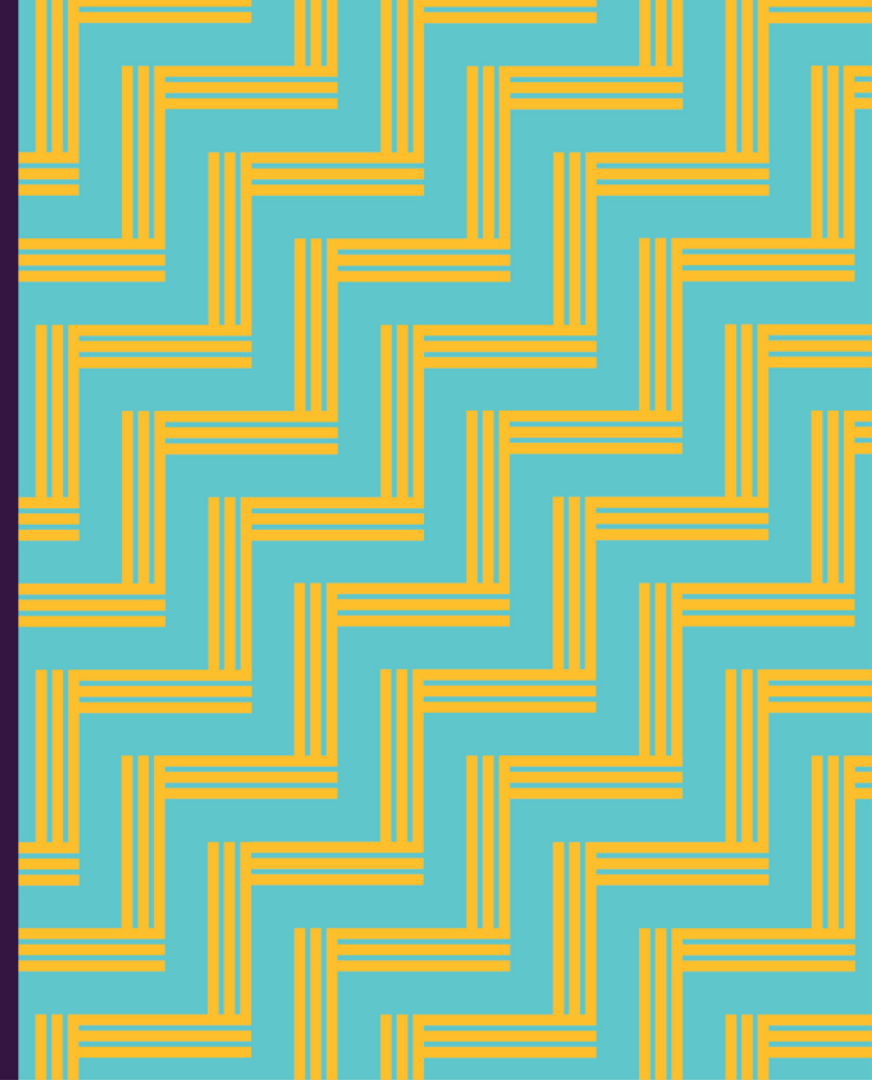


Pacific Student Success in ITE

Tuesday, 28 June



In preparation please:

- turn on your cameras
- ensure your microphone is muted to maintain audio quality
- introduce yourself using the chat — Let us know your name, where you come from, and what your role is there!



**Teaching
Council of
Aotearoa
New Zealand**

Matatū. Tū Mataora.
Stand tall. Shape the future.

WHAKAMANA

MANAAKITANGA



PONO

WHANAUNGATANGA

Agenda | Paekōrero

- Ala'imalo Falefatu Enari - Pacific Advance
Secondary School, *Otahuhu*
- Lee-Anne Turton & Yvonne Culbreath – Unitec,
Mt. Albert
- Breakout
- Wrap up





Ala'imalo Falefatu Enari

Co-principal – P.A.S.S, *Otahuhu*



Unitec

Yvonne Culbreath

Lecturer and Pacific Success Lead on
BTEC

Lee-Anne Turton

Senior Lecturer and Programme
Coordinator on BTEC

Pacific Student Success in ITE Unitec Bachelor of Teaching (ECE)

Lee-Anne Turton & Yvonne Culbreath

Unitec Institute of Technology

Te Whare Wānanga o Wairaka



Unitec



Yvonne Culbreath: Lecturer and Pacific Success Lead on BTEC at Unitec



Lee-Anne Turton: Senior Lecturer and Programme Coordinator on BTEC at Unitec

Growing a community and culture of success

“Building reciprocal relationships based on mutual trust and respect involves deeply knowing, caring for, and understanding the student, family, and community.”

(Dyck, 2021, p.4)



Specific strategies to increase Pacific student success



- Professional development for ITE teaching staff: implementing Tapasā, Pacific success micro-credentials
- Whanaungatanga: know me, see me, and believe in me
- Specific on campus space for tauira to study and engage
- Programme content: integrating authentic pacific ways of knowing, being and doing in courses
- Working with wider support networks to build a sense of community

Voices of our Pacific ākonga



“We walked into this space as individuals trying to navigate our way through the world and by the end of this degree with the support of our lectures we walked out as world changers. Empowered to take control of our future. We may be the minority, but we are out here in the work force breaking the statistics, as qualified and registered teachers. This would not have been possible without the love, support and time from our time here at Unitec.

This degree was the stepping-stone into my future. A step some people never take, but for the support system I had in place how could I not take this step. I often reflect on this chapter of my journey and realise that this is more than just a piece of paper. But this step is what saved my life and I’ll never be too whakama to ever share this experience!

Faafetai lava Aniva”

*Whanaungatanga: know me,
see me and believe in me*



From the moment our Pacific ākonga arrive on campus we aim to build responsive and reciprocal relationships with them. These reflect positive, ongoing collaboration and interrelatedness (Ritchie, 2016).

Our programme's orientation provides opportunities for ākonga voice to learn about each other, staff, our campus and services.

Manaakitanga: Engaging spaces for me to belong



Our programme has a dedicated *Te Whare Tapere* space. While this classroom is grounded in kaupapa Māori, the ways of knowing, being and doing and ways we engage in this space are familiar to our ākonga. We also have another dedicated ECE classroom. This space proudly displays ākonga artwork and provides a place to eat and study.

Chu et al. (2013) also argue that spaces that nurture specific cultural values such as collectivity, relationships, identity, and togetherness are beneficial in enhancing the Pacific students' journey to success.

Celebrating our taura: halfway there and end of degree



“After lecture check-ins about life, family and balance became the norms. That classroom became our safe place, our home away from home, after the late nights, all nighters, we always had somewhere to feel safe.” Aniva

*Whakamana: empowering ākonga
to reach their highest potential*



- The programme encourages ākonga to investigate and locate their own knowledge, beliefs, experience, attitudes and culture, guided by Te Tiriti, as a starting point for understanding how these will influence how they work with others (Heta-Lensen & Wrightson, 2019; Rana & Culbreath, 2019).
- As advocates for social justice and equity, we believe that the development, in a context of manaakitanga, of socio-cultural consciousness and critical pedagogy in our taura is vital.

Ākonga voice



“I had support from my people who are culturally aware. And they are just lovely. Overall, all the kaiako in the ECE department are open minded and culturally aware and open to learn which was amazing. Quite often Pasifika nations students were asked to comment from our world views. On a personal note, that made me feel like I never had to keep my views to myself, I was always happy to share. Unitec is on a great path.

Manuia lava, Sinsemillia”(currently teaching in Dubai)

Applying the policies and procedures to support success: No one size fits all



- Recognising the commitments many of our ākonga have beyond their studies. While we continue to have high expectations of all ākonga, we recognise that sometimes life gets in the way. Alternative assessments may be used to assess ākonga meeting learning outcomes
- Affected Performance Consideration (APC) process to support taura with complex demands beyond study.
- Our ākonga successful course completion is 87%, a figure we need to improve upon. We recognise the increased pressure on many ākonga from Covid-19. Many families have felt financial and social pressures of lock downs and jobs losses.

Pacific approaches as living and relevant



Some examples of new degree content and learning outcomes

EDUC 5000 Hauora: Models of health and well-being of self and others, including Māori and Pacific Learners.

EDUC 5002 Human Development: Explore Māori and Pacific and other theories of human development and learning, including neuroscience.

EDUC 6004 Looking Back, Moving Forward: Māori and Pacific Learners in ECE Contexts Analyse selected policies and their impact on the provision of early childhood education for the Pacific community in Aotearoa/New Zealand.

Pacific pedagogies and epistemologies are valued and visible within a greater range of areas in teaching, learning and research. We continue to work to embed authentic Pacific worldview, content and pedagogy.

Arts-based assessment: philosophy and research, celebrating identity and culture



Learning environments reflect more culturally responsive spaces and Pasifika student services



- Learning Advisors (General, Māori, and Pacific) provide academic support to ākonga in Te Puna (the centralised student hub), Puukenga, and the Pacific Success Centre.
- This team provides services to ākonga to strengthen a wide range of academic study skills.
- Pacific Support lead in programme as a connector between students and support services
- Pacific Success Centre provides several services including orientation, fanau evenings, computers and study space.

2021 Kupu Māori and Pacific High Achievers Scholarship: Luseane Cains

“I have never experienced so much support, awhi, kaitiaki, aroha and tightly woven whanaungatanga and manaakitanga, in any tertiary school that I have attended besides UNITEC. The lecturers go the extra mile to make sure that ‘no one is left behind’, and what I mean by this, is that whatever a student is experiencing, within and outside the programme, difficulties or hardship, they try their best to support us by providing us with options and support that will guide and assist us to get through to the end. Unitec has provided an inclusive, culturally responsive programme that aims to uphold the Mana and Hauora of all students that take part in the programme. As a Pasifika student, the lecturers and staff of this programme, have given me a vision, where I hope to empower tamariki to one day become future leaders of this nation.”



- Chu, C., Abella, I., & Paurini, S. (2013). *Educational practices that benefit Pacific learners in tertiary education*. Ako Aotearoa.
- Dyck. (2021). See me, know me, believe in me: reimagining Pasifika student success as Pasifika in visual arts. *Set: Research Information for Teachers (Wellington)*, 2, 4–17.
- Ministry of Education. (2018). Tapasā: Cultural competencies framework for teachers of Pacific learners. Ministry of Education
- Ministry of Education. (2019). *Action Plan for Pacific Education 2020–2030*.
<https://www.education.govt.nz/our-work/overall-strategies-and-policies/action-plan-for-pacific-education-2020-2030/>
- Rana, L. & Culbreath, Y. (2019). Culturally inclusive pedagogies of care: A narrative inquiry. *Journal of Pedagogy*. 10(2), 87-99.

Break out room conversation (20 minutes)

Discussion:

What is working where you are for Pacific Island success? What are your next steps?



Jo Scott—Policy Update

- Pacific Education inter-agency working group



**Teaching
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New Zealand**

Kukari Newsletter for ITE students



Unteach Racism



Scan the QR codes to get started

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