanga tuatahi i te huarahi mahi. Ka noho hoki hei whakamaharatanga ki ahau e tika ana

kia ārahi tonu au i te ākonga, kia poipoi hoki ahau i a rātou, me whakapau kaha kia mārama kia hāngai hoki aku kōrero i a au e whakangāwari ana i te hīkoi o te rangatahi. Hei whakamānawa tēnei i taku whakaako i te tangata.

Ko tāku he whakaako i te iho whenua me te whakamahere. Ko tētahi wāhanga o te mātauranga iho whenua he tūhura i te matatini o ngā taura here i waenga i ngā rōpū, he kaha ake te mana o tētahi i tētahi, e pā ana ki te takiwā me te tuakiri, ki te mokowā me te tika o te whiwhinga





ā-pāpori. Tā te mātauranga whakamahere he aromātai i ngā huringa o te takiwā, o te mokowā – ka rapu i ngā huarahi matatika mō te ahu whakamua mō ngā hapori. I a au e whakaako nei, ka whakatītina au i ngā ākonga kia hōhonu te whakaaro, kia kaha te wero i ngā kōrero o te nuinga, kia āta whakaaro mō ā rātou ritenga mahi, kia whakatikatika hoki rātou i te hē. He mea āta paihere ngā akoranga me ngā pūtake e ākona ana, ā, kāore he mutunga o te rerekē haere i roto i āku rangahau me āku mahi kōtui.

E whakaahuatia ana te anga mō aku ngohe whakaako, ako hoki i te pikitia toi e piri ake nei (nā taku tamāhine nā Daizy Thompson-Fawcett i peita). Ka tīmata te rere o te pikitia i waenganui, i te 'iho whenua', hei waitohu i te kotahitanga o te tangata, o te taiao me te tuakiri. Ko te 'whenua' te kupu mō te ewe o te tamaiti, waihoki te whenua e nohoia nei e ngā mea katoa - ka whakakotahitia i roto i te iho ka hono i te ewe ki te kōhungahunga. Ko te hononga i waenganui i te tangata me te whenua te mokowā mātauranga e mahi nei au i roto.

Ka noho ngā rau ponga hei tohu mō te kaitiakitanga, me te whakamanawa i te ākonga. Ko ēnei pou aku whāinga e rua, arā, ko te poi-poi i te māramatanga ki tō tātou taiao, me te whakatenatena i te tangata kia piki tōna māia, tōna ngākau-nui hoki kia noho hei kaitiaki.

Ko te tohu i runga rawa i ngā rau ponga he tohu mō te whakafere – te āki whakamua i te iho o te waka. Arā, kia mahi tahi ki ngā ākonga, me ngā hoamahi ki te hāpai i te hononga ātaahua i waenga i te tangata me te iho whenua; hei whakapiki i te taiao ka waiho iho e tātou ki ā

tātou mokopuna. E āki ana au i aku hoa me ngā ākonga kia mārama ki ngā momo mātauranga o te Māori, me te tikanga ka puea ake i reira mō te whakahaere i te taiao Māori, i te taiao kikokiko anō hoki.

Te whakatenatena i te māia, i te huritao, me te matakite

I roto i āku mahi whakahoahoa kaupapa ako, ka whai au ki te hanga horopaki:

- whakakorikori hinengaro, wero tūturu i ngā whakaaro, engari kia puea ake ko te tūmanako nui i te mutunga
- kua āta hangaia māiretia, e takoto tika ai, e rere rōnaki ai ngā akoranga i roto
- hei wāhi ako ngātahi, pōwhiri i te tangata kia whai wāhi nui ki ngā mahi, poi-poi i te ākonga, hao hoki i te katoa kia tupu mā roto i te ako.

Ko tāku he whakaū i tēnei mea te whakamanawa – arā, te whakahihiri me te whakatō i te māia ki aku ākonga.

Ka āta hoahoa au i aku karaihe hei whakamātautau i ngā whakaaro o tēnei wā o tēnā, o tēnā, hei akiaki hoki i ngā patapatai e tika ana hei wero i ngā tātai mātauranga, me te whakapūmāu i te wairua whakaōrite whiwhinga mō te tangata ā ngā rā e tū mai nei. Ko taku whāinga kia whakahāngaitia te akoranga ki te ao o ngā ākonga mā te patapatai i ngā akonga i te akomanga, mā te inoi kia rapu mōhiotanga rātou mō ngā momo whakaaro, tirohanga rerekē, mā te tātari he pēhea te whakatau take a te tangata, he pēhea hoki e whai wāhi ai ki te pāpori whānui, mā te whakatairanga i te hononga o tēnei mea te ariā ki ngā take o nāianei. Mā konei, ko taku hiahia kia whakakāngia te ngārahu i roto i te hinengaro, kia whai wāhi te tangata ki ngā mahi, kia ako ngātahi hoki. Ka ako ngā ākonga ki te ine i ngā tauākī rerekē i roto i ngā wā o te hūkeri me te tautohe, kia whakatau take mō te huarahi hei whai (inā koa, mō ngā tautohe o tēnei wā mō te whakamahi rawa taiao, mō te taha mana, mō te āhei ki te hoko whare, rēti whare mō te utu ngāwari, mō ngā korenga e ōrite i te pāpori, i ngā takiwā). Ka ngana au ki te whakauru i ngā ākonga mā ngā momo huarahi maha e āhei ai rātou kia pūāwai ki tōna teitei. I roto i te akomanga ka kitea ngā taukumekume, ngā whakawhitiwhiti whakaaro, ngā whakaari, ngā mahi tuhi pikitia whakaahua whakaaro, ngā mahi tiro-tiro whanonga, ngā rātaka, te whakamahere wāhi, ngā papa tuku

pānui, ngā kōpikopikotanga i te tuawhenua me ngā nohonga marae.

I a au e mahi nei i ēnei mahi, kei te hiahia au ki te whakapūmau wairua paheko e whakatenatena ana i te kōrerorero pai, e whakanui ana hoki i te takoha a tēnā tangata, a tēnā tangata (e whakamāmātia ai te aronga ki te 'kaiako'). E whai ana au kia whakamanawatia ngā ākonga kia huritao rātou mō ngā mea ka tūhuratia e mātou, kia tino kitea he whāinga wāhi mō ngā rā kei te tū mai mō te whakapikinga o ngā putanga i te taiao ināianei, mō ō rātou huarahi mahi hoki kei mua.

Te whakapiki i taku akoranga

Ki a au ko te aromātai akoranga he kōrerorero – i waenga i a mātou ko aku ākonga, ko aku hoamahi, ko ngā kaiwhakawhiwhi mahi ki ngā tāura – ka noho ēnei kōrerorero hei rautaki ki te whakapiki i taku mahi whakaako, me te noho mātau ki ngā ia o te wā mō ngā hiahia akoranga. He maha ngā tikanga whakaako ka whakamahia e au hei aromātai i taku whakaakoranga. Hui tahi ai mātou ko ngā māngai o ngā akomanga i ia wāhanga ako o te tau; whakahaere ai au i ngā uruparenga-horo hei tautohu i ngā whāinga wāhi inamata hei whakatikatika i te akomanga; whakahaere ai au i ngā whakawhiwhi kōrero urupare i waenga i te kaupapa ako, i te mutunga hoki; whakahaeretia ai e au ngā urupare Māori noa mā te whakamahi puka uiui nā te Whare Wānanga i hua me aku puka uiui anō i hua ai, e tino ū kē ana ki ngā putanga ako. Ka hui tahi hoki mātou ko ngā ākonga Māori – hui takitahi, hui tōpū hoki – ki te whakawhiwhiwhi whakaaro, kāpā ko āku pepā anake, engari ā te Tari katoa. Waihoki, hei wāhanga o āku ritenga whakaako ka tūtaki tonu au ki te mana whenua me ngā kaiwhakatakoto ritenga whakahaere whakamahere/taiao hoki. Ka whakatenatena au i a rātou kia kaha ki te whakaputa whakaaro i te akomanga, kia tāpae urupare mai hoki mō ngā akoranga i te ākonga mō ngā huarahi mahi kei mua, mō tō rātou noho i te ao anō hoki.

Te titiro whakamua

E tino whakapono ana au ki te kī he ahurei te iho whenua o Aotearoa. Me tino whakaaro nui tātou he pēhea, he aha hoki tātou e whakaako ai i te iho whenua hāngai tonu ki te ahurea, ki te takiwā motuhake hoki. Ka toro hoki tēnei whakapono ki taku whakaako i taku Tari, i tua atu hoki.

Ko te whakaaro e mōhiotia nei ko 'whakaterē' – he ārahi i te tangata i te huarahi whakamua – taku mātāpono matua i konei. Kua whai kē ahau kia mārama kē atu ki ngā huarahi e tino peke whakamua ai tā mātou tārei i tā mātou marautanga kia uru mai ko ngā āhuatanga Māori ki roto. Ko taku whāinga kia whakaute ā tātou mātanga mātauranga ki te ao kākano rua o Aotearoa, he aha hoki te hua o tenei whakaaro mō ā rātou tikanga whakaako. Inā koa, i te tau 2013, i riro mai ētahi Pūtea Whakaōrite hei kawē rangahau, i uia ai ētahi kaiwhakawhiwhi mahi 32 o ā mātou tāura (he Tari Kāwanatanga, he hinonga rangahau Karauna, he kaunihera, he kaitohutohu, he tangata whenua, he tari tiaki taiao) mō ngā tūmanako ngaio o ā mātou tāura, mō te mātauranga me te kawa Māori. I tēnei tau kua tutuki i a māua ko tētahi hoa mahi te whakaū pūtea Te Huka Whai ki te Matariki hei kawē whakamua tonu i ēnei rangahau, otirā ko te āhua o tā mātou ārahi tauira paetahi ki te rohe o Ōtākou te aronga nui.

I roto i ngā marama tata nei, e hiahia ana au ki te whakapiki i aku hononga i te ao, ki ētahi atu kaiwhakaako whakamahere, iho whenua hoki, hei waere ara mō te rongoā i ō tātou ritenga mātauranga kia hoki anō ki tōna āhua Māori. Ka mahi anō tēnei i runga i ngā mahi paetata o Poutama Ara Rau, he tāhuhu rangahau e tiroiro ana ki ngā huarahi e noho ai te mātauranga Māori me ngā ritenga whakaako Māori hei āhuatanga hou i ngā mahi whakaako me ngā akoranga whare wānanga, kuratini hoki.

Waihoki, e hiahia ana au ki te whakahuihui i ētahi o ā tātou tauira o tau kē ki tētahi wānanga hei whakawhiwhiwhi kōrero, ki tētahi awheawhe hoki hei hanga kōwhiringa kia tino eke ngā pūkenga hāngai ki te ao Māori o ā tātou ākonga ki ngā taumata e pīrangitia ai e ngā kaiwhakawhiwhi mahi, me te pāpori nui tonu.

He hōnore mō Aunty

I ngā tau 2000, ka tapaina au e aku ākonga Māori ko "Aunty Mich" – ā, e pēnei ana anō i tēnei wā. I te tuatahi ka ohore au i te ingoa nei (mehemea kua tae atu au ki te taumata e tika ai te ingoa kārangananga o Aunty). Kātahi au ka mōhio me tino whakaāe ā-ngākau au ki te ingoa, otiia, he karere mārama tonu kei roto mō aku here ki aku ākonga. Ahakoa taku ngākau iti mō aku tāpaetanga i te ao mātauranga, i te mātaki ngā ākonga nei ki au hei Aunty – he tangata e

wātea ana ki a rātou; he tangata hei ārahi i a rātou i te huarahi; he tangata hei whakapuare i ngā whāinga wāhi me ngā hiahia ki a rātou i te ao nei; he tangata hei kōrerotanga atu mō ngā raru, hei whakaruruhau, hei tangata haumaruru mō rātou.

He hōnore nui te kite i te whanaketanga o ngā ākonga i roto i te wā mō tō rātou mārama mō te wāhi e noho nei rātou, te iwi e piri nei rātou, te pikinga o te māia hei kaitiaki, hei kaiwhawhai mō te tika i te pāpori, i ō tātou hapori kanorau.

Nōu te raurau harakeke, nōku te raurau harakeke,

ka ora ai te tāngata. Tihei mauri ora.

*With leaves of flax of yours and mine,
the people will survive. May the passion be ignited.*

Kupu Tautoko

E tino hiahia ana au ki te whakamoemiti ki a Michelle mō āna tohutohu, me tana mātauranga, inā noa atu te hōhonu. Ko te mutunga mai koe o te kaiako pai. Nā tō whakapono ki ōku pūmanawa, ahakoa taku ngākau-rua, kua puta atu au ki te ao mārama.

Ākonga tohu paetahi 2012

Ko Michelle tētahi o ngā kaiwhakaoho mauri e iwa, arā ngā Muse, o te ao Kariki, nāna au i whakahihiri kia oti mai ētahi mahi i aku ringa, kāore au i mōhio ka taea e au. Ngā mihi mō tō whakaaro nui, mō ō tohutohu Auntie Mich!

Ākonga tohu paerunga, 2015

He kaha rawa koe ki te tautoko, ki te poipoi i te tangata, ko ō tohutohu kāore he ritenga i te ao nei, ko koe te kaihapai i ahau kia rewa anō ki runga, i aku pekanga atu ki tō tari, nāu ahau i tū whakahihiri ai i ngā wā katoa ... E te wahine rangatira, kāore e taea e ahau te whakapuaki āku mihi ki a koe. Tēnei te mihi!

Ākonga tohu paerunga, 2014

I ngā whāinga wāhi katoa, ka tāpaetia e Michelle āna kauwhau ātaahua mō ngā take whakamahere e pā ana ki te ao tangata whenua, ka horaina e ia he horopaki ako haumaruru ā-ahurea, ā, ka āwhina i ngā tauhou ki te ao Māori kia pai ai tā rātou

noho, kia māmā ai te haere i roto i ngā āhuatanga o te iwi kāinga. Ko te mea tino nui ki ahau mō ngā mahi a Michelle ko tōna kaha ki te whakamanawa i ētahi atu. I tua atu i tā mātou mahi ki te whakatairanga i ngā uarā pēnei i te ngākau iti, i te noho toitū o te ngākau, o te whakapiki i te mana o tangata kē, ka whakawāteatia e Michelle te huarahi kia hurihia te takoto o te ao i roto i ngā hiahia o te ākonga, ā, koinei te iho o ngā pūmanawa whakamāharo o Michelle mō te mātauranga taumata tuatoru.

Hoamahi, 2018

He kaiako tū ngana ki te hau a Michelle. Nāku tēnei whakapuaki i runga i āku tirohanga ki a ia, ki tōna kaha ki te hora i ngā akoranga uaua, ki te wero i te hinengaro o ngā ākonga, ahakoa e mōhiotia ana e te ao katoa, mā ēnei momo akoranga ka māka whakararotia pea te kaiako e te ākonga. I tēnei whaitua he mārama pū a Michelle ki te whāinga hua o ana akoranga, ahakoa whāiti te ara, he whai hua i te mutunga. Ki taku titiro e ū ana ia ki te huarahi piri ki ngā mātāpono mō tōna hīkoi i te ao mātauranga, ā, kua noho ngā ākonga i Te Iho Whenua ki te katokato i ngā hua. Nā tana hīkoi mārama kua takoto te mānuka, mārama pū te tikanga, ki ngā waewae o ngā kaiako whakaako i ngā akoranga e paingia ana e te ao whānui.

Hoamahi, 2016

S u s t a i n e d E x c e l l e n c e

Associate Professor Ekant Veer

Department of Management, Marketing and Entrepreneurship ■ University of Canterbury



Why I teach...

My grandfather grew up in abject poverty in a small village called Ailum in northern India. He was the first in his village to go to school – first to read and write – first to carry on to high school and, ultimately, go to university and lead a successful legal career. He could easily have moved on and never looked back but instead he chose to give back. He built schools both in his birth village and in his adopted city of Muzaffarnagar, enabling many thousands of children to access education and escape poverty – something that was not available to many of his peers growing up.

I teach because I am the product of education as a social elevator. Without education I would not be where I am. I teach in this way so that I don't forget the amazing privilege I have been afforded. Hopefully I can support someone on their own journey of self-improvement and improvement of the society in which we are a part.

I want my students to leave my classroom better than when they entered. This does not just relate to better knowledge about skills,

tools and theories but a better understanding of the students' roles in society, a better understanding of themselves and a better understanding of the world. Ultimately, I want to help build better people. At the centre of this is a strong focus on developing the person and the wellbeing of students as well as facilitating an effective learning environment.





A multi-pronged philosophy

My teaching can be summarised in four main prongs. Manaakitanga is first and foremost for me. My role is one of care and respect for my students. I am their guide and their support. I believe firmly in Tohungatanga or the development and use of expert knowledge and practice. I am a life-long learner who can only continue to feed into the lives of my students if I myself am engaged in the development and dissemination of cutting edge knowledge through a strong research career. Rangatiratanga is crucial in my role not only as a leader of students in the classroom but as a strong leader and voice for those who are perhaps ignored in society. I strive to be a leader of high integrity and one who can stand up when needed. Finally, I believe strongly in Kaitiakitanga and the responsibility to support and protect those who I teach and the field that I teach. I see myself as a guardian for high quality knowledge dissemination to ensure that students meet learning objectives. I also have a responsibility to protect and support my students in preparation for their futures.

Crazy passionate and caring

I aim to always be a passionate, engaging and innovative teacher, irrespective of the material being taught. For me, passion in a speaker becomes infectious and I become passionate about their topic. Similarly, I aim to be crazy passionate about my work so as to build the same passion, drive and motivation in my

students. If they are excited to come to class; if they know it will be engaging; if they know they will learn something of value and, above all, if they know it will be a fun learning environment, then learning becomes far easier. I've been given one opportunity at this life and I'm here for a good time. We have a lot of fun in class, whether it's through humour, music or just old-fashioned banter. We have fun.

My approach to teaching is focussed on student welfare and wellbeing, which I believe has a far longer lasting impact that stretches beyond the classroom experience. Driving students to be the best WITHOUT compromising their health is crucial to me as someone who has seen, first-hand, the devastating effects of burnout and self-doubt. I do all I can to develop courses that help students manage their workload, manage their lives and bring the best out of them without being an 'easy' class. When their studies get difficult I need to step up and take care of the students by putting extra time and effort into supporting them.

Not shying away

As fun and laid back as I may be, the nature of my research and teaching means that I have to talk about difficult topics. I have to teach subjects that are confronting and, oftentimes, painful, for example, how marketing pro-social behaviour is difficult and complex. One class that is particularly challenging introduces the marketing efforts used to combat domestic violence in New Zealand. The class is warned

in advance that the topic will be discussed and that we will be showing different advertisements that have been used to combat domestic violence both in New Zealand and overseas. Students who may struggle with the subject matter are given the opportunity to sit with me and kōrero in advance of the class about what will be covered to ensure they are properly prepared for the material.

In class, we show each ad, one by one, and then dialogue back and forth about the various marketing techniques used in the ad; the target audience it is focussed on; the efficacy of the ad; the theories underlying its execution and so forth. From here the class opens into a general discussion regarding more macro-environmental pressures that may affect domestic violence in New Zealand and what we can do as a society to combat these. In this way the onus is on the students to develop an holistic view of the problem, its influences and the role that marketing could play (if any) in breaking cycles of violence. This method of dialogic teaching ensures that the students not only have a voice in class but also learn important debating and critical thinking skills that will benefit them as they progress into the workforce where similar discussions are commonplace in marketing organisations. By doing it in a controlled environment I am also able to ensure the discussion of difficult topics is carried out in a sensitive manner. We do the same when discussing other issues, such as the role marketing plays in affecting body image and the impact this may have on eating disorders. I draw on my own research in the area to not only explain the various pressures some people feel but also the way in which marketing continues to bombard us with messages affecting our sense of self.

I do not buy into the mentality that research and teaching are mutually exclusive. I have never felt that my teaching is hindered by my research activity. If anything, I am a better teacher because of my passion for research and knowledge development. I would find it impossible to teach cutting edge knowledge in the field if I was not able to contribute to the development of that knowledge. I use my own research in my teaching practice not only because I want students to understand and appreciate the work that academics do outside

of the classroom, but also to help students understand the background to the research process and development. For example, in my Marketing for Behavioural Change class each week the students receive a reading from a seminal author in the field describing the concept at hand and also a piece of my own work using the same theories/concepts we are discussing. In this way students not only learn the origins of the concepts discussed in class but also a locally grown application of their use. I'm also able to then help by adding in additional context to how the research was completed, the difficulties associated with gathering data and the nuances associated with research, which are often absent in the final academic journal article. This provides a deeper understanding of not just the concept but its operationalisation in a real life setting. I also use research carried out by masters students that I have supervised and later published with them. The use of students' work in my teaching allows my undergraduate students to see the relevance of academic research in their practices and the way in which academic research can be applied in multiple ways to solve complex problems.

Future plans

My main goal for the immediate future is to start publishing some of the innovations in teaching that my students and I have been working on over the last few years. Seeing the pedagogic improvement and impact that these innovations have in class is great, but disseminating this knowledge to a wider audience is needed. I also hope to run more teaching workshops in universities overseas and use the funds from my award to visit some universities that may not be as well-resourced as New Zealand's. I recently returned from a visit to one of Papua New Guinea's universities in the Central Highlands and am hoping to visit institutions in India to share some of the ideas I have and to learn from them. Being a bit of a technophile means that I may need to upgrade some of my mobile equipment as I've worn my laptop and tablet to death.

Peer & Student Comments

You were the first lecturer to inspire me to want to learn, to know more than the bare minimum. Your clear passion and knowledge of your field, as well as your style of teaching, has left a remarkable impression on me to this day... thank you, for really being the best lecturer at UC. It was a true privilege to have been taught by you in both my first and last (full) year during my university journey. I can confidently say I wouldn't be in my current position if it weren't for you. Thank you for being an amazing lecturer.

Ashley Yee, MKTG100 and MKTG315 student, 2014-2016

100% the most effective lecturer I've had in three years of uni. His communication and lecture style are refreshing and a massive change from someone simply reading off lecture slides. This was one of the only classes I've had where attendance didn't visibly drop throughout the semester, which is purely a reflection of the engagement that Ekant achieved with his class. I learned more about life in one course from Ekant than I have learned throughout almost my entire student career.

MKTG315 2016, Anonymous student feedback, 2016

I've had the dubious privilege of being taught and supervised by Ekant over a period of 4 years... I admit that his humour is a little strange but his understanding of what students need to achieve their potential is something I have not seen replicated in any lecturer during 6 years of university. He is basically the Yoda of the business school sharing wisdom, but in a way that you don't really appreciate until you think back on it at a later time.

Hugh Deveraux Mack, RA 2013, Masters thesis supervisor, 2014-2015

Ekant's unwavering enthusiasm is contagious. He turns even the most boring and dry information into something interesting and fun. It is not uncommon that after his lectures or seminars my mind still thinks about the things I learned, and I often find myself telling others about the topics or examples that have been discussed in class. Another reason for Ekant being a great teacher is that he is never 'spoon feeding'. His approach of really 'giving a damn' about the students and challenging us directly has, at least in my case, resulted in doing things that I never thought I am capable of. While motivating the students to embrace the challenges on our own, he is always ready to give a hand, having an open mind and friendly ear. In fact, his responsiveness is unbeatable, and sometimes overwhelming. Last but not least Ekant is a great teacher because he is a great researcher. Instead of reusing the same old examples for several years, as was often the case in my undergraduate studies, he always supports his arguments with his own or others' research findings and with up-to-date and easy-to-relate examples from the practice.

To conclude, Ekant is the type of teacher that leaves a mark on your life. In my time at UC, I have noticed that he is a bit of a legend on the campus. While one easily forgets what the teacher was lecturing about, one never forgets how the teacher made him or her feel. Feeling welcomed, 'safely' challenged, intellectually amused and simply happy to be a student, are just some of the feelings that Ekant's lectures evoke. I can only wish that I will affect my students in my future professional life as profoundly as he has affected me.

Maja Golf-Papez, doctoral candidate under the supervision of Dr Ekant Veer, University of Canterbury

Associate Professor Christine Woods

Business School ■ The University of Auckland



I love teaching. I love the challenge and the opportunity to learn with students and see them grow and succeed, to be part of a community of people learning together. I also love entrepreneurship. My passion began when I worked in Malawi as a small business advisor – instead of catching malaria I caught entrepreneurship! It's all about opportunity – creating and realising opportunities for change. Opportunities come from the space in-between. To explain, let me borrow from the The Book of Fame where Lloyd Jones draws a vivid thumbnail sketch of the All Blacks' game-changing play during the 1905 tour of Great Britain:

*“The [opposition] saw a thing,
we saw the space in-between ...
The [opposition] saw a tackler ...
we saw space either side ...
The [opposition] saw an obstacle ...
we saw an opportunity.”*



Teaching is about *the space in-between*. It is the space that allows for the voice of both teacher and student, as each brings their knowledge, curiosity and experience to the journey of learning.

I first began teaching as a lecturer in 2001 at The University of Auckland Business School (UABS). A set of questions shaped my thinking as I developed my first course – an undergraduate stage three paper in entrepreneurship. What was the background of my students? Where were they heading? Their work history, academic, cultural and social background all mattered. What were their aspirations? How could I develop this course to suit their varied academic needs and futures?

These questions have stayed with me and shaped my teaching philosophy – a spiral of learning framed as *Acknowledge – Adapt – Advance*. This ‘Triple A’ approach is embodied in a taonga gifted to me when I received my PhD in 2001. This beautiful pounamu mere has three indentations at the base representing three stages of learning – seeking, acquiring and sharing knowledge. My challenge as a teacher is to acknowledge where students are in their learning, adapt relevant material and the learning framework to suit each class, and together advance our collective knowledge.



Bringing this together with the space in-between, I describe my practice through Takarangi: the double spiral of creation. The spirals represent the engagement

of student and teacher in a journey of collaboration. For Māori learners the framework acknowledges different ways of knowing, placing a Māori understanding of pedagogy to the fore. A Takarangi pedagogy prioritises ako (learning together) and highlights collaboration and reciprocity.

So how does this approach work in practice? I have been fortunate to work with colleagues and students in a range of different courses and in this summary describe two courses I teach at UABS: my PhD supervision and my work with current and future entrepreneurs.

The undergraduate entrepreneurship course has provided a great space to ‘be entrepreneurial’ in my teaching practice. I have particularly enjoyed using an adapted Team Based Learning approach (TBL) for the course. TBL connects with my *Acknowledge – Adapt – Advance* approach. This process provides an opportunity for students to assess their learning at the beginning of each part of the course. The learning is then applied through TBL tasks in a flipped classroom environment, with assessments focussed on engaging theoretical content with real world situations.

Student teams work on an entrepreneurial opportunity that can be entered into the university’s business planning challenge Velocity. First, each student describes an idea

in 1000 words and shares this with fellow team members. The team grades these and selects an idea to develop into a Venture summary that is pitched to a panel of entrepreneurs and the class. Students also develop a *Personal Entrepreneurship Strategy* where they look forward five years and articulate their strategy for achieving their personal entrepreneurship (or career) goals. This assessment is presented in many formats including reports, poems, blogs, scrap books, games and posters. Students particularly enjoy the theory-practice interface that this course offers.

I also use the Venture summary assessment in the postgraduate Māori entrepreneurship course I teach. Beginning this teaching journey in 2005, there were several questions I needed to ask myself: as a fifth generation Pākehā New Zealander, what relevance and insight could I offer to Māori students in the area of Māori entrepreneurship? How could I build ‘a place to stand’, whereby my own experience and expertise were authentic and culturally and academically appropriate for the students? And how could I ensure that I didn’t just come in and ‘add a bit of Māori’ to an established entrepreneurship curriculum? I was extremely fortunate to be able to answer these questions through working with a number of Māori colleagues to develop frameworks that place Māori knowledge at the centre of the learning. For example, with Dr Josie Keelan we developed the Māuipreneur model of entrepreneurship. This model met with both affirming and challenging feedback. Some students do indeed find the model a ‘Māori-friendly’ way of engaging with entrepreneurial theory; others perceive a colonisation of the Māui myths, considering it inappropriate to bring ‘Māui’ and ‘entrepreneur’ together in such a fashion. To work with the range of responses I try to provide adequate opportunity for discussion in class, and draw on the expertise of kaumātua who are students. Reflective journals are another assessment where students can explore similar material and students now complete this through blog posts that are read by fellow students.

As mentioned above, there is also the Venture challenge where students can explore potential opportunities connected to individual whānau and hapu. They present their Venture during the final class to a panel that includes

a guest Māori entrepreneur. Several of the Ventures have moved to the next stage. One example is Māori Maps – a digital gateway to all tribal marae in Aotearoa New Zealand (www.maorimaps.com). The site provides maps, information and photographs for each marae in English and Te Reo Māori. We raised start-up capital through the Tindall Foundation and other charitable trusts to develop the website, which is now used by marae, community groups, prisons and schools throughout Aotearoa.

PhD supervision is another teaching highlight. I supervise students in Indigenous and Māori entrepreneurship and economic development; family business; social entrepreneurship; and entrepreneurial behaviour. The *Acknowledge – Adapt – Advance* process and the Takarangi double spiral guide my supervision practice. Working with Indigenous and Māori PhD students has been particularly challenging and rewarding. These boundary-pushing scholars draw from cultural heritages that are different from mine and seek intellectual opportunities relevant to their people. Their desire to locate themselves as scholars with cultural purpose sees them challenging mainstream approaches to disciplinary knowledge. I work to acknowledge this kaupapa and have adapted my supervision approach to engage in a both/and approach – achieving both academic excellence and cultural relevance.



The three circles

While constantly working to bring business reality into the classroom, I think it is also important to take relevant academic frameworks and learning back out into the business community. I do this through my work with the ICEHOUSE. Established in 2001, the ICEHOUSE works with owner managers of established small and medium sized businesses. Working with colleagues from UASB, a cornerstone



partner of the ICEHOUSE, we developed a 15-day residential programme, delivered in five three-day sessions. The overarching framework for the programme is the Three Circles Model. 'The Business' circle includes material traditionally covered by an MBA programme. The 'You in Business' captures the leadership role(s) of the owner manager in business. The 'You' circle concerns the health and well-being of the owner manager. The classroom does not necessarily provide fond memories for many owner managers. To accommodate this 'resistance to formal learning' we have developed a programme that both engages the owner manager and has practical relevance and application to business. This is done through simulations, discussions, leadership profiles and activities that lead to the development of a Future Growth plan. The programme is currently in its 18th year of delivery, so we must be doing something right!

In conversation with Laura Sessions, an owner manager from the Owner Manager Programme, we reflected on the lack of entrepreneurship education in the New Zealand schooling system. We started Girls Mean Business (GMB) in 2016 and successfully developed and piloted a four-day holiday programme targeting girls aged 9-12 (www.girlsmeanbusiness.nz). In this programme girls work in teams to develop and test their own business ideas.

Going forward – to paraphrase a favourite movie – I plan to 'just keep learning' and applying that learning to the teaching and

research opportunities that I encounter in my journey as a student of entrepreneurship.

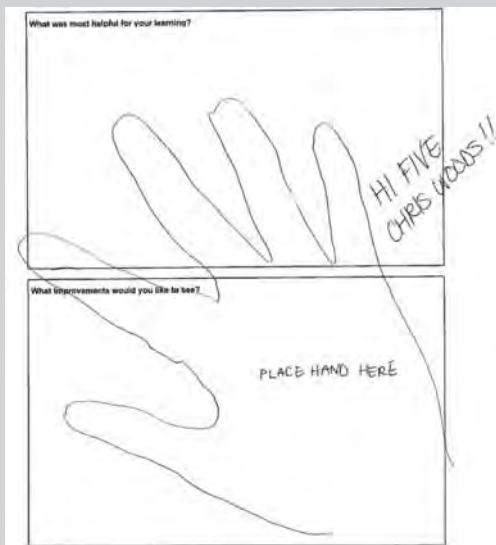
This summary of my journey thus far would be incomplete without mention of a most important part of my development as a teacher – the generosity and support provided by colleagues and students who I have been fortunate to engage with. What success I have when teaching is because of that engagement.



*Ehara taku tao i te toa takitahi,
engari he toa takitini*

Success is not the work of one,

Peer & Student Comments



Student, Stage 3 UG entrepreneurship course, 2015

Chris brings unwavering professionalism, informed and up-to-date pedagogical underpinning, disciplinary expertise, innovative teaching approaches, a genuine love of teaching, and a willingness to continually develop herself in her professional capacity. Chris continually looks for ways to innovate in whatever 'classroom' setting she is working. Chris has a genuine ability to engage with students of all ages and backgrounds and cares deeply that students are simultaneously challenged to achieve to the best of their ability and extend their learning and disciplinary knowledge while supporting them to succeed.

Colleague, UABS, ICEHOUSE

Christine is an intensely engaging lecturer, who speaks with conviction. She summed up logic and common knowledge with fantastic quotes, practical experience and always made our roopu remember how talented, intelligent and gifted we all are.

Postgraduate student, Māori entrepreneurship course, 2006

Christine has an ability to provide critical feedback in a way that is culturally sensitive. Absolutely knew her material and provided the much-needed encouragement to have everyone succeed. Enjoyed her humour.

Postgraduate student, Māori entrepreneurship course, 2017

I have always felt guided in all aspects of my academic career development and well-being by Chris, which often went beyond the duty of just academic supervision. I would like to emphasise Chris' ability to help grow and support junior academics. Her teaching, support and guidance of Māori has been a vital contribution to Māori transformation.

Former PhD student, 2016

Chris shows true interest in all of her subjects; she takes the time to deeply understand her topic and her students. She is an outstanding listener and communicator and is passionate about her students. Her commitment is unwavering. Chris has given me the confidence in myself to take steps into the future with my business, to grow and to be positive, and to believe in myself.

Student, ICEHOUSE Owner Manager Programme, 2017

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The recipients of this year's awards outline aspects of their teaching practice and describe what is important to them when working with their learners.

