

**Ko te kai a te rangatira, he kōrero:  
the sustenance of chiefs is words**

**“Reflecting on learning and teaching in a  
turbulent world”**

**Thursday 1 September  
5th Annual Professional Practice Symposium  
College of Work Based Learning**



# Karakia

Whakarongo rā e Rongo  
ki Te Pūkenga  
te manawa nei  
ki te rongo taketake  
te whiwhia, te rawea  
te whiwhi-ā-nuku  
whiwhi-ā-rangi  
i takea mai i te kāhui o ngā ariki  
kia tūturu ka whakamau ai kia tina,  
Tina!  
Hui e?  
Tāiki e!

# Welcome

## **Tēnā Koutou Kātoa**

Welcome to the Professional Practice Symposium:

Ko te kai a te rangatira, he kōrero:

the sustenance of chiefs is words

“Reflecting on learning and teaching in a turbulent world”

This year’s programme highlights the rich nature of professional practice  
and the positive impact it is having on colleagues and learners.

## **Symposium Organising Committee & Programme Editors**

Carleen Mitchell

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Rachel McNamara

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Or via group chat

## **Special thank you to our peer reviewers**

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3.00-3.15	Reflection and Closing – Rachel McNamara		

# Stream One

Bricolage as a methodology for professional practice.  
Martin Andrew

Embracing te ara tika within the MPP.  
Lyle Norriss

Engaging with ethics.  
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The hapū-led methodology.  
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Disrupting taken for granted educational problems: A post structural analytic strategy.  
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Reflective Practices for Veterinary Nurses.  
Clare Morton, David Woodward & Jeremy Taylor

## Bricolage as a Methodology for Professional Practice

Martin Andrew

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The world of professional practice is not one of similarity and insularity but multiplicity. A learner's area of endeavour may constitute an archipelago of projects, activities and other instances of practice-led work. In such cases, a research methodology that allows a learner to investigate the multiple islands comprising their domain in a range of different ways is necessary. This paper presents bricolage as a methodology for professional practice research, and vindicates it from historic charges of being random, hodge-podge and schizophrenic. The study demonstrates the alignment of bricolage with a transdisciplinary multi-stakeholder approach to research and shows how it aligns with a portfolio method of presentation and assessment. Bricolage allows the learner's kete to be filled with multiple artefacts. Each artefact may have its own whakapapa or origin story, meaning that their creation may involve different, but appropriate, methods. Bricolage affords multi-textual and multi-vocal research and necessarily incorporates reflective self-enquiry. The application of bricolage to professional practice opens out fresh and authentic ways of 'coming to know' for learners.

## Embracing Te Ara Tika within the MPP

Lyle Norriss, Helen Mataiti & Jo Cook

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Te Ara Tika (Hudson, 2010) is a framework for addressing Māori ethical issues within the context of an ethics application, drawing upon the foundation of tikanga Māori, reflecting values, beliefs, and a Māori world view. The three tiers within the model support the researcher to demonstrate how their research aligns with mainstream, Māori centered and kaupapa Māori views. As tangata whenua, Māori are central to any approach to research within Aotearoa. Without applying Te Ara Tika, important research aspects could be overlooked. This presentation aims to support other researchers with a process which I followed and emphasises the importance of this mahi within the Kaitohutohu process. Utilising Te Ara Tika to full effect aligns with the principles of the Treaty of Waitangi, participation, protection, and partnership, all of which are central to my role within the New Zealand Police. Ensuring the participation of Māori, provides an opportunity to hear the voices of iwi. Protecting Māori rights is an acknowledgement of Māori being kaitiaki (guardians) of the place. Identifying opportunities to partner with Māori to achieve equitable outcomes within our communities should occur to align with kaupapa Māori views.

### References

Hudson, M, Milne, P, Reynolds, P, Russells, K & Smith, B. (2010). Te Ara Tika: Guidelines for Māori Research Ethics: A Framework for Researchers and Ethics Committee Members. Health Research Council of New Zealand.

## Engaging with Ethics

Glenys Forsyth

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The ethical principles underpinning the current research ethics system were developed based on a bio-medical ethical model where the assumption is that these principles are valid and applicable in all research situations (Msoroka, & Amundsen, 2018). However, with the growth of social research and particularly practitioner research, increasingly the ethics system is seen as inappropriate for research that sits outside of a bio-medical context (Brown et al. 2020; Guillemin & Gillam, 2004). The tensions created by a process considered ill-fitting for practitioner research appears to have led to a mindset that ethics is an add on, thus a process to circumvent (Brown et al., 2020). Despite a plethora of literature espousing this, the voices of practitioner researchers and those who support them appear to be missing. Hence, this research aimed to gain understanding of where research ethics practice rests in the thinking of practitioner researchers, and those who support these practitioners through their practice inquiry process.

Participants were drawn from those who had / were completing a professional practice qualification (learner) and those who supported them through this process (mentor). Following an initial on-line survey, respondents indicated their willingness to be interviewed by the researcher. In total, six learner and three mentor interviews were completed. Through the analysis of these interviews, emergent thinking moved from the procedural aspects of ethics to engaging with ethics.

This presentation will focus on what 'engaging with ethics' could look like for practitioners undergoing a professional practice qualification. Ideas covered will include our personal code of ethics, professional practice code of ethics, organisational code of ethics and the integration of these into research.

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## The Hapū-led Methodology

### Tōu moemoea, tōu mana motuhake Your dream determines your future

Naumai Taurua

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The hapū-led methodology is a repeatable systemic business method to enable business development in a rural hapū (village) experiencing high unemployment.

The methodology aligns with the community-led approach, ensuring the hapū collectively and collaboratively decides their business concept and development pathway. Operating within a tikanga (customary) framework is eight elements. Each is an established business model or an engagement framework for best business practices.

In 2014 mixed method research was conducted to understand the factors to evolve a sustainable community business. Community business development did not exist in NZ community development however, developers and researchers supported the community-led approach as the project was more likely to succeed if the community owned and governed its project. The community-led approach also met the NZ Government's funding and capability development criteria. A literature review further revealed that philanthropist organisations had successfully project managed business start-ups in the third world and war-torn countries. Known internationally as "Inclusive Business or Bottom of the Pyramid", their research identified vital business elements and processes to build a community business. Developed from this research was the community-led business methodology.

In 2020 action research tested the methodology in a rural hapū setting. Covid halted the project, however, analysis of participant discussions and the research journal revealed that the methodology needed adaptation to the customs of the people it served. Developed from this research was the hapū-led methodology.

The researcher plans further research in the future.

Mataatua te waka  
Ngāpuhi te iwi  
Pouērua te maunga  
Waitangi te awa  
Ngāti Rāhiri te hapu  
Te Tii Waitangi te marae  
Kingi raua ko Polly Taurua tōku mātua  
Rewi tōku hoahoa  
Kori tōku tamatāne  
Naumai Taurua ahau

Naumai lives in Kaikohe, Te Taitokerau, Aotearoa, NZ. A Māori Facilitator at Otago Polytechnic she works with undergraduate and post graduate learners. Her research interests are hapu-led economic development and Te ao Māori.

## Disrupting Taken for Granted Educational Problems: A post structural analytic strategy

Lynda Lawton

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Reflecting on contemporary learning and teaching is a necessary educational activity to inform quality assurance and meet compliance targets and activities. Reflection is also a legitimate strategy to improve teaching practice. However, the activity of reflection can also be utilised to interrogate, question and to disrupt dominant narratives.

In my PhD research I utilise Bacchis (2009) 'What's the problem represented to be?' (WPR) analytic strategy to examine how young people who are not in education, employment, and training (NEET) are represented within government documents as problems of a particular kind and the implications that these representations may have on young people and on experts such as educators. I set out in this presentation to convey that Bacchis (2009) WPR approach can also be used as a tool for educators to critically reflect on policies and processes.

I argue that in today's climate of uncertainty and turbulence it is necessary for educators to slow down and engage in a process of 'problem questioning'. Engaging in problem questioning enables educators to stand back from the taken for granted representations of presupposed educational problems that are seemingly 'out there' waiting to be solved. I argue that educators would benefit from engaging with the position that problems are socially constructed in multiple and contradictory ways through ways of thinking and enacted through practices and policies.

I also argue it is a duty to interrogate presupposed educational solutions so that educators can explore how some perceived social issues have come to be understood as educational problems. Put simply, in order to engage and understand what the educational problems are represented to be, educators must be invited to interrogate proposed solutions and then 'work backwards' by engaging with Bacchi's (2009) WPR strategy.

Finally, I conclude that Bacchi's (2009) WPR strategy can be utilised to help identify what the educational problems are represented to be, how the problems have come to be accepted as a taken for granted truth and what the implications are for educators and their learners.

Lynda Lawton – Ara  
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## What are we Doing to Our Students?

Phil Handcock

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Otago Polytechnic privileges experiential learning through connections with our communities and industry, helping prepare graduates that are ready to join the global workforce. That authentic learning is often poorly complemented by our choices of assessments of student learning, particularly written tasks that fail to mirror the communication styles prevalent within industry.

In this session I will argue that the mores of academic styles of written communication, can stifle the critical and creative thinking of our students, and discourage originality and clarity. Out of context, academic styles of writing can 'dull' delivery, impact self-confidence, and challenge one's ability to share ideas with others.

The question underpinning this session is 'can we find ways to foster students' writing abilities to empower them to be innovative, and to write clearly and succinctly with passion? The constraints of academic communication styles will be explored, and alternative forms of written assessment will be offered for discussion.

### References

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## Reflective Practices for Veterinary Nurses

Clare Morton, David Woodward and Jeremy Taylor

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Reflective practice is a skill that is currently underutilised in the veterinary industry. Teaching reflectiveness to our veterinary nurses and educators is part of looking at how we can improve mental wellbeing and create sustainability in our industry. Reflective models from Schon (1983) and Gibbs (1998) were adapted and utilised depending on where and how the reflecting was undertaken.

I surveyed educators and veterinary nurses about their views on reflective practices and how they were used in the classroom and vet clinics. Additionally, how they practiced reflectiveness personally and within their work teams. I employed surveys and questionnaires as part of a grounded theory approach (Glaser & Strauss, 1967).

My findings showed a wide range of understanding of reflectiveness and how it can be used. It also indicated that our educators range from those who practice reflectiveness to those who are unsure of what it means. We need to teach our educators this skill before introducing it to our students.

Educators who become familiar with reflectiveness can teach this to students using adapted reflective models and, by using journals or diaries, can guide them through the steps of reflection. By teaching our students reflective practices, graduates can take these techniques into the industry and use them effectively to overcome stress and compassion fatigue.

The conclusions from my research have shown that there are two different types of reflective practice. Firstly, we seek to teach our students reflective writing to an academic level and aim to see a learning progression throughout their studies. Secondly, reflective practices in the veterinary industry promote a sustainable work/life balance and may include such activities as exercise, arts, and contact with family and friends.

Recommendations include using reflective models designed for our students and using reflective journals as a formative task allowing feedback to be provided in preparation for summative assessments. Finally, to use reflective practices within our vet nursing school to enable educators to become comfortable teaching this to our learners so they can take this learning out into veterinary practice.

## References

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Glaser, B., & Strauss, A. (1967). *The discovery of grounded theory: strategies for qualitative research*. New York.

Schön, D. (1983). *The Reflective Practitioner*. Ashgate.

Clare Morton is part of the diploma team at the Otago Polytechnic School of Veterinary Nursing. Clare has been a vet nurse for over 20 years firstly in clinical practice and now in tertiary education. She has worked at Massey University and joined OP six years ago. Her interest lies in reflective practices and how we can teach and use this to help create a more sustainable practice for Allied Veterinary Professionals.

David Woodward is head of apiculture programmes and principal lecturer at Central campus and an academic mentor and assessor at Capable NZ (MPP, DPP). With a background in botany and zoology, he was a research scientist, state advisor, head of apiculture, with 25 years tertiary teaching experience.

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Jeremy Taylor is a facilitator and assessor with Capable NZ (GDTE, BAM, MPP and GDPP) and is currently studying towards his DPP. His research interests include international and comparative education, Chinese transnational education programmes and how to use critical reflection to improve teaching practice.

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# Stream Two

From a breakdown to a breakthrough – supporting learners to thrive in work based learning.  
Steve Henry

Transformational learning: Does facilitation make a difference?  
Glenys Ker & John Gualter

The mentoring process in a doctoral journey.  
Margy-Jean Malcolm and Anne Alkema

Using peer observation of teaching and community of practice as means of improving facilitation practice.  
James Staples, David Woodward & James Harrison

Identifying motivational factors to increase the capability of the engineering profession in New Zealand.  
Evan Madden, David Woodward & James Harrison

What's in a career: Encouraging young adults into the metal trade industry.  
Phil Meek, David Woodward & Jeremy Taylor

Snapshot – Embedding te reo and tikanga Māori concepts at Otago Polytechnic.  
Amber Paterson & Ron Bull

## From a Breakdown to a Breakthrough - Supporting learners to thrive in work based learning

Steve Henry

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Up to 75% of learners completing degrees by experience at CapableNZ are frequently reporting transformational learning (Ker 2017). Research into this Phenomena of Learner Transformation was carried out with survey and focus groups of Alumni in 2021. The data suggests sensemaking is the key enabler of learner transformation. To explore this further, the learner is considered as a complex system of life, work, and different selves with their visible aspects (behaviour, writing and speaking) and less visible aspects (inner narratives, beliefs, values, emotions, traumas).

A formal learning programme is an intervention into this system that is the learner and their context. This intervention affects learners in different ways- most thrive, grow and learn to regenerate their practice. Others get stuck and freeze, despite best practice facilitation and may degenerate unless they can navigate the challenge which is amplified with the pressure of time to complete their programme (Green 2018) How and where facilitators can respond to learners when they are stuck is explored using Leverage points. These are places to intervene in a system where a small pressure yields a large response. (Meadows 1999). Design ideas are presented for a diagnostic tool for learners to make sense for themselves why they may be stuck in their learning journey.

### References

Green, L., (2018). Time: The invisible frame of experience. *Journal of Transformative Learning*, (5)1, 47-52.

Ker, G. R. (2017). *Degrees by Independent Learning: A case study of practice at Otago Polytechnic, Dunedin, New Zealand*. [Doctoral dissertation, Middlesex University].

Meadows, D. (1999). Leverage points – Places to intervene in a system. <http://donellameadows.org/archives/leverage-points-places-to-intervene-in-a-system/>

Mezirow, J. (2000). Learning to think like an adult. Core concepts of transformation theory. In J. Mezirow and Associates, *Learning as transformation. Critical perspectives on a theory in progress*, 3-34. Jossey-Bass.

## Transformational learning: Does facilitation make a difference?

Glenys Ker & John Gualter

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Otago Polytechnic offers a unique pathway to degree acquisition which we call the Independent Learning Pathway (ILP). It is a pathway only available to very experienced people (i.e. have a minimum of 7-10 years in their specialist field) who are self-starters and willing to manage and be accountable for their own learning. Anecdotally, graduates who complete an ILP degree report that undertaking the learning process is transformational. However, until now, we have not had an evidence base to know whether or not transformational outcomes have occurred.

In order to understand the extent to which the ILP generates transformational outcomes and what exactly contributes to these outcomes if they do occur, we have undertaken a formal research process with 75 elite athletes, involving a survey supported by in-depth interviews with those who have completed their chosen degree. This research is embedded in narrative theory and it is the voices of the subjects that will come through in the reporting.

This presentation will summarise the key themes emerging from the qualitative research. This presentation will present the findings from our enquiry. We will report on the impacts on the athletes' personal and professional lives as a consequence of completing their degree. We will also report on the factors to which they attribute their transformation including the role of the facilitator and the quality of facilitation that has taken place.

Associate Professor Glenys Ker has worked for Capable NZ for 17 years as a facilitator, academic mentor, and assessor, specialising in independent learning with elite athletes. She brings a diverse background to the facilitation role as a teacher and researcher in both career practice and vocational education.

John Gualter has worked for Capable NZ for over ten years as a facilitator, academic mentor, and assessor. He brings a background to the facilitation role as a police investigator and trainer.

## The Mentoring Process in a Doctoral Journey

Margy-Jean Malcolm & Anne Alkema

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### The mentor: Margy-Jean's perspective

From a complexity thinking lens, the mentor/mentee dynamic is a living learning system, where together we are listening, observing, conversing, improvising and extending consciousness as a collective, not just individually (Davis, Sumara & Luce-Kapler, 2015). As academic mentor, I am learning and reflecting on my practice, just as the mentee is on theirs, to discern what might give life to new insights, unanticipated possibilities and the fullest potential of the emerging mentee journey.

Within this living system, we each work with polarities that are always in movement. Finding, affirming, building on strengths while establishing enough trust for it to be safe to be vulnerable. Being primarily learner-led while bringing mentor-led questions, feedback, resources to stretch thinking into new territory. Growing clear enough designs while expecting adaptation and emergence of new approaches.

Polarities need each other, but the tension and movement between them is unlikely to be 'comfortable' for either mentor or mentee. If education is about 'extending consciousness', what helps mentors and mentees with the unknowable aspects of this journey?

### The mentee: Anne's perspective

Research tells us that learning happens through experiences of surprise and discomfort. I coined these the 'd concepts' given theorists variously describe these states as, "disequilibrium" (Dewey, in Miettinen, 2000), "disjuncture" (Jarvis, 2010), and "dissonance" (Timperley, Wilson, Barrar, & Fung, 2007). However, the process of doctoral study brought other 'd-concepts' – doom, dilemma, disquiet and delight.

Looking back on the doctoral journey I see that my mentors contributed to the 'd-concepts' and were also key to navigating me through them. Starting out I was not sure what my mentors were there for. At the end I knew I had received academic guidance, wise counsel, and constructive critique. But, how does all of this happen? How are relationships established and how do they evolve? What does a working mentor/mentee relationship look like from the mentee's perspective?

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## Using Peer Observation of Teaching and Community of Practice as a Means of Improving Facilitation Practice

James Staples, David Woodward and James Harrison

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This paper discusses research that was conducted at the Otago Polytechnic Auckland International Campus with the aim of creating a programme for peer observation of teaching. The motivation for the research was to discover a process for lecturers to feel empowered in developing their facilitation practice through a sustained sharing of ideas, and to foster a greater culture of collegiality among teaching staff. Participants in the research project engaged in multiple rounds of peer observation of teaching over the course of a teaching block on the campus, during which each participant acted as both classroom observer and observee.

To foster the sharing of practice, participants were also placed into a community of practice, based on the work of Lave and Wenger (in McDonald and Cater-Steel, 2017), where they would discuss their experiences after each round of observation. The feedback from the participants was used to determine if the structure of the programme would be acceptable for a wider implementation of such a project. Action research (Strydom, 2005) was selected as the methodology, as this allowed for the participants and the researcher to work together in determining the process and for the participants to have the freedom to operate in a method that suited their own practice. Key findings from the project included that the use of a community of practice was instrumental in getting facilitators to share their practice and engage in sustained observations of teaching in a mutually beneficial manner, and that lecturers need to be given a level of autonomy in how they manage their observations for them to feel empowered in their own development of practice. The results from this study can be used to develop similar peer observation processes across Otago Polytechnic.

### References

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James Staples is a Learning and Teaching Specialist at the Otago Polytechnic, Dunedin Campus, where he focuses on the support and development of academic staff in their teaching practice. He believes that for professional development efforts to be effective, the academic staff whom he supports need to feel empowered. Originally from South Africa, where he held positions that focused on the support of both lecturers and students in tertiary education, in addition to curriculum development and design. Before leaving South Africa, James was awarded the Charles Freysen Teaching Excellence Award by the Independent Institute of Education, in recognition for his teaching; an award given to their top national lecturer. James has a Postgraduate Diploma in Tertiary Education and is currently pursuing the Master of Professional Practice.

David Woodward BSc, GradDipTEd, MSc(Hons) PhD is head of apiculture programmes and principal lecturer at Central campus and an academic mentor and assessor at Capable NZ (MPP, DPP). With a background in botany and zoology, he was a research scientist, state advisor, head of apiculture, with 25 years tertiary teaching experience. <https://orcid.org/0000-0001-5716-8865>

James Harrison BSc Hons, MBA, PhD has enjoyed an extensive set of careers in industry, the civil service, and Higher Education both here and the United Kingdom. This included responsibility for professional development of several hundred scientists, engineers and business professionals at GEC Marconi Ltd, one of four civil servants leading the UK vocational qualification changes in the late 20th century; deriving qualifications for the NZ electronic industry and delivering senior academic roles in the NZ tertiary sector. For the past 5 years, James supported mature students undertaking bachelor and master's work-based learning qualifications at Capable NZ. He recently completed his doctorate, researching professional development, at Victoria University, Melbourne.

## Identifying Motivational Factors to Increase the Capability of the Engineering Profession in New Zealand.

Evan Madden, David Woodward, and James Harrison

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As the projected scarcity of skilled workers in the engineering industry is increasingly realised (Freeman-Greene, 2020), a comprehensive evaluation of the considerations leading to this shortfall appears warranted. I have employed a constructivist grounded theory (Charmaz, 2014) methodology for my enquiry to unlock knowledge of the specific motivators, influences and considerations that are unique to engineering and lead to the selection of a career pathway in this domain. Insight into these factors aims to develop workforce capability and enhance engineering as a sustainable vocation.

My analysis is supported by applied psychological motivation theories (Bandura, 1986), particularly social cognitive career theory (Lent et al., 2002). Hobbies, interests, and previous experiential learning are examples of causal factors that can influence motivation leading to a career selection. The cause-and-effect relationship that supports the development of relatable learning experiences from the cultivation of formative interests is explored. These learning experiences are the critical key in career decision making and the core category of my analysis.

The pathway required to reach the start line of a professional engineering career at university, is precarious and the contemporary educational philosophy has a profound impact upon engineering careers. It systematically prioritises the advancement of our elite talent into further academic development (Lum, 2009). These conditions underscore the critical intersection that occurs when determining to pursue either an academic or vocational engineering pathway. As I have experienced, the opportunity to reach this start line may only occur once in a lifetime.

The contemporary model of engineering career progression suggests an integrated and accumulative approach to career advancement from trades level. Upon closer inspection it remains an implication. Although provision for this framework exists, the significant sacrifices necessary to progress are intricate and problematic. My analysis unpacks these barriers that limit many engaged and practically skilled engineers from transitioning the void between vocational trade engineering and advanced academic engineering.

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Evan Madden has worked in the electrical engineering sector of the manufacturing industry for over 25 years. After spending an extended period with NZ Aluminium Smelters in a variety of roles, he has recently transitioned into the education sector with Southern Institute of Technology. After completing an array of electrical trade qualifications, he returned to study with Capable NZ. Subsequently, Evan has completed a Bachelor of Engineering Technology (Electrical) and has completed the Master of Professional Practice (Distinction) program in 2022. Evan enjoys the challenges associated with academic studies, the journey into postgraduate education and the new learning that comes from research projects.

David Woodward BSc, GradDipTEd, MSc(Hons) PhD is head of apiculture programmes and principal lecturer at Central campus and an academic mentor and assessor at Capable NZ (MPP, DPP). With a background in botany and zoology, he was a research scientist, state advisor, head of apiculture, with 25 years tertiary teaching experience. <https://orcid.org/0000-0001-5716-8865>

James Harrison BSc Hons, MBA, PhD has enjoyed an extensive set of careers in industry, the civil service, and Higher Education both here and the United Kingdom. This included responsibility for professional development of several hundred scientists, engineers and business professionals at GEC Marconi Ltd, one of four civil servants leading the UK vocational qualification changes in the late 20th century; deriving qualifications for the NZ electronic industry and delivering senior academic roles in the NZ tertiary sector. For the past 5 years, James supported mature students undertaking bachelor and master's work-based learning qualifications at Capable NZ. He recently completed his doctorate, researching professional development, at Victoria University, Melbourne.

## What's in a Career: Encouraging young adults into the metal trade industry

Phil Meek, David Woodward and Jeremy Taylor

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As an engineering company director, I have witnessed a significant shortage of tradespeople entering the metal trades sector over the last ten years. The average age of our staff is around 49, with a third of these employees in the twilight years of their career. Due to this trade shortage, providing engineering support with the flexibility our customers' demand, has become increasingly difficult. Over the past ten years, our business, M&M Autopak, has experienced anecdotal evidence of a continual decline in young people entering the metal trades sector.

Work in the metal trades requires a diverse skill set. Every implement we use, every computer component and electrical device, every book we read, every mode of transport we have experienced, has at some stage in its manufacturing process, used the skills of the metal trade. Yet because of the industrial space this trade works in and not the domestic space, no one really knows what the metals trades do.

Hence my MPP research project set out to address the issue of "How contemporary is the metal trades brand for work ready school students to consider as a serious career option".

I used a mixed-method approach to combine quantitative and qualitative research models. The sequence in which these models were applied is known as the 'explanatory sequential design' (Denscombe, 2021). The research data collected thus far suggests a real image problem with the trades in general. When asked if their friends would be encouraging them if they entered into a trade, students offered a resounding "definitely not". When asked to explain this response, students commented "the kids that are disruptive or do poorly at school, leave and do a trade".

Research results to date will be presented about the perception of the metal trades brand that may be acting as a barrier preventing young adults from selecting this vital manufacturing industry as a career pathway.

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Phil Meek is managing director of M&M Autopak Pty Ltd, an engineering company that services the manufacturing industry. With a trade background, he completed a BAppMgt with Capable NZ and is currently studying towards his MPP. He works as an advisor and referee to immigration candidates with engineering skill sets applying for residency visas. His research interests include advocacy of school students to consider trade-based careers. <https://www.mmautopak.com.au>

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## SNAPSHOT TALK

### **Aim: To evaluate the effectiveness and impact of embedding te reo and tikanga Māori concepts at Otago Polytechnic**

Amber Paterson & Ron Bull

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Introduction: In phase 1 of this research, we wish to explore the perceptions of staff on the Health Bridging programme. Using qualitative research methodologies, research team members plan to use semi-structured interviews for initial data collection, followed up by thematic data analysis to explore staff perceptions of the process and effectiveness of embedding te reo and tikanga Māori in their programme, and address inquiry questions 1a & b below. This may be followed up by focus groups to further explore any hypotheses that may emerge from the data.

In phase 2 of this research, we wish to explore the impact on students. This phase will be carried out over a semester, in which all students on the of the health Bridging programme will be invited to participate in this research. We plan to take a mixed-methods approach in phase 2 to survey student participants on the Health Bridging programme, pre- and post-delivery, to collect a mixture of quantitative data (student self-assessments of their confidence in certain te reo and tikanga concepts) and qualitative (students will be asked to identify the te reo and tikanga concepts that we have not asked about).

There is a plan to continue a longitudinal study into 2023 to follow those students.

Amber Paterson is Learning and Teaching Specialist with Te Ama Ako. Amber also facilitates on the GDTE as well as coordinating the Year 1 portion of the GDTE. Amber also coordinates and delivers the Learner Capability Framework and iamcapable across OP.

Ron Bull (Waitaha, Kati Mamoe, Kai Tahu) is Tumuaki Whakaako at Otago Polytechnic. He is responsible for partnering in embedding matauraka Maori through all curriculum area. He has designed and delivers on the Certificate of Bicultural Competency, a level four micro credential that sets a minimum requirement for all staff at the institution. His recent Master of Professional Practice was a reflection of his teaching practice as developed through his lived experiences.

# Stream Three

Early impression of teaching practice from tertiary teaching practitioners.  
David Woodward, Shannon Booth, Elise Allen, Alexa Forbes, & Jeremy Taylor

Challenging the primacy of the written assessment: Possibilities of decolonizing postgraduate professional practice.  
Jonny Lynch

The role of creative play as a catalyst for adult learning, spirituality and a ludic (playful) mind-set.  
Helen Wilderspin

The older person, learning, and work: An overview of literature.  
Helen Mataiti & Robyn Johnston

Success for neurodiverse learners: Same, similar, and different.  
Rachel van Gorp & Glenys Ker

Learner agency – an international enquiry.  
Steve Henry & Henk Roodt

Survive – Revive – Thrive the journey.  
Vicki-Maree Yarker-Jones & Robert Nelson

Leadership in multicultural environment.  
Dhammika (Dave) Guruge

## Early Impression of Teaching Practice from Tertiary Teaching Practitioners

David Woodward, Shannon Booth, Elise Allen, Alexa Forbes, and Jeremy Taylor

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Tertiary educators often enter the tertiary sector based on their subject matter expertise rather than their teaching skills; the latter are assumed. Unlike secondary teachers, subject matter experts entering the tertiary sector are often inexperienced and unqualified as teachers. Our Community of Practice (CoP) hence set out to explore the impact of this lack of experience and determine any gaps.

A small group of Graduate Diploma in Tertiary Education (Level 7) (GDTE) learners and recent graduates, collaborated as a CoP to write a research article on their early impressions of teaching at Otago Polytechnic Ltd (OP). We reviewed our early impressions of facilitating or lecturing learners at OP; what enablers and challenges we encountered in those early years; and, upon reflection, what we would recommend being undertaken differently and why.

Henry et al. (2020) identified CoP's as an effective social constructivist tool for building trust and a sense of belonging, sharing of enterprise and enhancing the reflectivity that is a precursor to independent learning. We therefore employed this social constructivist (Palincsar, 1998) approach to mine information from interviewees, all OP lecturers, or facilitators, using an autoethnographic (Maréchal, 2010) approach involving reflection on teaching experience. The CoP group met online on a regular (fortnightly) basis to explore the research questions, with all interviewees being members of the CoP and authors of the present article, accepted for publication in *Scope, Learning and Teaching*.

The Dreyfus (2004), model of novice to expert, adapted by Hegarty (2015) to teaching, considers the level of expertise of a practitioner on a five-stage continuum (Lyon, 2015). To progress along the continuum, tertiary educators, must negotiate multiple hurdles and employ many enablers. Authors will present information on our early impressions, the enablers, and challenges we encountered and make recommendations on how progress along the continuum may be facilitated.

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## Challenging the Primacy of the Written Assessment: Possibilities for Decolonizing Postgraduate Professional Practice

Dr Jonathan Lynch

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Higher education (HE) gets criticised for the way it has historically maintained certain forms of privilege and power. Global discourses around decolonising higher education practice are driving change that seeks to enhance education from voices of the present over voices from the past (Tran, 2021). Decolonization in practice is complex and the term itself is problematic and contested. For example, Tuck and Yang (2012), argue that when we seek to decolonize aspects of society like education, we see decolonization as a metaphor. The project of decolonization is more nuanced and complex than just seeing it as processes to apply. Decolonizing aspects of HE practice, such as summative assessments, holds powerful potential to support priority learners whose strengths are not in traditional academic writing. This presentation will explore ways we might conceptualise and enact summative assessments at postgraduate levels that do not rely singularly on writing. To do this, I will draw on aspects of posthumanism (Braidotti, 2019) that are trying to break down the dominance of western thinking and epistemology within 'the academy'. Posthumanist thought is being harnessed in some decolonizing practice in education because it is interested in relations over an autonomous self, social justice and liberation, and outcomes over definitions (Coole & Frost, 2010).

Set within the context of postgraduate professional practice programs at level 9 and 10, this presentation will explore how we might harness these ideas to undergo a double project. Firstly, how posthumanist inspired qualitative research might be a powerful tool to undermine the forces of colonisation in postgraduate education. Secondly, how we might be directed as facilitators and academic mentors to enact these ideas to provide ways learners can submit summative assessments that include some oral and some written parts. As a result, for some priority learners, their oral and performative strengths could be used to help them succeed where they might otherwise struggle.

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## The Role of Creative Play as a Catalyst for Adult Learning, Spirituality and a Ludic (playful) Mind-set

Helen Wilderspin

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In my experience, as an Anglican Priest in a parish and a student in a theological college setting, I have discovered that the church and theological institutions do not always offer a creative way for adults to learn or engage with the sacred. Although there is growing evidence that creativity and play can have positive benefits for adult learning there is less research in the area of the effect of creative play on adult spirituality and theological education.

My doctoral research investigated the impact of creative play on adult learning, creativity, spirituality and liturgical worship at an Anglican Theological College. A crystallisation qualitative methodology (as described by Ellingson, 2009, 2014; Richardson, 2000) enabled me to have a trans-disciplinary perspective and hold in tension a bricolage of relationships, data collection methods and artefacts to engage and 'play' with my research.

In this session, I will provide a brief summary of my findings. I will discuss how my interventions helped create a team culture of creativity through shared learning experiences designed to stimulate imaginations, using a variety of locations for creative play activities and an action reflection process. Through shaping these conditions, I encouraged ludic (playful) qualities such as curiosity, embodied creative expression, and relationality, in myself as a priest and with other participants. My research also revealed the importance of not only a ludic mindset but also an embodied creativity; therefore, based on the work of Kaufman and Beghetto (2009) and their 4-c model of creativity, I suggest a fifth aspect, performance-c be added, to bring a more embodied, collective and culturally inclusive dimension to this model.

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## The Older Person, Learning, and Work: An overview of literature.

Helen Mataiti, Robyn Johnston

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In line with an aging global population, one-third of the workforce in Aotearoa New Zealand is over the age of 50, with half of those aged between 65 and 69 continuing to work (Morning Report, 2022). Self-employment for those aged over 50 has also increased (Davey & Pearman, 2021). The development of the Older Workers Employment Action Plan – He Mahere Mahi Whakawhiwhi Mahi mō te Hunga Pakeke (The Office for Seniors, 2022) in support of the Better Later Life – He Oranga Kaumātua strategy acknowledges the contribution those over the age of 50 make to the workforce and economy. However, although a significant amount of research has been carried out in Aotearoa New Zealand around aging well, other than Massey University's 'Maximising workforce participation for older New Zealanders' (Massey, 2018), few studies have investigated the experiences of the older person in the workplace.

Although there are local workforce shortages in the aftermath of the Covid-19 pandemic, literature identifies the older worker continues to face ageist attitudes. Further, resources such as the Mature Workers Toolkit (business.govt.nz, 2022) suggest employers may not have appropriate methods in place to recruit and employ the older worker, ensure they are valued and respected in the workplace, or include them in professional learning opportunities.

This presentation aims to share the findings of a review of literature which is being undertaken to inform a wider project about the older person, learning, and work in Aotearoa New Zealand. Utilising a traditional or narrative approach (Cronin et al., 2008) literature will be reviewed to identify the reasons people over the age of 65 years continue to work, their experiences of workplace challenges, and the collaboration and supports that lead to retention in work roles. Consideration will also be given to key benefits of continued employment including economic and psychosocial.

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## Success for Neurodiverse Learners: Same, similar, and different

Rachel van Gorp & Glenys Ker

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Neuro-diverse learners bring different skills and challenges to the teaching and learning journey. To be effective, facilitators need to step into the shoes of the neuro-divergent learner. In turn, the neuro-diverse learner needs to be ready to undertake new ways of working and learning. Mirfin-Veitch et al. (2021) writes that it can be achieved by equipping neurodiverse students with skills and strategies that enable them to develop their independence and thereby enable them to exercise their own personal agency.

This presentation, an auto-ethnographic narrative, will describe the journey undertaken by a neuro-diverse learner and her facilitator and will share the insights and strategies which made that journey a success.

Rachel and Glenys have worked and learned together for five years, and during that time Rachel has gained two qualifications and is currently in the final stages of her Master of Professional Practice: "Neurodiversity in the classroom: awareness and practice".

They share their stories from both perspectives, as facilitator and learner, where each have learned with and from the other. Glenys and Rachel are both educators, in turn working with others who present as neurodiverse. Together, they navigate the challenges, the joys and share the stories they bring to their practice. Learning and processing challenges are some of these characteristics as well as difficulty with reading and spelling, working memory, visual and auditory function. Others, however, are talents, gifts, and strengths that we call dyslexic advantages (Eide & Eide, 2012).

In this presentation, they will bring new insights into the world of the neuro-diverse learner and what is needed for effective facilitation of learning.

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Rachel is a Senior lecturer in the School of Business teaching in the undergraduate programmes, and is also a facilitator for Capable NZ, Otago Polytechnic. Rachel brings to her teaching a background in banking, personal training, massage therapy, business ownership, mentorship and many volunteering roles

Glenys Ker has worked for Capable NZ for 17 years as a facilitator, academic mentor, and assessor, specialising in independent learning with a diverse range of learners. She brings to the facilitation role forty years' experience as a teacher and researcher in both career practice and vocational education.

## Learner Agency- An International Enquiry

Steve Henry and Henk Roodt

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A small and focussed group of researchers have been working in the Student Centred Learning (SCLA) space within the Global Polytech Alliance. The Alliance (GPA) was established between like-minded organisations in 2018 when Otago Polytechnic (OP) signed a three-way agreement with The Humber College Institute of Technology & Advanced Learning (Ontario, Canada – Humber) and VIA University College (Aarhus, Denmark). We shared stories of working with our learners within ever-changing corporate structures and uncertainty using Starky's model of three dimensions of student-centred learning: humanism, cognition and agency (Starky 2019). Two researchers from each institution have met on six occasions to explore SCLA and learner agency in each context, which has led to the submission of a joint paper (Roodt et al 2022).

As a pedagogical approach, Student Centred Learning has a wide purpose, including deeper transformational learning, critical and humanist education and whole-person learning (Hoidn & Reusser, 2021). This is of great interest to all these institutions who place learners at the centre of their activity. Each institution operates amid different policy drivers and measures of success with the learner at the centre. Defining learner agency has been identified as a common area of research interest.

Steve Henry and Henk Roodt have been highly activated and motivated from this encounter. For Steve, this encounter has enabled him to test ideas in his doctorate study including the relationship between agency in a context and learner transformation. For Henk, there has been questioning of how much agency we can design for within current policy constraints.

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## Survive – Revive – Thrive the journey

Vicki-Maree Yarker-Jones and Robert Nelson

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At times it may seem that we've (proverbially) "bitten off more than we can chew", whether professionally or personally. Our experience is that the DPP journey is no different, and that there are times we question ourselves more than our projects. Will our projects reach an end we still value? Will we survive the journey, and in what state? The journey from who we were as practitioners to who we are destined to become challenges us as never before to examine what success means for ourselves as practitioners who work to develop not only our own potential, but also that of others. To do more than simply survive the journey requires us to practice self-care, rather than relying on external actors alone to provide all the stability we need.

The DPP journey is a part of our life, but not the whole of it, and the purpose of self-care is thus to prevent the part overwhelming the whole. Our shared objectives for the journey are to develop ourselves and to contribute to the development of others. We examine the need for self-care through the individual lenses of a nurse and a teacher, and the combining lens of a DPP participant, using an airline safety briefing metaphor. In order to help others, we need to put our own oxygen masks on first – to ensure that we are capable of being the change we aim to help others achieve in the context of their worlds. We share self-care strategies we have developed and report on their efficacy. Building on this, we propose that practicing self-care should be standard practice if we are to honour the DPP journey.

## Leadership in Multicultural Environment

Dharmika (Dave) Guruge

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Effective leadership in tertiary education becoming crucial than ever before with the increased participation of international students, increased tuition fees and competitive research budgets. Research conducted among senior academics in United Kingdom found that they adopt a mix of leadership styles in such turbulent environments (Edlmann, 2018). Cultural intelligence (ability adopt and act effectively in multicultural environment) of the leader becomes vital when more international students from different cultures take part in tertiary education. However, effective leadership styles in multicultural environment is under researched. Having a high level of emotional intelligence (ability to understand emotions and adopt an appropriate behaviour) enhances the cultural adaptation of students through accelerated level of cultural intelligence (Lin et al., 2012). The proposed study investigates the effect of leadership, cultural intelligence and mediatory role of emotional intelligence on leadership performance employing self-reported instruments validated in prior research using a sample of leadership practitioners. The behavioural approach of leadership was selected for the study, as having the optimum balance between two main components of behavioural leadership approach, namely task orientation and people orientation, which has been proven to have delivered desired performance outcomes in different organisational contexts (Northouse, 2021) adopted from managerial grid established by Blake and Mouton (1981) (Cited in Roy, 2019; Homan et al., 2020). The researcher proposes a 3-dimensional conceptual model for the proposed study adopted from the managerial grid, comprise people orientation, task orientation and cultural intelligence where emotional intelligence plays a mediatory role. The outcome of the proposed study will determine an effective leadership model for a multicultural environment which can be applied across different management contexts including tertiary education.

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## Symposium Reflection Strategies

A reflective session with Rachel McNamara.

A chance for symposium delegates to reflect on and discuss key concepts for them from the symposium.

Sometimes when we participate in professional learning there is a risk that we get so busy the next day that our positive intent for action takes a back seat. This reflection tool is a suggestion as something to use that will assist you to prioritise learning from the Symposium.

These could be responding to a whakaaro, comment, an image, an emotion, a recognition of impact or change.

Session name:




What key concepts have I taken from this session?	
What might this mean for me as a facilitator/teacher?	
What might this mean for my learners?	
What action is there to be taken?	

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What action is there to be taken?	

Continue 	Start 	Stop 

This is another tool that could be useful as you look over your reflections. Consider the things you recognise as good practice and are affirmed that you will continue doing. For everything you decide to start doing as a change in your practice, consider what will be something you are comfortable to stop doing. This is to ensure you are not constantly adding to your workload.

## Teams Information for Presenters

How to links:

Microsoft Teams training in Moodle (OP staff only, super useful):

<https://moodle.op.ac.nz/mod/book/view.php?id=738313>

Microsoft Teams training (open to anyone, this is a useful link to send all your participants along with the video):

<https://studentservices.op.ac.nz/it-support/microsoft-teams/>

Video for presenters:

Presenting if you have the Teams app already:

<https://www.loom.com/share/5421169cacfa4f48ba20ec72ada90524>

Presenting if you do not have the Teams app and are joining as a guest via the web:

<https://www.loom.com/share/3408026833cb42e5bdbd922298f46321>

Some advice for etiquette:

In the spirit of wānaka, please turn your camera on during sessions if possible.

When joining, please mute your microphone initially in case a discussion is already in process.

Use a headset and microphone, if possible, to ensure people can hear you clearly and minimise external noise.

Please keep questions until the presenter has finished and use the “Raise Hand” function to let the chair know or type the question in the chat.

If your presentation has sound or a video with sound, please remember to click the “Include computer sound” button before you start presenting

## Professorial Lecture Invite

### Is Tall Poppy Syndrome Holding New Zealand Back

Jo Kirkwood

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Tall Poppy Syndrome (TPS) is a tendency to begrudge, resent, or mock people of great success, talent, or status and is often described as being an Australasian phenomenon. There has been limited research on TPS in New Zealand to date, but what has been conducted is around entrepreneurs, elite athletes, and in the creative sector with a study of female comedians. It is unclear how widespread TPS is across New Zealand as no pre-existing data is available for the general population. However, a recent survey of New Zealand Instagram users (predominantly younger people) found that 45% of respondents believed they had been victims of TPS.

At the end of 2021, the debate about Tall Poppy Syndrome increased again in the media and social media, concerning the tragic case of a young entrepreneur who died by suicide. The government was also urging New Zealanders to "be kind" in the face of the Covid pandemic. Jo Kirkwood's recent collaborative research has been finding out how people experience TPS, what impact TPS is having on New Zealand society and economy, and what, if anything, can be done about reducing TPS.

This presentation will discuss the findings of the study and suggest possibilities for how we may change the conversation around success and TPS in New Zealand.

Professor Jo Kirkwood has been working in higher education in New Zealand for 25 years. She is experienced in teaching at the undergraduate and postgraduate levels, and has particular interest and expertise in facilitation, academic mentoring and assessment at the postgraduate level. Jo's research has focused on women entrepreneurs /mumpreneurs, Tall Poppy Syndrome and its impact on entrepreneurs and sustainable entrepreneurs / ecopreneurs.

Date: Thursday 1 September 2022

Time: 5.30pm

Online: This event will be livestreamed

<https://vimeo.com/event/2329972/6c9b283cbf>

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