

Whiria te tākata

*Weave the
people together.*

Teaching Excellence Symposium

Book of Abstracts

29-30 June 2023



Teaching Excellence Symposium 2023 Book of Abstracts
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Nau Mai, Haere Mai!

On behalf of the Organising Committee, I'd like to wish you a warm welcome to our inaugural Teaching Excellence Symposium.

The idea for this event was sparked in September 2021, as I was preparing to present my doctoral research to the examination panel, and reflecting on what I hoped my next steps would be. For me, this event is not only an opportunity to hear some of the stories of national Tertiary Teaching Excellence awardees, but also an occasion for educators from across Aotearoa New Zealand to recognise and celebrate elements of our own practice which are making a difference for our learners.

I hope, too, that you will feel inspired and (re-)motivated by the 'Keys to Teaching Excellence' model. Use it to guide and reassure you in your day-to-day practice, in your Professional Development choices, and/or in your engagement with the scholarship of Teaching and Learning.

Please take the opportunities that these two days provide to meet new people, have lively discussions, and build connections.

I'd like to thank Otago Polytechnic and Ako Aotearoa for their grants, enabling us to hold the event without charging a registration fee.

A huge thank you also goes to my colleagues on the Organising Committee:

Colin Armstrong
Amy Benians
Rhina Chan
Amber Paterson
Ana Terry

and to Megan Kitching, Jo McDowell, and Trish Chaplin-Cheyne for their support.

Ngā mihi maioha,
Claire



Claire Goode BA (Hons), MA, D Prof Prac, PG Dip (Education), PG Dip (Business), LTCL Dip TESOL, PGCE, SFHEA
Te Ama Ako | Learning & Teaching Development | Principal Lecturer

| | | |
|----------------|---|---------------|
| 9.00am | Registration | G201/3 |
| 9.25am | Opening and welcome | G106 |
| 9.30am | KEYNOTE SPEAKER Claire Goode Excellence as a habit: Reflections on putting the 'Keys to Teaching Excellence' model into practice | G106 |
| 10.15am | PANEL DISCUSSION Facilitator: Jennifer Leahy, Ako Aotearoa Journeys of excellence: Insights and inspiration from awardees | G106 |

11.00am **Morning tea break** **G323**

11.20am - 12.10pm **PRESENTATIONS** 20min oral presentations + 5min Q & A

Focusing on learners **G309**

Rachel Byars and Caryn Hayes Building connections and working together - A focus on ākonga engagement

Ali Rasheed Nurturing Pasifika learners through effective pedagogy: A case study of a program at Unitec/Te Pūkenga New Zealand

Facilitating learning **G201/3**

Josie Crawley Share the gold: Purposeful use of practice stories to facilitate learning

Georgia Cray But how does it feel?: The use of simulation to develop insight and compassion in nursing students prior to their aged care placement

Reflecting on practice **G106**

Tracy Rogers Fostering collegiality and enhancing teaching practice through Teaching and Learning Circles

Ngaroma M. Williams Ki te hoe: Journeying towards indigenising ECE practice

12.10 - 1.00pm **PRESENTATIONS** 20min oral presentations + 5min Q & A

Building relationships **G309**

Lucy Moore and Sarah Eaton Integrating industry into learning in a vocational training environment

Tony Green and Adam Liberatore Delivering jobs for our students through industry nights

Facilitating learning **G201/ 3**

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| Glenys Forsyth | From boardroom to 'classroom': Lessons from voluntary roles in shaping teaching excellence |
| Colleen Fay and Sarah McCallum | The critical voice |

Reflecting on practice **G106**

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|----------------------------------|---|
| Kerryn Carson | Observations of excellence in action in Te Tiriti education |
| Lynne Coker and Faye Wilson-Hill | Whiria te tākata: Weave the people together |

1.00 - 1.45pm **Lunch** **G323**

1.45 - 2.40pm **WORKSHOPS** 45min + 5min Q & A

Facilitating learning **G201/3**

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| Liz Ditzel | Facilitating learning through a low-technology interactive hands-on classroom activity |
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Building relationships **G106**

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| John Milne | What is excellent teaching in the vocational sector? |
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Focusing on learners **G309**

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| Tai Samaeli and Jennifer Leahy | Adult and Community Education teaching standards in action |
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2.40 - 3.30pm **PRESENTATIONS** 20min oral presentations + 5min Q & A

Focusing on learners **G309**

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| Adrian Tetlow and Hana Cadzow | Implementing a degree apprenticeship delivery pathway for the Bachelor of Engineering Technology |
| Ursula Cheer and Lynne Taylor | Focusing on learners and reflecting on practice in New Zealand law schools |

Facilitating learning **G201/3**

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|--------------------------------|---|
| Leigh Quadling-Miernik | Learnings from the first year of the online campus |
| Glenys Ker and Rachel van Gorp | Effective facilitation: Ensuring success for neurodiverse learners |
| Robert Nelson | The development of a collaborative holistically integrated project as a facilitator of empowered learning experiences and teaching excellence |

Building relationships

G106

Amber Fraser-Smith

Strength through diversity: Encouraging cross-cultural best practice

Machiko Niimi, Caroline McCaw, Angus Lewry and Inge Andrews

Making relationships: Collaborative online international learning journey

3.30 - 3.50pm

Afternoon tea break

G323

3.50 - 4.30pm

Whakawhanaungatanga: Weaving activity

G201/3

4.30 - 5.30pm

Food platters/cash bar

Manaaki

9.30am **Welcome back** **G106**

9.40am **KEYNOTE SPEAKER** **G106**
 Megan Gibbons
 Whakairohia he toki, tāraia te anamata | Learning with purpose, creating our futures

10.25am **KEYNOTE SPEAKERS** **G106**
 Layelin Stewart and Richard Nyhof
 Me hoake tāua | Let's go together

11.10am **Morning tea break** **G323**

11.30am - 12.20pm **PRESENTATIONS** 20min oral presentations + 5min Q & A

Focusing on learners **G309**

Angela McLean and Sue Stephens

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

Caroline McCaw and Denise Narciso

Project-based learning as work-based learning

Creating the right environment **G201/3**

Sundeepp Daggubati, Kam Cheng and Kwame Otu-Danquah

Trialling collaborative teaching and learning strategies to establish a positive learning environment

Kerry Davis

'Flipping bangers': Creative pedagogy for sustainable teaching and learning

Facilitating learning **G106**

Yi Wang

Facilitating learning by focusing on the learner: Exploring work-integrated learning in an NZCEL employment programme

Waruni Hewage, Farhad Mehdipour and Kathiravelu Ganeshan

Improving learner experience: Collaborative learning facilitation

12.20 - 1.10pm **PRESENTATIONS** 20min oral presentations + 5min Q & A

Focusing on learners **G309**

Tania Allan-Ross

Ākonga as the focus

Martin Andrew

What does excellence in doctoral mentoring look like?

12.20 - 1.10pm

PRESENTATIONS 20min oral presentations + 5min Q & A

Building relationships

G201/3

Kay-Lee Jones

Whaowhia te kete mātauranga, fill the basket of knowledge

Marie-Louise Barry

A reflection on using groups to improve a Research Methods paper

Reflecting on practice

G106

Sarah Hexamer,
Vaughan McEwen and
Hana Cadzow

Folly or fabulous - are we getting this right? Our continuing journey in Asset Management learning delivery

Kathiravelu Ganeshan

Making learning fun by taking risks and being authentic

1.10 - 2.00pm

Lunch

G323

2.00 - 2.55pm

WORKSHOPS 45min + 5min Q & A

Creating the right environment

G201/3

Joelle Peters

Am I in the right room? - Creating inclusive and collaborative learning spaces

Facilitating learning

G106

Kathiravelu Ganeshan and
Farhad Mehdipour

From tutors and lecturers to facilitators of learning

2.55 - 3.10pm

Final thoughts and next steps

G106

3.10pm

Closing

G106

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KEYNOTES

Whakairohia he toki, tāraia te anamata | Learning with purpose, creating our futures

Abstract:

A crude measure of organisational excellence can be your outputs exceeding your expectations, needs, or measures; in education, that could be seen as an impossible task.

Te Pūkenga has been provided with the opportunity to change vocational education within Aotearoa New Zealand, and to do this we need to be better than good. We need to have aligned goals, aligned behaviours, and aligned processes. As we bring together 25 organisations with their own strategies, cultures, behaviours, and processes, the leadership challenge is what does this look like and how do we support our kaimahi on the journey.

Those who would have regarded themselves as good already are reluctant, and those who were struggling are excited, but the reality is that, without a common understanding, it is difficult for all, in part due to the multiple systems that exist. As we ask ourselves how we make this work and what one organisation means, we need to go back to our purpose.

We are in the business of education; the business of changing people's lives and those of their whānau and communities. We all know how to achieve excellence, what success looks like, and how important it is. Repeatedly it is clear that education is a people business, and it is based on whānaungatanga, a relationship through shared experiences and working together which provides people with a sense of belonging.

We have aligned goals; our next steps are aligning the behaviours and aligning the processes. As we strive for educational excellence, we can also attain organisational excellence; we all want to create our futures.

Bio:

Megan is a successful educator and leader; she won the Ako Aotearoa National Award in Excellence in Tertiary Teaching in 2016. Prior to her current role, she was the Chief Executive of Otago Polytechnic. Megan has expertise in academic leadership, with strengths in curriculum development and leadership development. She completed the Educational Leadership Programme at Harvard University in 2019. Megan is a strong believer of supporting others to achieve their potential and seeing what they can achieve. She is a New Zealand Athletics coach, and well recognised within Otago Sport. She is a judge for the annual Otago Sports Awards. Megan has a PhD in Biomedical Sciences, with a focus on nutrition. She trained as a Dietitian and has worked with numerous people to improve and assist their nutritional intake, as well as teaching nutrition to undergraduate and postgraduate students for a number of years.

Claire Goode

Excellence as a habit: Reflections on putting the 'Keys to Teaching Excellence' model into practice

Abstract:

The contemporary discourse in education around terms including 'best practice' and 'excellence' raises questions around what 'excellent' teaching looks like. To better understand different facets of teaching excellence, Claire's research used narrative inquiry to investigate the stories of 12 national Tertiary Teaching Excellence awardees, exploring their trajectories and practice, including views on their identity and on what they consider to be excellence in tertiary teaching.

Analysis of almost 14 hours of discussion resulted in the development of the 'Keys to Teaching Excellence' model, which captures the principal elements of excellence in practice.

In this keynote session, Claire will reflect on the model, and on some of the discourse this has generated since it was first shared in late 2020. The presentation will challenge participants to work towards excellence by repeatedly making the right choices in everything we do, and by developing excellence as a habit.

Bio:

Dr Claire Goode is a member of Te Ama Ako, Otago Polytechnic's Learning and Teaching Development team, who work alongside academic staff to build their capabilities in multiple aspects of pedagogical practice. Her career spans more than 25 years in a variety of education contexts in NZ, France, and the UK, including university and foundation programmes, prison education, and secondary schools, often in multicultural settings with learners who are non-native speakers of English. Claire's practice as an educator and primary research interests are in teacher development, the scholarship of teaching and learning, and the use of educational technology to enhance learning and teaching experiences.

Me hoake tāua | Let's go together

Abstract:

Te Pūkenga was established as the result of the Review of Vocational Education initiative and was charged with providing excellent and quality educational opportunities that support learners, employers, and communities to gain the skills, knowledge, and capabilities that Aotearoa New Zealand needs now and for the future. This requires a different way of doing things, recognising and building on what has gone before but also being brave enough to do things differently.

Stated among Ā mātou whāinga tōmua (our priorities) of Te Pūkenga is "A relentless focus on equity and ensuring participation - we honour and uphold Te Tiriti o Waitangi in all that we do." Holding true to this whilst developing a Learning and Teaching framework is the subject of this presentation.

The result is a piece that is Tangata (people) centred, Ngā Uara (values) driven and based in a Te Ao Māori worldview. Layelin will explain these concepts, giving insight into how they both form the basis of the framework, and shaped its development. He will also provide some examples of how they find life in the current framework.

To get to this end, we had to go together, embracing a number of perspectives, roles, functions, and experiences. Richard will take a look at the design process, some of the challenges, and how we managed to keep going... together. He will also briefly look at the issue of language, the use of Te Reo Māori, and how that could potentially be introduced, and beneficial, to those that (like him) do not speak it.

The intent of this session is not to show off the framework, but rather to explore the journey, moving together. To that end, we'll be encouraging comments and queries.

Bios:

Richard Nyhof has been around for a while, as he started teaching maths and physics-based subjects at Otago Polytechnic in 1983. He eventually got the hang of it and received an Ako Aotearoa Tertiary Teaching Excellence Award in 2016. In recognition, he was removed from the classroom and worked in curriculum development, before becoming Head of College (Engineering, Construction and Living Sciences) for five years. In 2021, he was seconded to Te Pūkenga to work with the Academic Delivery and Innovation team, as part of which the leadership of the development of a Learning and Teaching framework fell to him.

Layelin Stewart's teaching career has spanned a little over 20 years within kura kaupapa Māori, kura ā-iwi and wharekura Māori. He took leadership opportunities throughout this time, culminating in 5 years of Deputy Principalship from 2017-2021, before joining Te Pūkenga. Layelin's view and understanding of his Māori world was influenced by many of his experiences with his whānau in both formal and informal learning settings. These first-hand experiences brought both awareness and understanding of te reo Māori and tikanga Māori which has supported his role in weaving Mātauranga Māori into the development of a Learning and Teaching framework.

PANEL DISCUSSION

Journeys of excellence: Insights and inspiration from awardees

Facilitator: Jennifer Leahy, Ako Aotearoa

Jennifer Leahy is the Southern Manager for Ako Aotearoa, as well as the Teaching Standards Advisor for ACE Aotearoa. In her capacity at Ako Aotearoa, Jennifer coordinates professional development for the South Island's tertiary sector teachers, trainers, and educators. She has extensive experience and skills in the research and facilitation of training and education programmes from her work with Ara Poutama Department of Corrections, the University of Canterbury, Ara Institute of Canterbury, as well as a range of community education programmes. She is a governance member of Canterbury Workers Education Association, Graduate Women Canterbury, and the Celia Lashlie Trust.

Panel members:

Tim Cooper, University of Otago

Tim Cooper is Professor of the History of Christianity in the Theology Programme at the University of Otago, where he teaches both on campus and by distance. He won a National Tertiary Teaching Excellence Award in 2021. He has served as the Associate Dean (Academic) for the Division of Humanities and has for the past five years been closely involved in the development of new academic programmes as the University's representative on the Committee for University Academic Programmes. He has just been appointed as the inaugural Dean of Learning and Teaching at the University.

Josie Crawley, Otago Polytechnic at Te Pūkenga

Josie Crawley has won national awards for her tertiary teaching and Editors' choice for her reflective writing. She has been involved in nurse education in both the community and institutions for 30 years. Her research platform explores phenomenological experience, narratives for education, reflection, and compassionate care. She has published in academic journals, education resources, presented internationally, and co-edited a book of rural nurse narratives, *Stories of Nursing in Rural Aotearoa: A Landscape of Care*. Her poetry is published in a New Zealand collection of Nurses' poems and several journals. *Josie was a National Tertiary Teaching Excellence awardee in 2020.*
ORCID 0000-0003-1011-3335.

Rachel Dibble, Otago Polytechnic at Te Pūkenga

Passionate about Tiriti Education and indigenous representation, Rachel has navigated several roles at Otago Polytechnic to this current teaching role of 6 years in the Bachelor of Social Service. Rachel is a dedicated collector of PDFs related to mahi. Using Poetic Inquiry as methodology, Rachel is completing her Master of Professional Practice, focusing on the Tangata Whenua educator in the room when Tiriti content is delivered. *Rachel was a Te Whatu Kairangi awardee, in the Kaupapa Māori Category, in 2022.*

Karyn Paringatai, University of Otago

Associate Professor Karyn Paringatai (Ngāti Porou) is a lecturer in Te Tumu – School of Māori, Pacific & Indigenous Studies at the University of Otago. Her primary teaching areas are te reo Māori, tikanga Māori, and Māori performing arts. She is Co-Chair of Te Rūnanga Māori, the Māori Governance Body of Ako Aotearoa, and she chaired the working party responsible for redesigning the Te Whatu Kairangi Awards. She was the recipient of an Award for Sustained Excellence in Tertiary Teaching in a Kaupapa Māori context and was also subsequently awarded the Prime Minister's Supreme Award for Tertiary Teaching Excellence at the 2014 Tertiary Teaching Excellence Awards.

Richard Nyhof, Te Pūkenga

Richard has been around for a while, as he started teaching maths and physics-based subjects at Otago Polytechnic in 1983. He eventually got the hang of it and, in 2016, received an Ako Aotearoa Award for Sustained Excellence in Tertiary Teaching. In recognition, he was removed from the classroom and worked in curriculum development, before becoming Head of College (Engineering, Construction and Living Sciences) for five years. In 2021, he was seconded to Te Pūkenga to work with the Academic Delivery and Innovation team, as part of which the leadership of the development of a Learning and Teaching framework fell to him.

Patrick Vakaoti, University of Otago

Professor Patrick Vakaoti is a Fijian sociologist, and Manutaki/Dean, Te Tumu – School of Māori, Pacific & Indigenous Studies. His research focusses on street-frequenting young people and youth participation and leadership in Fiji and the Pacific. His teaching is inspired by his experiences with young people and by the Fijian values of veiwekani (relationships), vei rogorogoci (listening with intent) and vei talanoa (conversing respectfully). He sees the classroom as a magical, fun and hopeful space where complex ideas and practices can be demystified and made more accessible for students. Patrick currently teaches a postgraduate class on 'Indigenous Theory and Method' at Te Tumu – School of Māori, Pacific and Indigenous Studies, University of Otago.

PRESENTATION ABSTRACTS

Ākonga as the focus

Abstract:

Pastoral care and well-being are integral to my teaching practice. This paper will discuss teaching methods, tools and external supports I utilise within my practice to best empower fashion certificate ākonga (students) to succeed. Many of our certificate-level fashion ākonga are second-chance learners from diverse cultural backgrounds. Some identify as gender fluid, and/or are members of LGBTQI+ communities. Others have impairments and disabilities, fragile mental health and/or neurodiverse learning differences, which often result in ākonga presenting with poor self-concept, and occasionally educational deprivation.

I know from personal experience through having a form of dyslexia how difficult it can be to achieve successful learning outcomes in formal learning environments. I am also the parent of an adult diagnosed on the autism spectrum prior to starting preschool, requiring me to proactively find and engage with educational approaches to best suit their needs. I am a Youthline counsellor, and this training has prepared and provides me with an additional space to build my pastoral care understanding and skills. Through these first-hand experiences, I have gained an insightful understanding of mental health conditions and enhanced my confidence to support others impacted by neural differences. As a result, I have empathy for ākonga with complex needs and therefore strive to be an inclusive and supportive kaiako (teacher) who provides those in my care with optimal learning opportunities, so they can work towards overcoming their challenges and have a bright and rewarding future.

I work to understand how each tauira (student) learns in my teaching context, observing their engagement within our learning environment and showing an interest in each individual learner, listening to their stories and life experiences, alongside sharing a few of my own. These empirical elements which help build my personal practice enable me to tailor optimal learning experiences for tauira in my care and be an inclusive and supportive educator. Within this paper I aim to provide context and share experiences with other kaiako of my teaching and pastoral care practice.

Bio:

Tania Allan-Ross is a Principal Lecturer, Design (Fashion) within Te Maru Pumanawa/College of Creative Practice and Enterprise. Otago Polytechnic/Te Kura Matatini ki Otago, Te Pūkenga. Tania has a pastoral care role with fashion ākonga. Tania's main research interests include adaptive and inclusive clothing, consideration of sensory integration in garments and profiling fashion graduates' creative practices.

What does authentic excellence in doctoral mentoring look like?

Abstract:

In many ways, 'excellence' is an inauthentic concept hijacked by the neoliberal discourse of the global knowledge economy used as a measure of audit, KPIs and accountability. How the term is understood depends clearly on the user of the term, usually an educational organisation, and their motivation in using the term, usually to measure. Saunders and Ramírez (2017) famously complained: "since excellence is a measure of a thing, and since everything in post-secondary education is committed to excellence, everything must be measured" (p. 399). Critically examining 'excellence', Grifoll (2016, p. 96) comes to settle on understanding excellence "as a link between innovation and the aim of moving up to better societies". Such an understanding of excellence is congruent with the view that excellence lies in what is fresh and distinctive about an individual's practice, and the transformative agenda to improve individuals, organisations, and communities. This allows authentic excellence to be defined by other voices, including those who are the supposed beneficiaries of excellence and those who are the bearers of supposedly excellent teaching and learning—the educators themselves. As a person whose organisations have recognised my excellence in the form of awards, I propose to examine my own practice, in light of transformative practice literature, to reflect on the question, 'what does excellence in doctoral mentoring look like?' I draw on the voices of others, learners and scholars, to complement my own reflective understanding of what I currently recognise as excellence in the practice of supervising mentors in higher degree contexts. This presentation explores the pursuit of authentic excellence within the mentor/tuakana: mentee/teina relationship, and considers from lived experience strategies for nurturing āwhinatanga, the quality of caring critical friendship; manaakitanga, cherishing our learners' mana; whanaungatanga, building trust-based relationships, and kotahitanga, the shared understanding of our journey together.

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- Grifoll, J. (2016). External quality assurance agencies and excellence in higher education. *Educación Médica*, 17(3), 94-96.
- Saunders, D. B., & Ramírez, G. B. (2017). Against 'teaching excellence': Ideology, commodification, and enabling the neoliberalization of postsecondary education. *Teaching in Higher Education*, 22(4), 396-407. <https://doi.org/10.1080/13562517.2017.1301913>

Bio:

Martin Andrew operates as a creative mentor in postgraduate programmes, including Master and Doctorate degrees in Professional Practice. Prior to his four to five years supporting the College of Work Based Learning in Otago, New Zealand, he had sojourned away from his hometown of Ōtepoti/Dunedin with two honorary posts at Melbourne universities in Creative Industries and Transnational Education (TNE). His work and research have become increasingly focussed on doctorate education and supporting learners to reach their own personal best through critically reflective practice and writing. A trans-disciplinarian, he emphasises that his past disciplines have included Education, Drama, Linguistics and Writing, Creative and otherwise. He holds honorary positions in Australia, Vietnam and Indonesia.

<https://orcid.org/0000-0002-0108-5195>

A reflection on using groups to improve a Research Methods paper

Abstract:

Group assessments, where learners work together on a learning task, provide valuable teaching and learning opportunities in tertiary education (Bourner et al., 2001). When successful, group assessments promote peer learning and support (Mantzioris & Kehrwald, 2013; Espinosa et al., 2019). Learners generally hate group assessments as students that do not contribute can still pass (Campbell & Li, 2008; Seethamraju & Borman, 2009), but many authors show the advantages of peer learning that comes from group assessment (Volkov & Volkov, 2015; Espinosa et al., 2019). In Māori traditional cultural philosophy, the tuakana-teina relationship is a peer-learning model where the more experienced learners help less experienced learners (BCITO, 2010) and this philosophy has positive impact on the retention and completion rates of Māori learners (Sciascia, 2017).

This presentation reflects on changes made to a research methods paper taught twice in 2022. In semester 1, learners were required to generate a research proposal for a fictitious project individually, and in semester 2, learners did the same activity in groups. The pass rate increased from 70% in semester 1 to 80% in semester 2. The mean mark for the proposal assessment increased from 62% in semester 1 to 64% in semester 2. In semester 1, class attendance rates were low, and this improved in semester 2 as learners did not want to let their group members down.

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Bio:

Marie-Louise Barry is currently a senior lecturer in project management at the Ara Institute of Canterbury. Before leaving South Africa, she was an Associate Professor in Project Management at Tshwane University of Technology. She has been an academic for the past 16 years. Before this, she was a practising project manager in the Defence industry for 15 years. Marie-Louise has presented papers at several international conferences including the PMI research and education conference, IRNOP, PICMET, IEEM and IAMOT.

Building connections and working together – A focus on ākonga engagement

Abstract:

Building relationships with tertiary level ākonga (learners) is an essential aspect of fostering a positive and productive learning environment. Ākonga in the School of Business (SoB) are typically young adults who are pursuing higher education to prepare for their future careers; however, they may also be returning to study after challenging past experiences, re-training, or to pursue a change in career. Establishing positive relationships with ākonga can enhance their academic success (Zepke, 2013), improve their emotional well-being (Riva et al., 2020), and help them to develop crucial life and work skills (Gill, 2018). The recent disruption caused by the global pandemic significantly affected the learning experience and engagement of our ākonga. In response, the SoB team recognised the need to dedicate time and resources into creating a collaborative and inclusive learning environment.

We understand that to build meaningful relationships with ākonga, it is important to create a supportive and welcoming atmosphere in the classroom, which can be achieved by developing a personal connection through informal conversations, sharing personal experiences, and providing guidance that is constructive and positive. This year, the SoB team have made a considerable effort to rebuild our learning environment by focusing on enhancing student engagement, enabling learners to feel more connected and valued. We are achieving this by reintroducing group orientation activities designed to cultivate a sense of community and belonging (Masika & Jones, 2016). Additionally, we have taken a more integrated approach by connecting and engaging with learners individually at the beginning of their programme. The introduction of Individual Learning Plans has enabled ākonga to shape their learning goals, recognise personal strategies, and access the tools and support needed to be successful.

Overall, building relationships with learners to enhance their learning experience is an ongoing process that requires collective effort and commitment. The initiatives we have put into place have already proven successful, and we look to further develop and enhance our culture by gathering effective feedback from ākonga.

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Bios:

Rachel Byars is a Principal Lecturer in the School of Business. Her key teaching areas are event management and business planning, with a focus on service management and customer satisfaction. Rachel enjoys creating a learning environment where learners are encouraged to enjoy their learning and succeed.

Caryn Hayes is a Senior Lecturer in the School of Business. Her key teaching areas include study skills, administration and technology, project management, and business environments. Caryn's passion lies in the learning journey and ākonga experience. She is currently studying towards a Master of Professional Practice with a particular focus on learner engagement.

Observations of excellence in action in Te Tiriti education

Abstract:

Education, at its essence, must be a space of hope and dreams; futuristic, in that it creates tomorrow's world. As educators, we may be inspired by different outcomes, and our creation of the ako space will reflect our beliefs and values, but best practice, or aspects of excellence in teaching, necessarily includes a focus on the building of relationships, on the learner, facilitation skills, environment, and reflection on practice (Goode, 2021). The learning space that we create as educators influences the work practice and work places of the future, in the development of practitioners who authentically operate in mana-enhancing ways.

I have been fortunate to co-teach with some exceptional lecturers who create the kinds of experiences that motivate our graduates to engage in culturally-responsive social service practice. As a Whatu Kairangi award winner in 2022, my co-facilitator in Te Tiriti teaching, Rachel Dibble, is the definition of excellence in tertiary education. To witness her mana, knowledge and passion, enabling ākongā to engage with the discomfort of new learning in this space, is to witness alchemy. Compassionately and skillfully enabling learners to turn a lack of knowledge or inherited ignorance into empathy for their future client group requires a weaving of magic, relationship, learner focus, teaching practice, environment, and reflective practice as an educator.

And so, together, as co-facilitators, tangata whenua and tangata Tiriti, creating the ako space, we aim to create an environment where all our learners are motivated to engage in a hefty learning process, requiring thinking out loud, being supported to ask tricky questions, experiencing cognitive dissonance, combatting unhelpful prior knowledge, and coming to new understandings that contribute to better outcomes for the future clients of our ākongā. This presentation will focus on my integration of aspects of Rachel's approach, and Goode's keys to teaching excellence, to inform my emerging teaching practice.

Bio:

Kerryn Carson. Teacher of things. Lifelong learner. Lover of coffee. Fan of the Youth. First time presenter.

Focussing on learners and reflecting on practice in New Zealand law schools

Abstract:

From 2014 to 2019, Professors Cheer and Taylor led a longitudinal study of a self-selected cohort of Aotearoa | New Zealand law students who were enrolled in 2014 in first-year law programmes at half of all New Zealand law schools. The study, supported by AKO Aotearoa, collected data from the participating cohort across each of their years at law school and for up to two years post-law school. The result is a rich data set focusing on students' experiences for use by prospective and current students, law teachers, law schools, the Council of Legal Education, and employers of law graduates. We present the experiences and reflections of the 75 members of the starting cohort who completed every data collection as they stand, and track trends and changes across time. Results are contextualised by reference to factors identified in the higher education literature as aligned with student persistence, positive student engagement, and self-efficacy. Consistent with this literature, participants' backgrounds, characteristics, and starting confidence levels were accurate predictors of their persistence to completion of a law degree, a finding that remains relevant in the post-Covid-19 teaching and learning environment. Most completed a law degree and embarked on law-related employment that they found satisfying and enjoyable. The cohort's experiences largely represent a 'success story' not just for themselves, but for the law schools that they attended. This is not to say that there is no room for improvement in the cohort's learning and teaching experiences and/or the experiences of the wider population of Aotearoa | New Zealand law students. We explore areas for future development, but also report on the ways in which the broader longitudinal findings have already informed developments at the University of Canterbury and elsewhere. Professors Cheer and Taylor will also reflect on how the study changed their own teaching practice.

Bios:

Ursula Cheer is a professor of law, specialising in media law at the University of Canterbury. She has been teaching law to tertiary students for over 26 years including from 2016–2022 when she was directly responsible for leading teaching in the Law Faculty as Dean of Law. Ursula's teaching is always research led, and she seeks, applies, and models active, reciprocal, and deep learning. In 2013, she was awarded a UC Teaching Award in recognition of her teaching success, in 2015 the University Council awarded her a Teaching Medal, and in 2017, Ursula won a National Sustained Excellence in Tertiary Education Award.

Lynne Taylor is a professor of law, specialising in company and insolvency law in the Faculty of Law at the University of Canterbury. She has taught law to tertiary students for 26 years. Lynne chaired the Faculty of Law's Learning and Teaching Committee from 2012–2023 and, over that time, led several innovations to improve students' learning and teaching experiences. She has also served on numerous University Committees focused on learning and teaching. Like Professor Ursula Cheer, her own teaching is research led and she fosters active learning and building of positive constructive relationships with her students and between her students.

Whiria te tākata: Weave the people together

Abstract:

This presentation will share Lynne's key reflections through peer and student teaching excellence awards, and being a participant in a collaborative narrative inquiry research project titled Māui te Pūkenga Teaching the Māui learner. The resulting collaborative vignettes (Bishop, 2003) from the research/rangahau capture principles of Lynne's teaching, including basing the learning environment on whanaungatanga type relationships (Bishop, 2019; Ratima et al., 2022), being deliberate in listening to what the learner brings and creating space in the class for tuakana-teina type interactions. The presentation will share how these principles have contributed to the excellence awards through examples of practice, specifically co-construction and negotiation in assessment.

Personal attributes of the excellent Kaiako evident in Lynne's narratives included confidence (to make change happen), being genuine, and applying aroha mai aroha atu: knowing when to give and when to receive, alongside a focus on having fun. Finally, the notion of poutama as a way of being a lifelong learner to regularly go on learning journeys to transform her practice through iterative learning, change, reflection, and working with likeminded people framed as 'find your village'.

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Bios:

Lynne Coker BA (Hons), LLB
Senior Academic Staff Member (SASM) at Ara and is Kaiako for business programmes (NZDipBus, BAM, GradDip in Business) particularly in human resources, employment law and health, safety and wellbeing. Lynne has been at Ara for eight years and taught ākongā across levels 3-7. She is also currently completing a Masters in law at UC in the area of employment law with a focus on diversity and inclusion in the workplace.

Faye Wilson-Hill M.Env. Ed
Principal Academic Staff Member (PASM) at Ara and is Kaiako for the Masters of Sustainable Practice and Teacher Education (Grad Dip Teaching & Learning, NZCATT, NCALNE). Faye has worked at Ara for six years in these roles and is currently Programme Leader for the NZCATT and Graduate Diploma in Tertiary Teaching. She has a background in Education for Sustainability that she brings to both programmes she is currently working in.

Share the gold: Purposeful use of practice stories to facilitate learning

Abstract:

Aims and Background

Sharing professional narratives to engage students and shape novice practice is a tradition within education. This review summarises literature and research exploring storytelling by nurse educators to facilitate student learning. Key findings will be used to inform future purposeful research with nurse-educator storytellers (phase 1), students (phase 2), and novice academics (phase 3), aiming to develop a storytelling framework for health academics (phase 4).

Method

An exploratory review of education, storytelling, narrative pedagogy, and nurse education literature (articles, books and expert storyteller memoirs) was conducted encompassing the years 2010 to 2023. Cinahl, ERIC, Proquest and Google Scholar were searched using the same key words/phrases, including storytelling processes for learning, pedagogy discussions, and student/academic evaluations. Snowball associated material was encouraged where it offered another lens. The reported intent of nurse academics telling stories and effects on student learning from stories will then be discussed, and narrative structure and reported storytelling strategies explored.

Results

Storytelling is a well-established teaching strategy within education literature. Tertiary teachers nationally awarded for their excellence employ stories to facilitate learning (Goode, 2021). Research on how practice stories are employed by nursing academics claims that effectively shared narratives promote multiple viewpoints, role model communication and decision-making strategies, subvert traditional wisdom and promote feelings of empathy (Haigh & Hardy, 2010). Not all ways of telling stories are equal, and not all stories engage students - confidence and effective storytelling skills can be learned and practised (Ramsden & Hollingsworth, 2013).

Students value storytelling. To confidently engage students with stories, academics need to successfully resolve their own identity as clinicians/professionals who have become lecturers (Attenborough & Abbott, 2020). Nurse educators share their practice experience to help integrate theory with clinical practice, expand student awareness of clinical realities, illustrate values and diversity in practice, role-model being human, making mistakes, and critical thinking and build students' belonging to the nursing profession (Attenborough & Abbott, 2021).

Conclusion

Storytelling has experienced a renaissance across faculty disciplines. Academics can learn to confidently engage students with storytelling. Collation of nurse educator stories and the creation of a storytelling strategy framework for health academics would assist in learning to incorporate, create, and share stories that enable students to embrace the challenges ahead.

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Bio:

Josie Crawley has won national awards for her tertiary teaching and Editors' choice for her reflective writing. She has been involved in nurse education in both the community and institutions for 30 years. Her research platform explores phenomenological experience, narratives for education, reflection, and compassionate care. She has published in academic journals, education resources, presented internationally, and co-edited a book of rural nurse narratives, *Stories of Nursing in Rural Aotearoa: A Landscape of Care*. Her poetry is published in a New Zealand collection of Nurses' poems and several journals. ORCID 0000-0003-1011-3335.

But how does it feel?: The use of simulation to develop insight and compassion in nursing students prior to their aged care placement

Abstract:

Across New Zealand, aged care facilities are facing difficulties in attracting and retaining registered nurses (New Zealand Aged Care Association, 2022). There are a multitude of contributing factors to this chronic under-resourcing, including pay inequality, professional support, and stereotypes surrounding aged care and older adults (New Zealand Aged Care Association, 2022). By 2050, one in every four New Zealanders will be 65 years or older (Stats NZ., 2022). How do we address this lack of aged care registered nurses? Heath et al. (2022) found that student nurse perceptions of working with older adults are a key factor. Through addressing these misconceptions of older adult care, we can start to change the narrative on aged care nursing as a career (Cooke et al., 2021). In this presentation, I aim to share some of the activities and approaches that I have developed in class to dispel stereotypes and perceptions of older adults. Through providing opportunities for students to 'walk in their shoes', I have been able to challenge students' perceptions of older adults, develop their insight into the older adult experience, and breed compassion in the nursing students. Some of the simulation activities the students complete and that will be discussed in this presentation are:

- What it is like to have dementia or delirium
- The impact of tremors on activities of daily living
- Older adult simulation suits
- Energy expenditure for those with chronic conditions: Quality versus quantity of life
- Elderspeak and being spoken for

Learner feedback has been very positive, with students stating, "I never imagined it would be this difficult to perform day-to-day tasks" and "I learnt what I can do to support the older adult better now that I have experienced it". I hope to facilitate resource sharing with other institutes and encourage out-of-the-box classroom activities to improve the care and perceptions of older adults present in society.

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Bio:

Georgia has been a nursing lecturer at Unitec for the past year and her background is in primary health, working as a practice nurse. Although she enjoys caring for those of all ages, in recent years she has developed an interest in caring for older adults and older adult issues. This was reflected in her Master of Nursing clinical project which aimed to normalise the conversation surrounding death and dying. She enjoys teaching her passion to the next generation of nurses and setting up students for success in their first placement in aged care facilities.

Trialling collaborative teaching and learning strategies to establish a positive learning environment

Abstract:

To establish a positive learning environment, it is crucial to address the needs of diverse learners in a holistic manner. If these needs are not addressed, learners may not perceive the subject content as relevant, leading to disconnection and poor engagement. Therefore, identifying the needs of diverse learners is essential for their success. Although some educationists argue that learners can identify their own learning needs with support, we believe that ascertaining these needs is a complex task that requires iterative data collection approaches.

As part of a wider project aimed at promoting the adoption of Universal Design for Learning in the construction management curriculum at Ara Institute of Canterbury Ltd., we trialled a set of collaborative teaching and learning strategies aimed at identifying diverse learners' needs. To establish an inclusive learning environment, we revised the lesson plans of the construction programming course, traditionally focused on delivering course content through direct instruction to individual learners in a computer lab environment, to include collaborative teaching and learning strategies that encourage group work.

We facilitated team-based activities that encouraged learners to collaborate with peers, instructors, and the disability facilitator, conducted questionnaire surveys, and did observations to capture learners' needs and scaffold learning. This approach provided an opportunity to obtain a thorough understanding of learners' expressed needs, felt needs, and special needs. We plan to continue this work by identifying the needs of priority learners and analysing the implications of their preferred learning styles on the design of lesson plans.

In summary, establishing a positive learning environment requires identifying the needs of diverse learners. Addressing these needs through collaborative teaching and learning strategies can promote an inclusive learning environment that enables learners to succeed.

Bios:

Sundeep Daggubati is a Senior Lecturer from the Department of Engineering and Architectural Studies at Ara Institute of Canterbury. He is also a Programme Leader for the Graduate Diploma in Construction qualification. His industry experience spans across estimation, quantity surveying, damage assessments, detailed engineering evaluations, and construction project management. He is a Chartered Construction Manager who holds postgraduate qualifications in Civil Engineering and Business. He has also obtained tertiary qualifications in teaching and learning. He is interested in interdisciplinary learning, modern methods of construction, and digital technologies for site safety management.

Kam Cheng graduated with a master's degree in European union law (2013) from King's College London, UK, and a master's in building services engineering (2008) in Heriot-Watt University, Edinburgh, Scotland, UK. He currently works at Ara Institute of Canterbury in the capacity of Head of construction/programme manager under Engineering and Architectural Studies Department. Previously, he worked in Singapore and the UAE in the capacity of Senior Cost Control Manager. Mr. Cheng is in FRICS, FCABE, MNZIQS, MNZIOB.

Kwame Otu-Danquah pursued postgraduate study that examined the tertiary education experiences of disabled learners, particularly those with visual impairment in New Zealand. He is a disability facilitator with the Engineering and Architecture Studies department at the Ara Institute of Canterbury. He works with learners and tutors or lecturers to ensure that disabled learners have increased access, participation, and success in tertiary education. He is interested in inclusive teaching and learning via universal design for learning.

'Flipping bangers': Creative pedagogy for sustainable teaching and learning

Abstract:

The importance of an invigorated learning space has been underscored by the Covid-19 pandemic, with many learners demotivated by online platforms. But how do we energise teaching and learning in the context of hybrid learning, large class sizes, and diverse learning styles? Learners desire teaching practice that is dynamic yet meets learning outcomes. Lecturers desire to see learners grasp essential concepts while engaging with material, colleagues, and themselves as facilitators.

The 'Flipped Classroom' is promoted in modern pedagogy as a deliberate redesign of the classroom that enhances learner engagement, with benefits including increased satisfaction and fuller interaction with content (Ozbay & Çinar, 2020). The first step is an intentional decluttering of content to create 'white space', the antithesis of a feverishly delivered PowerPoint (Hall, 2017). This space fosters creative thinking and engagement with essential content for deep learning, through three key components: pre-classroom activity, in-classroom activity, and post-classroom activity (Youhasan et al., 2021).

In 'flipping bangers', two car enthusiasts ditch their day job to 'fix and flip' neglected cars for a profit, with any losses coming out of their own pockets. Similarly, the 'flipping' of a classroom requires courage and creativity, to step away from familiar and safe methods of teaching practice and flip the classroom into a more learner-led space. This presentation explores how the concepts of flipped classroom and white space were integrated within two undergraduate nursing courses, with positive outcomes for learner and teacher engagement. Practical and innovative strategies that re-engaged learners will be discussed, alongside honest appraisal of the successes and challenges encountered. Activities included interactive case studies, dual coding, immersive tables, speed dating, bespoke games, patient guests, and guided roleplay. It is hoped that this session will inspire academic colleagues to build their own creative toolbox, in the interests of a more sustainable and effective pedagogy.

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Bio:

Kerry Davis is a Principal Lecturer in the School of Nursing. Transitioning from over 30 years practice in acute care and clinical education, Kerry now co-ordinates the 'Senior person's health' and 'Evidence-based nursing' courses, for over 100 ākonga, each year.

Kerry believes that central to teaching excellence is the flipped classroom as a means of creating a safe and enjoyable space, where ākonga engage with the skills and knowledge that are required for their future in the healthcare industry.

The critical voice

Abstract:

Architectural Design, as an educational pedagogy, puts emphasis on design as a critical learning process that is both iterative and transformative.

In an environment that is undergoing rapid change, our focus within core architectural design studio courses is centred around supporting our learners to develop a practice that is responsive and agile. At the centre of this practice is the learner's critical voice. Critical thinking is the ability to draw on information, make reasoned judgements and evaluations, and synthesise these into a robust outcome (Facione & Facione, 2013). Within an architectural design context, this speaks to the iterative design process (activated through workbook practices) which culminates in a well-considered, resolved design response (in which key learnings are mediated through verbal critique).

This seminar will outline these two key methodologies and describe the rationale behind utilising workbooks and critique to develop an embedded critical thinking practice in our learners as they progress through the three-year BAS degree. This aligns to the Focusing on Learners tenet within the Keys to Teaching Excellence diagram developed by Goode (2021).

While we recognise there are conflicting views on critical thinking as a taught skill (Willingham, 2007), we believe that, through careful learning design relevant to our context, this can be achieved. We assert that, whilst critical thinking is highly transferrable as a skill, the practice of it requires specialist knowledge of a given subject area. Thus, our approach to fostering critical thinking is implemented through stair-cased curricula that align to a sliding scale whereby process (workbook) and product (critique) are explored in varying configurations appropriate to each level. The structure and framework of these configurations underpin our foci.

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Bios:

Colleen Fay is a Principal Lecturer in the School of Architecture at Otago Polytechnic | Te Pūkenga. Her research interests lie in the pedagogy of architectural education, specifically within the studio practices of both design and theory, and the potential dialogues that are somewhat shared with other creative disciplines engaging in the physical and conceptual development of learners.

Sarah McCallum is a Senior Lecturer in the School of Architecture at Otago Polytechnic | Te Pūkenga. She has a foundation in architectural practice and is passionate about the merging of educational pedagogy and workplace relevancy. Current research focuses on interrogating educational practice and pedagogies in an environment that is experiencing rapid change.

From boardroom to 'classroom': Lessons from voluntary roles in shaping teaching excellence

Abstract:

As well as being a full-time facilitator of adult education, I have always had several voluntary governance roles. As a volunteer Governance leader for a not-for-profit (NFP) community-based organisation situated within the Social Service sector, I am faced with a range of complex challenges. These include, 1) providing strategic leadership to ensure organisational sustainability, 2) staying abreast of changing government policy and implementing changes while maintaining the delivery of our service to a vulnerable population, 3) navigating the personalities and various skills levels of a volunteer board (Cribb, 2017), and 4) being a fair and supportive employer working within all legislative requirements. The accumulation of NFP Governance knowledge and learning from my workplace activities has not only supplemented my knowledge base of leadership and management, but it has also continued to shape my practice as a learning facilitator for Capable NZ (Day et al., 2020).

I facilitate across several programmes within Capable NZ, including the Bachelor of Applied Management which is delivered via an independent learning pathway (Capable NZ / Te Pūkenga, n.d.). A key skill for a facilitator is an ability to critically listen to learners' stories, asking questions which enable them to reach a deep level of critical reflection to unearth their learning from experience (Workman & Helyer, 2016). What I have found is that my own workplace learning, for example in Governance, allows me to connect with the learner on a different level through shared experiences. I am not an expert within the learner's context, yet my in-depth understanding of workplace practice allows me to travel alongside the learner, creating the environment to enable them to discover through a deeper level of critical reflection their learning from and through work (Carpenter & Ker, 2021).

In this presentation, I will explore in more depth how my work-based learning shapes my practice as a learning facilitator and share how others may integrate their volunteer roles into their own teaching practices.

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Bio:

Glenys Forsyth is learning facilitator and academic mentor to learners undertaking study through Capable NZ, College of Work Based Learning. She works across a range of undergraduate and postgraduate programmes.

Glenys has a background in physical activity, fitness, and health and well-being, including the psychology of exercise. She has a diverse range of management experience through business ownership and leadership within tertiary education. Glenys sits on governance boards of several community organisations. Ethics in practice is a passion of Glenys's which, alongside her practice as a learning facilitator, is the direction of her current research portfolio.

Strength through diversity: Encouraging cross-cultural best practice

Abstract:

When a country is as isolated as New Zealand, it can be easy to fall into traditional ways of thinking, believing, and doing. Yet, the cultural diversity available in our educational institutes offers us an opportunity to understand and adopt different perspectives, subsequently improving practice in our areas of interest. In other words, our diversity can be our greatest strength.

Using the popular documentary 'Where to Invade Next' by American filmmaker Michael Moore, English language lecturer Amber Fraser-Smith shares a teaching plan that allows us to compare cultural practices. The film helps prompt discussion on different and innovative ways of improving workplace systems and strategies while dealing with some of the issues in our society.

The presentation finishes with some ideas on how cultural practice can be shared more extensively throughout the polytechnic, allowing students to critically reflect on current models and encouraging cross-cultural practice, understanding, and acceptance.

Reference

Moore, M. (Writer, Producer, Director), Deal, C. (Director), & Lessin, T (Director). (2015). *Where to invade next* [Film]. Neon.

Bio:

Amber Fraser-Smith is a senior lecturer in ESOL (English for Speakers of Other Languages) at Otago Polytechnic. She has been teaching for 18 years and has completed research on educational transitions for refugee-background students, neurodiversity, and using ako in the English language classroom. Amber has a passion for finding opportunities to share cross-cultural best practice and empower learners to think outside the square.

Making learning fun by taking risks and being authentic

Abstract:

As a 12-year-old, I helped the grandfather of another 12-year-old learn math so he could, in turn, teach his grandson who was having difficulty learning math. His grandson passed math that year. I made learning math fun to both. I took the risk of discarding the traditional way of teaching math and evolved my own, focussing on the progress made by my learners. With my own learning too, I took significant but calculated risks, and did things differently. For example, during my English lessons, I multi-tasked, reading story books written in English while listening to the teacher, sitting in the front row. My English teacher knew that I was the top student in class and left me alone. This was a long time ago when caning was allowed in schools!

During my forty-nine years as a lecturer in Singapore, Australia, New Zealand, and the USA, I have often challenged the status quo and taken risks that have always led to better outcomes for learners.

Learners, colleagues, heads of departments, academic directors, external monitors and NZQA panels have commended me for the changes I made, noting the risks I took as a learning facilitator, as programme leader of one of the largest programmes at Unitec and as a Head of Department at a PTE.

In this presentation, I intend to present some of the changes I made and the risks I took, thus encouraging discussion aimed at helping each other reflect on our own practices and explore ways of improving learner experience. For example, why not make use of ChatGPT, instead of fearing and demonising it?

This presentation aligns with two of the five Keys to Teaching Excellence identified by Goode (2021): creating environment (making learning enjoyable) and reflecting on practice (willing to take risks).

Reference

Goode, C. (2021). *An excellent adventure: Investigating the stories of Tertiary Teaching Excellence awardees*. [Doctor of Professional Practice thesis]. Otago Polytechnic.
<https://hdl.handle.net/10652/5480>

Bio:

Kathiravelu Ganeshan has nearly five decades of experience facilitating learning in Singapore, Australia, New Zealand, and the USA at the tertiary level. He has helped students ranging in age from 14 to 90, learn a wide range of topics in engineering and computing. He has also coached children in badminton, and taught children and adults swimming and surfing. Ganeshan loves learning and helping others learn. "Learning is, and should be fun", says Ganeshan.

Delivering jobs for our students through industry nights

Abstract:

It is important for Otago Polytechnic to have good ties with industry. Our function is to meet the employment requirements of industry for capable technicians and technologists in the engineering field. To this end, a meet and greet Industry Night, with the aim of bringing industry and students together, was started in 1996.

These engineering industry nights have, to date, improved connectedness with key industry stakeholders, developed relationships which support the regular updating of our curriculum and teaching, and introduced cohorts of learners to potential employers. Many of our learners go on to secure work, based on the relationships they begin to build at industry nights. This paper will explore the format of this Industry Night, changes that have happened over the last 25 years, and which actions have proved the most successful for both industry and students.

Special consideration will be given to the way changes in industry result in changes to our approaches. With the engineering industry now becoming more complex and interrelated, the separations of the major disciplines - civil, electrical, and mechanical - are becoming blurred around the edges. This means there is a need for engineering firms to have a range of disciplines in their workforce.

This paper will explore the possible format for the future of these industry nights to best respond to the future requirements for both industry and students under this new, more integrated, status quo.

The paper will also discuss some of the ways that the Engineering Technologies team at Otago Polytechnic have built industry relationships, which ones we have found to be the most successful, and what other options we are considering in the future.

Bios:

Tony Green is presently the Programme Leader for Civil Engineering (BTech/Diploma) at Otago Polytechnic. He was involved with the Polytechnic Consortium that set up the NZDE (Civil) and got it included in the Dublin Accord. Tony has always had close ties with industry and has been heavily involved in planning pathways for part-time students who are in the workforce. He teaches on both the New Zealand Diploma of Engineering (NZDE) and Bachelor in Engineering Technology (BEngTech) courses.

Adam is presently a senior lecturer in engineering at Otago Polytechnic. He is now involved with a capstone project for both diploma and degree students in all three disciplines (civil, mechanical, and electrical). Adam has been developing the end-of-year Student Showcase to further build industry connections and promote student work to the wider community.

Improving learner experience: Collaborative learning facilitation

Abstract:

We successfully used a dual-collaborative learning facilitation approach in the Business Intelligence and Software Development micro-credential programs offered by Future Skills Academy. Business intelligence courses are aimed at helping learners gain the knowledge and skills they need to derive actionable insights from data, while software development courses focus on the knowledge and skills needed to develop web applications. Learners of these courses are adults with a wide range of reasons for choosing to enrol, including professional development that may help them achieve promotion in their current jobs and switch to better paid jobs in the IT sector. The structure of micro-credential programs is different from traditional course structures, as the goal is to provide learners with working knowledge and skills within a short period of time (10 to 20 weeks) so that they can immediately use these in practice. Therefore, it is essential that they are learning up-to-date knowledge and techniques in these fast-changing areas.

Our approach to ensure that we meet the learners' expectations is a collaborative learning facilitation approach, through collaborative learning in classes as well as collaborative planning and delivery. Academics and industry experts from several organizations collaboratively participated in the planning and preparation of the course resources as well as the delivery. Input from industry experts who were not part of the teaching team was also discussed and incorporated into the programs where appropriate. Learners worked on real-world projects and had the opportunity to acquire feedback from industry experts who are actively using these technologies in their day-to-day jobs, which helped them feel confident and kept them motivated, despite the sacrifices they were making to attend twice-weekly three-hour classes over 20 weeks and do the homework. With this collaborative facilitation approach, we had nine cohorts complete these programs: five in business intelligence and four in software development, and some of our students have secured jobs in industry after completion of the course.

Bios:

Waruni Hewage completed her PhD in Computer Science from AUT, and she has tertiary teaching experience in Sri Lanka and New Zealand. She is currently working as a lecturer at Future Skills academy and is involved in teaching for OPAIC as well. Her expertise lies in the area of data mining and machine learning, and she likes learning new skills and improving herself. Waruni enjoys teaching and discussing new knowledge and issues with students.

Farhad Mehdipour is an educator and R&D expert with over 20 years' experience and significant achievements in trending areas of information technology including internet-of-things, AI, data analytics, cybersecurity, and cloud computing. He has led / participated in several industrial multi-disciplinary projects in different countries including Japan and New Zealand. Farhad has published 100+ peer reviewed articles. He is currently a Head of Department - Information Technology and a Principal Lecturer at Otago Polytechnic Auckland International Campus.

Kathiravelu Ganeshan has nearly five decades of experience facilitating learning in Singapore, Australia, New Zealand, and the USA at the tertiary level. He has helped students ranging in age from 14 to 90 learn a wide range of topics in engineering and computing. He has also coached children in badminton and taught children and adults swimming and surfing. Ganeshan loves learning and helping others learn. "Learning is, and should be fun", says Ganeshan.

Folly or fabulous - are we getting this right? Our continuing journey in Asset Management learning delivery

Abstract:

Background: The Level 6 Asset Management courses can be accessed as standalone courses or as electives for the Bachelor of Engineering Technology. Anyone, even non-engineers, can complete these courses.

The Courses: In their third year, the two initial asset management courses have now completed over 36 weekly live online sessions, 10 tutorials, and over 40 hours of Moodle videos and content for self-directed study. All the content has been developed and delivered with our Subject Matter Experts (SMEs) who learned from the 'coal face' as no formal courses were available for them in their asset management journey, although they all say they wish they had been!

This presentation discusses the challenges and opportunities we have experienced and continue to experience on this exciting journey.

Our motivation: Creating a course that captures learners with 'the AM bug' and encouraging asset management as a vocational direction within organisational and critical infrastructure assets. Asset management is relevant for any person within organisations holding or managing asset rich environments. It does not matter what role they hold - for instance, senior leadership, HR, Legal, accountancy, IT, operational or emergency management - as asset management is a 'whole of organisation' activity to be aware of and contribute towards.

Our solution: Ensuring the learning is being influenced and supported by those who live and breathe it every day. Most of our Subject Matter Experts (SMEs) have 'learned' along the way.

Challenges: Initial development was labour intensive from the lecturers' and SMEs' perspectives, developing a set of sustainable resources. SMEs and lecturers hold distinctly distinct roles and skillsets but work collaboratively to provide academic excellence in learning delivery.

Managing SME relationships is critical: they are busy people often donating their expertise. How much contact is too much, and how little contact means you lose them? Keeping everything fresh is key, as is finding new SMEs as the increase in number and diversity of our learners starts to evolve.

Bios:

Sarah Hexamer has been a Lecturer in the Engineering Technologies Team at Otago Polytechnic since 2020. She teaches within the Bachelor of Engineering Technology (BEngTech) programme, specifically in engineering communication and asset management. Sarah also leads the operational delivery of the Degree Apprenticeship for learners across New Zealand who are studying the BEngTech via this model.

Sarah's recent background is working within an Emergency Management (CDEM/NEMA) environment where she held the regional portfolios for developing Risk Reduction, Response and Critical Lifeline Utilities operational policies, strategic plans, and emergency response (CIMS) training programmes, as well as undertaking the role of Regional Response Manager and Lifeline Utilities Coordinator during significant adverse weather events within the South Island. Sarah brings with her industry relationships developed through advanced communication, engagement, and collaboration to ensure the learners have the most recent industry-relevant best practice to learn from.

Bios:

Vaughan McEwen is a contracted co-lecturer with Otago Polytechnic, specialising in asset management and is co-delivering the course with Sarah. Vaughan was one of the first Asset Analysts for Christchurch City Council working in roading, 3 waters, and environmental asset classes. In 2006, he moved to Wellington City Council as a Data Team Leader for infrastructure assets and was actively involved in the development of Wellington Water and appointed Asset Data Manager for all infrastructure assets.

In 2012, he was awarded a IPWEA International Study Award which allowed him to visit Australia, Canada, and the United States to observe asset management practices and technology applicable to modern day infrastructure management systems. This opportunity enriched his knowledge of robust asset management and, with the adoption of ISO 55000, meant further promotion of asset management in the NZ Defence Force in 2015. As National Asset Manager, he stewarded sixty-nine (69) military installations and, in 2019, he was appointed its first Chief Engineer for Defence Estate and Infrastructure based in Wellington.

Vaughan retired in 2021 and has supported the development of the Asset Management courses to cater for a diverse range of learners inside and outside of engineering. Vaughan resides in Prebbleton, Christchurch with his wife Leigh who is a dispatcher for NZ Police.

Hana Cadzow is a Principal Lecturer in the Engineering Technologies Team at Otago Polytechnic. She teaches on both the New Zealand Diploma of Engineering (NZDE) and Bachelor of Engineering Technology (BEngTech), focusing on engineering communication and research skills, as well as sustainable practice. Hana helped lead the project team for the BEngTech Apprenticeship pilot project and is currently working with a range of industry groups to explore options for further degree apprenticeship models.

Whaowhia te kete mātauranga, fill the basket of knowledge

Abstract:

2023 has seen the establishment of a new Mātauranga Māori teaching qualification at the University of Canterbury, co-led by Kay-Lee Jones and team. The establishment of a Mātauranga Māori initial teacher education programme in Te Waipounamu (the South Island of New Zealand) that prioritises indigenous Māori knowledges, kaupapa Māori perspectives, and Māori language and culture is necessary and overdue. Aotearoa is in a transformative space, and the Mātauranga Māori ITE programme supports an educational shift, a shift of hearts and minds whilst empowering, celebrating, and reclaiming knowledge/s that stem from the lands and waters. The establishment of our new Mātauranga Māori Initial Teacher Education programme is founded upon manaaki tangata, ensuring that effective and sustained relationships with ākongā, hoamahi (colleagues), hapū, iwi and wider networks in kura and Puna Reo are at the forefront, and that priority is given to maintaining these important hononga (connections).

Our Mātauranga Māori programme within Te Kura Whakangungu kaiako is like nothing seen before at Te Whare Wānanga o Waitaha and cannot be likened to another programme within Te Waipounamu or beyond. In many ways, it is bespoke, and the individual needs of the ākongā, their strengths, and their many pūmanawa (talents) are what we develop the programme around.

Please join Kay-Lee Jones as she shares some insights around effective and culturally empowering pedagogies based upon whanaungatanga, manaakitanga, and aroha ki te tangata, as well as some new learnings and challenges of establishing a new Mātauranga Māori teaching qualification. This teaching programme promotes reclamation, reconnection, and re-indigenisation.

Bio:

Dr Kay-Lee Jones is a Senior Lecturer at Te Whare Wānanga o Waitaha | The University of Canterbury in Te Kaupeka Ako | Faculty of Education. Kay-Lee teaches in a number of undergraduate and post-graduate courses; strengthening te reo Māori me ōna tikanga knowledge for pre-service and qualified kaiako. Kay-Lee has helped nurture a love for te ao Māori in over 2000 student teachers at UC. As graduates, they are now putting their understanding into practice in schools throughout Aotearoa. In 2020, Kay-Lee Jones was a recipient of an Ako Aotearoa Sustained Excellence Award in Tertiary Teaching in Kaupapa Māori Education.

Effective facilitation: Ensuring success for neurodiverse learners

Abstract:

This presentation explores the role of facilitation in promoting successful outcomes for learners and, in this case study, for neurodivergent learners. Glenys Ker and Rachel van Gorp have worked together as experienced facilitators and have shared Rachel's Master of Professional Practice journey, as a neurodivergent learner, in a facilitator-learner relationship.

In our presentation, we will draw on our combined experiences in facilitating learning to add value to Glenys's Model of Effective Facilitation (Ker, 2017), which comprises a set of principles and a competency framework for facilitators. Glenys emphasises that facilitators need to exercise judgment and have empathy with and an understanding of the learner. Rachel builds on Glenys's model by developing tools for both facilitators and learners that support successful outcomes for neurodiverse learners.

We will highlight key qualities and attributes that facilitators need to have, and will share insights from learners about what makes for an effective facilitator, including being passionate, encouraging and caring, with excellent communication and people skills. We will identify paradoxical comments from learners about their facilitators, such as being patient yet persistent or empathetic yet bossy, which suggests that facilitators need good judgment to assume different roles in relation to the learner.

Finally, we will relate Rachel's story of discovering her own learning challenges later in life, with and through her facilitator, Glenys, which led to her reflecting on her capabilities rather than her deficits. Rachel's experience underscores the importance of understanding neurodiversity and developing tools and strategies that support the success of all learners.

Bios:

Glenys is a highly experienced work-based learning and professional practice educator and the primary architect of the independent learning pathway approach to degree education on offer through Capable NZ, The College of Work-Based Learning. She brings to her facilitation an extensive background as a highly successful practitioner in career development and education, including as a teacher in secondary school, polytechnic and university contexts at both postgraduate and undergraduate levels. Glenys is also an active researcher in the field of work-based learning and integrates her teaching and research in the development of facilitators of independent learning pathways.

Rachel is a Senior Lecturer at Otago Polytechnic's School of Business, where she primarily teaches in undergraduate programmes. With a diverse professional background in banking, personal training, massage therapy, business ownership, mentorship, and volunteering, Rachel brings a wealth of knowledge and experience to her teaching. In addition to her teaching duties, she is also the chair of the Neurodiversity Community of Practice, where she is a leading advocate for neurodiverse individuals in vocational education. Rachel recently completed her Master of Professional Practice, where she focused on the essential topic of Neurodiversity in vocational education: facilitating for success.

Project-based learning as work-based learning

Abstract:

In Communication Design at Otago Polytechnic, all students engage in live client-based projects in the second half of their degree. This approach gives students multiple opportunities to apply their skills and learn new ones, including social, cultural, and professional skills. Researchers largely agree that Project-Based Learning (PBL) offers successful opportunities for fostering an enduring curiosity; developing high levels of motivation; placing emphasis on collaboration including co-operative "reflection" and "building a connection to the world outside the classroom" (Thomas, 2000, p. 5). Students draw on competencies already acquired and spontaneously present relevant conceptual and procedural knowledge and integrate these through problem-solving activities. We receive many requests for projects from our local communities and select projects that match learner needs and course learning outcomes, prioritising social and environmental community organisations. Project-based learning that engages with community can offer effective and engaging education, and can help students to understand the changing needs of contemporary communities. Along with benefits to our learners, the communities we work with articulate numerous benefits, such as their own education - including clarification of their own needs, and learning to work with designers.

Given the emphasis on work-based learning within the current rhetoric surrounding the focus on vocational education at Te Pūkenga, our paper will match our observed competencies gained by design students within a Project-Based Learning context onto those expected from a work-based learning approach.

Reference

Thomas, J. W. (2000). A review of research on project-based learning. Autodesk Foundation.
https://tecfa.unige.ch/proj/eteach-net/Thomas_researchreview_PBL.pdf

Bios:

Caro McCaw is a Professor and Head of the Communication Design Programme at Otago Polytechnic - Te Pūkenga. Caro's research and teaching investigates how we come to understand local knowledge and regional cultures and contexts through collaborative creative practice. Recent projects include developing social and creative relationships with streams, landscapes, and more-than-human beings.

Caro co-ordinates DESIS Otago - a node in a network of international labs investigating sustainability through social innovation design. She is an AKO Aotearoa Academy member and was a Fulbright Scholar in 2016-17.

Denise Narciso is a Senior Lecturer at Te Maru Pūmanawa, College of Creative Practice and Enterprise. She holds a Bachelor's degree in Advertising Management and completed her Postgraduate Diploma in Design at Otago Polytechnic. Her areas of expertise include graphic design, branding, advertising, and social media.

Denise is passionate about providing an exceptional learning experience for her students, and she has developed a Project-Based Learning framework for the degree to achieve this. She is committed to building strong relationships internally within OP and with external organisations. Denise believes that partnerships with industry and communities offer excellent opportunities for students to learn and gain practical experiences in their chosen design pathway. Denise also manages enquiries regarding projects and internships and carefully evaluates the suitability of these opportunities for students.

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

Abstract:

In this session, I will tell a story of change in practice and change in mindset. Central to this story are our nursing ākonga, and how we have moved from traditional, limited support, to an ākonga-centred approach that has significantly wider reach. Nursing education literature is clear: ākonga stress and attrition rates impact programmes (Eick et al., 2012; Walker, 2016). Ākonga are required to develop a broad and complex range of personal, academic, and life skills, but ākonga and educators hold differing expectations about skill development (Adorno et al., 2021). First year is also a critical transition phase for ākonga (Hughes et al., 2020). Given this understanding, a 'wrap-around' approach to support was introduced. We established weekly facilitated study groups, with the express intention of building relationships to create a holistic, supportive learning environment (Lay-Hwa Bowden et al., 2021). The study groups focussed on: ākonga connecting and engaging with each other (Kahu & Nelson, 2018); empowering ākonga to develop self-awareness and confidence (Porteous & Machin, 2018), and establishing and strengthening relationships between ākonga and support staff (Bishop, 2019). Because ākonga co-created the content of sessions, the groups became an important and safe space for them to share their learning and experiences. Feedback from ākonga indicates a variety of benefits from these groups, including a strengths-based focus, wellbeing input, and a community of practice. I also experience various benefits from these groups, including increased affective connection with ākonga, which forms a foundation for more effective holistic support (Hagenauer et al., 2023). The flow-on effects for subsequent years are already being actioned, with ākonga requesting these groups continue throughout their programme. In 2023, we are also trialling this facilitated study group model with ākonga in their first year of Social Work and Counselling.

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Bios:

Ange Mclean: I have a broad range of experience in the tertiary education sector, starting my career in 1999 as a Teaching Fellow at the University of Otago. Ten years later I switched focus, gained a PhD in Higher Education, and went on to work in ākonga and kaimahi/staff development across three education institutes and two countries. I now work as the Ākonga Learning Development Coordinator within the Learner Services Team at NMIT/Te Pūkenga. I focus on collaborating with diverse ākonga to remove barriers to their learning and wellbeing.

Susan Stephens: Tēnei te mihi atu ki a koutou, he uri ahau no Ngāti Maniapoto me Ngāti Porou. Ko Sue Stephens tōku ingoa. Nō reira tēnā koutou katoa.

I have a background in Tertiary Education having worked at Te Wānanga o Aotearoa, Waikato Institute of Technology (WINTEC), and the University of Waikato over a period of 15 years in a variety of roles from developing resources for adult learners to assessing and recruiting International students for Post-graduate, Master and Doctoral qualifications.

In 2017, I took a break from Tertiary Education and began work as a Kairangahau (Researcher) for a Non-Government organisation. All research and evaluations were underpinned by a Kaupapa Māori approach with key elements of being Māori controlled and owned, that it met the needs of Māori, that an understanding of Māori culture was essential, and that it was transformative. This prompted me to start my Master of Māori and Indigenous Leadership study in 2020. I graduated in August 2022 with the absolute belief that to be a good leader, you must also serve well.

I currently work as a Kaimanaaki (Student Learning Advisor) in Te Puna Manaaki at the Nelson Marlborough Institute of Technology (NMIT) / Te Pūkenga providing cultural, pastoral, social and academic support in service to all ākonga Māori across the three campuses in Te Taihū o te Waka a Maui.

Integrating industry into learning in a vocational training environment

Abstract:

At Ara Institute of Canterbury, the NZ Diploma in Interior Design (Residential) has been developed to optimise the application of industry specific knowledge and skills across every facet of its delivery.

The programme leader, Lucy Moore, and tutor, Sarah Eaton, will present on the way that each aspect of the ākonga experience has been woven with the threads of industry. The building of relationships between learners, tutors, and industry is at the heart of each lesson. The classroom environment has been developed to create a working design studio that makes learning enjoyable and reflects what is found in practice. Weekly field trips or visiting speakers take learning from the classroom into the workplace. In addition, assessment design is centred around the graduate profile so that ākonga are equipped with the practical skills necessary to fill industry-specific roles.

The positive changes to the delivery of the programme are evident in student achievement of the qualification which is currently 94%. In just two years, student experience survey results measuring satisfaction overall with the programme have risen from 47% to 100%. In addition, students' feelings of being prepared for industry relevant work have risen from 62% to 100%.

Bios:

Lucy Moore was a high school teacher for almost 20 years before retraining as an Interior Designer and establishing her own business. She now combines her passions for teaching and design in her role as Programme Leader for Interior Design at Ara Institute, whilst still working in industry. Lucy received a Teaching Excellence award in 2020.

Sarah Eaton worked in occupational therapy and health leadership before studying Interior Design and establishing her business, Tailormade Space. Sarah balances tutoring in the Interior Design programme at Ara Institute with running a successful interior design practice. Sarah received a Teaching Excellence award in 2022.

The development of a collaborative holistically integrated project as a facilitator of empowered learning experiences and teaching excellence

Abstract:

A key role for formal learning is to prepare learners for a life beyond the classroom, whether in the context of recognised employment, or in their various community involvements. Formal learning which exists in discrete subject silos creates targeted opportunities for subject-specific focus but does not necessarily create opportunities for creating holistic integration of content from different silos, or for the development of essential workplace sustainability skills such as collaboration. Problems, even when authentic/wicked, are dealt with in the context of Learning Outcomes specific to one particular paper, with learning from other papers either assumed (in the case of prerequisites) or at arm's length.

The Collaborative Holistically Integrated Project (CHIP) weaves together both teaching and learning excellence in a project model that extends the team-structured Project-Based Learning approach, typically seen in capstone projects at the end of a qualification, into a single team-based project that spans the complete qualification. Team formation occurs at the start of the qualification and team membership continues throughout the journey through the qualification. Each team will work on one significant project across the qualification, integrating specific learning at a pace influenced by the needs of the team and the project, rather than being subject to a fixed schedule. This provides enhanced opportunity for collaborative learning and collaborative assessment in practice through the integration of the LAMB CHOPS and MINT SAUCE collaboration training model.

Teaching excellence is promoted through the teacher's embedded role in project teams as a co-creator rather than curator of knowledge experiences and stories, acting as an in-team empowerer rather than as a more remote, external force.

Bio:

Rob Nelson trained as a printer, worked his way into management, later qualifying in management and then leadership as an adult student. He then embarked on a second career teaching management; and has significant experience in collaborative Project-Based Learning.

Making relationships: Collaborative online international learning journey

Abstract:

This paper represents the learnings and reflections on building relationships in collaborative online international learning. Through the Global Polytechnic Alliance, Otago Polytechnic | Te Pūkenga, VIA (Denmark), and Humber College (Canada) have participated in the International 'Map the System' competition. Students from the three institutions work in small groups to discuss and identify social or environmental issues that mutually interest them. The system thinking approach is taught to give a framework for uncovering the complex nature of the issues. Students then enter their findings into the International Map the System competition. Several teams from this collaboration have been placed highly in the competition to date. Most notably, in 2022, a team won the people's choice award in the Canadian National Finals, which explored the social and environmental impact of sand mining related to the concrete and building industry.

2023 marked the third year of Otago Polytechnic staff and students' involvement in this collaboration. Working online between the three nations, the staff members are often reminded of the importance of relationships: relationships between staff, between students, and between staff and students. After all, what brings the staff members together, despite the commitment to 7 a.m. meetings in New Zealand, is the sense of belonging and learning we share with each other. Long-lasting relationships are also built between student groups. In the earlier days, we considered this as an unintended gift of this virtual classroom (McCall et.al., 2022).

More recently, however, cultural nuances and differences in relationships and communication styles have surfaced. We acknowledge the participants in this collaboration can identify as up to a dozen nationalities. Relationship-making and keeping is a complex system in itself.

This presentation is a reflection of relationship-building practices for online collaboration with participants from different cultural backgrounds. Our reflections have uncovered some practical insights as well as questions around creating a sense of community online to make the most of the learning opportunity through relationship building.

KEYWORDS: Sustainability; Futures; Students; Systems; Collaborative Online International Learning

Bios:

Machiko Niimi is a Principal Lecturer and Head of Programme for Product Design at Otago Polytechnic, Te Pūkenga. Designing for people and the environment through Human Centred Design, Design Thinking is at the core of Machiko's research and teaching.

Community projects and collaborative learning are some of the rewarding aspects of working with students.

Caro is a Professor and Head of the Communication Design Programme at Otago Polytechnic - Te Pūkenga. Caro's research and teaching investigates how we come to understand local knowledge and regional cultures and contexts through collaborative creative practice. Recent projects include developing social and creative relationships with streams, landscapes, and more-than-human beings.

Caro co-ordinates DESIS Otago - a node in a network of international labs investigating sustainability through social innovation design. She is an AKO Aotearoa Academy member and was a Fulbright Scholar in 2016-17.

Bios:

Angus Lewry is a Lecturer and Teaching Research Assistant in Product Design at Otago Polytechnic, Dunedin, New Zealand. His interests surround conservation, sustainability, and inclusive frameworks and language in Design. As an emerging researcher and educator, he wishes to embody the importance of responsible, collaborative and thoughtful design practices in his work.

Inge Andrew (she/her) is a lecturer at the School of Design at Otago Polytechnic, Te Pūkenga, Dunedin, New Zealand. She is currently teaching on both the Bachelor of Design (Communication) and the Certificate of Art and Design. As an emerging researcher in the field of communication design, she has been developing research and practice around design justice and design for change, as well as image and type.

Learnings from the first year of the online campus

Abstract:

In a face-to-face campus, teaching staff are able to share ideas, updates, and concerns in quick chats and exchanges over desks. In an online campus, although the staff can virtually meet and message, they are not as visible to each other.

The Online Campus is the facilitated asynchronous side of Yoobee College of Creative Innovation. It was launched in February 2022, delivering six programmes, from level 4 to level 6, within the faculty areas of Design and Technology. The facilitated asynchronous delivery mode enables the online tutors to encourage and strengthen the learners' engagement with the content on the LMS. Over the inaugural year, the Online Campus focused on building a positive and engaging learning environment. It has also strived to build a collaborative working relationship between the 14 current team members. But what have we learnt through the process? Collaborative teacher development is a social process and more meaningful when done together (Johnston, 2009); therefore, how have we grown when the team is located in seven locations throughout Aotearoa | New Zealand? More importantly, what can we take forward to feed our future growth?

This presentation outlines the initial findings of an investigation into capturing insights from various members. The results from the small qualitative-based investigation will be utilised for the campus's future development. Through a five-question survey, all staff linked to the Online Campus were asked to reflect on the past year. The questions centred on the following areas: their role and their processes, relationship building with students and colleagues, and creating a supportive learning environment. Understanding these learnings will support the campus with direction and goal setting.

Reference

Johnston, B. (2009). Collaborative teacher development. In A. Burns & J. C. Richards (Eds.), *The Cambridge guide to second language teacher education* (pp. 241-249). Cambridge University Press.

Bio:

Leigh has experience in teaching, teacher training, learning support, and educational management and is now relooking at her 30-year journey and the learnings that have arisen. Her passion is to create better learning opportunities for students and educators, and she has the motto "whatever gets to goal with integrity". Her interest lies in supporting educators to develop their knowledge and skills, and she is in her second year of the Doctorate of Professional Practice, focusing on professional identity development for tertiary educators.

Nurturing Pasifika learners through effective pedagogy: A case study of a programme at Unitec/Te Pūkenga New Zealand

Abstract:

The presentation showcases the successful pedagogical approaches that have been implemented in the programme by using Pacific models of learning, collaborative learning, and experiential learning, combined with strong relationships with Pasifika learners and their communities that have helped Pasifika students enrolled in New Zealand Certificate in Health and Wellbeing (NZCHW) programme at Unitec/Te Pūkenga New Zealand to be successful.

Unitec/Te Pūkenga New Zealand is a tertiary education provider that offers a range of courses and programmes to students of culturally diverse backgrounds, including Pasifika learners. Pasifika learners refers to students who come from eight Pacific Islands, namely Samoa, the Cook Islands, Tonga, Niue, Fiji, Tokelau, Tuvalu, and Kiribati.

Pasifika learners have unique cultural and learning needs that require effective pedagogical approaches that consider their values, beliefs, and ways of learning. The Certificate in Support Work program at Unitec/Te Pūkenga New Zealand has been successful in nurturing Pasifika learners by adopting culturally responsive teaching practices and strategies that promote engagement, inclusion, and achievement. This is done by using Pacific models of learning, collaborative learning, and experiential learning that have gained popularity and have shown their effectiveness along with establishing strong relationships with Pasifika learners and their communities. As such, creating a safe and supportive learning environment that fosters a sense of belonging and identity has led to proven academic and personal success for Pacific learners.

Bio:

Ali Rasheed is a lecturer at Unitec New Zealand Limited in the School of Health and Social Practice. He completed a Master in Applied Social Practice at Massey University, before getting his Doctor of Philosophy in Education and Public Policy at Auckland University of Technology. He is a practising Social Worker, registered with the Social Work Registration Board of New Zealand. His research is on migrants and refugees in New Zealand, and he publishes work widely in the areas of the mental health and well-being of minority communities living in New Zealand.

Fostering collegiality and enhancing teaching practice through Teaching and Learning Circles

Abstract:

Teaching in higher education is generally viewed by academics as a private affair (Gizir & Simsek, 2005; Pharo et al., 2014) with conversations on teaching often conducted behind closed doors (Roxå & Mårtensson, 2009). Additionally, opportunities for academics to engage in meaningful conversations on teaching are often limited or lost in dominant dialogues about research (Young, 2006). Yet, "significant conversations" about teaching with supportive colleagues can encourage academics to reflect on their teaching which, in turn, can lead to enhancements in their teaching practice and their students' learning (Roxå & Mårtensson, 2009, p. 555). This presentation examines how manufactured opportunities for dialogue, based on peer observations of teaching, mitigate isolation in teaching and provide teaching insights and collegial support. The presentation draws on an Ako Aotearoa research project conducted at a New Zealand university where a reciprocal peer observation of teaching framework, known as Teaching and Learning Circles (TLCs), was introduced to enhance teaching practice and culture. TLCs involve a voluntary, non-evaluative peer observation of teaching with an emphasis on collegial dialogue and self-reflection. Each TLC consists of three to four teachers who observe each other teaching, allowing each TLC member to observe two to three different teaching moments. Pre- and post-observation meetings are held in a social environment to help foster collegiality and encourage supportive conversations about teaching. TLC participants, regardless of their teaching experience, stated that TLCs provided a unique opportunity to observe and converse with other teaching staff passionate about teaching. The observations of teaching, along with the pre- and post-observation meetings, stimulated participants' self-reflection and provided ideas for enhancing their teaching. This presentation will include key considerations when introducing TLCs at a tertiary institution, and will discuss how participating in TLCs can complement student evaluations of teaching.

References

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Bio:

Dr Tracy Rogers is an academic developer at the University of Otago's Higher Education Development Centre. She is the academic leader of the University's Peer Learning Programmes which includes Peer Assisted Study Sessions (PASS), Peer Assisted Numeracy (PAN), Peer Writers, and English Language Peer Support, and the academic co-leader of the tutor and demonstrator development programme. She is also the co-ordinator and co-developer of Teaching and Learning Circles. Her academic development work with staff draws on her research into reciprocal peer observations of teaching, metacognition, and culturally responsive teaching.

Implementing a degree apprenticeship delivery pathway for the Bachelor of Engineering Technology

Abstract:

From 2020 to 2022, Otago Polytechnic piloted Aotearoa's first degree-level apprenticeship programme, delivering the Bachelor of Engineering Technology (BEngTech) (Level 7) to a national cohort of learners. The original pilot, funded by the TEC in response to requests from the infrastructure asset management industry, concluded successfully at the end of 2022 with around 50 enrolled learners across the programme. In 2023, the learner cohort continues to grow, as does the utilisation of the national delivery network of Te Pūkenga.

In this paper, we will provide context around the BEngTech qualification, an internationally accredited pathway to becoming an engineering technologist, as well as the national delivery and moderation framework already in place prior to the pilot. In doing so, we will pinpoint why this was selected as the start point for Aotearoa's exploration of degree-level apprenticeships.

Consideration will also be given to the benefits and challenges of delivering via work-based learning after the conclusion of the pilot. Significant new systems, roles, and delivery resources have needed to be created to meet the needs of stakeholders and growing partnership between Te Pūkenga campuses, to offer a truly nationalised delivery in an ongoing piece of work. Teaching staff have also had a range of experiences in engaging in this model of delivery, with key themes being highlighted in this presentation.

Through the design, development, and delivery of this innovative new model, the Engineering Technologies team have been focused on meeting the needs of learners who would otherwise not have a pathway into degree-level training. The ability of learners to work and learn at the same time and, moreover, to have those two experiences interwoven, has created an environment in which deliverers, industry, and learners are truly partnered. Learner feedback on the strengths and early challenges of this model will be included in this presentation.

This model of delivery is now being actively explored in other settings, including the Bachelor of Occupational Therapy and the Food and Fibre COVE.

Bios:

Adrian Tetlow is the Team Leader for the Engineering Technologies Team at Otago Polytechnic. He teaches on both the New Zealand Diploma of Engineering (NZDE) and Bachelor of Engineering Technology (BEngTech), drawing on his range of industry experience as a mechanical and CAD engineer.

Hana Cadzow is a Principal Lecturer in the Engineering Technologies Team at Otago Polytechnic. She teaches on both the New Zealand Diploma of Engineering (NZDE) and Bachelor of Engineering Technology (BEngTech), focusing on engineering communication and research skills, as well as sustainable practice. Hana helped lead the project team for the BEngTech Apprenticeship pilot project and is currently working with a range of industry groups to explore options for further Degree apprenticeship models.

Facilitating learning by focusing on the learner: Exploring work-integrated learning in an NZCEL employment programme

Abstract:

Facilitating learning means bridging the gap between learners' existing knowledge and skills, and the new goals and aims that they aspire to achieve. An effective way to realise this is by focusing on the learner - noticing, acknowledging, and making use of their lived and live experiences as valuable sources and resources for learning. In this presentation, I will report on my recent exploratory practice of implementing work-integrated learning in an English language programme focusing on workplace English, namely NZCEL level four Employment. The programme is intended for continual general English enhancement, employment preparation, and workplace communication.

Three practices are highlighted in this presentation. First, we draw upon the learners' real-life experiences as authentic language learning resources. They share their stories first orally, then in writing, which are further processed and recycled for sub-skill-focused activities including note-taking, grammar and vocabulary study, and critical thinking training. Second, we use authentic websites (e.g., employment.govt.nz and careers.govt.nz) and career development support services (e.g., CV and cover letter writing) for the learners to selectively refer to in accordance with their own career aspirations and needs. Third, the learners are involved in co-designing and providing feedback on the programme, regarding its content, means of delivery, assessment, and external connections with actual workplaces.

Currently in progress, these practices have appeared highly engaging and empowering, ongoing changes and adjustments being made based on teacher reflections, learner feedback, and team discussions. A living Word document and Excel spreadsheet are used to keep a record of these practices. Towards the end of the semester, students will be invited to complete a survey and to participate in a focused discussion to share their experiences and feelings. It is hoped that some of these practices have practical value for practitioners working on a related programme or in a similar context.

Bio:

Yi Wang is a language teacher and researcher at Wintec | Te Pūkenga (New Zealand). She is passionate about real-life-based language teaching and learning, and is dedicated to the art and delicacy of scaffolding. She researches widely into ESL/EFL teachers' and learners' stories in cross-linguistic and -cultural contexts. She has published research papers and professional articles in these areas, [The complexity of control shift for learner autonomy](#) (Wang & Ryan, 2020) on *Language Teaching Research* and [The stories they tell](#) (Wang, 2020) on *Modern English Teacher* being two examples.

Ki te hoe: Journeying towards indigenising ECE practice

Abstract:

This presentation is the result of key findings from the author's PhD thesis which explored how well understood Aotearoa New Zealand's first bicultural curriculum is for early childhood education (ECE). Known colloquially as Te Whāriki (Ministry of Education (MoE), 1996, 2017), the document gained national and international attention for its focus on the honouring of indigeneity within a mandated curriculum. The curriculum was introduced first in draft form in 1993, followed by the final version in 1996. Whilst there was widespread acceptance within the ECE sector to Te Whāriki, including its bicultural intent, this did not translate into the professional practice of many teachers. Twelve years after the launch of Te Whāriki, the Education Review Office published a highly concerning report 'Māori children in early childhood: pilot study' (ERO, 2008) which found that many ECE teachers from this study were not confident with and were struggling to integrate te reo me ngā tikanga Māori (the Māori language and cultural protocols) into their daily practices. Thus, teachers' ability to practise biculturally was significantly compromised. Williams et al. (2012) study 'Building Kaupapa Māori into ECE' four years after the ERO's pilot study still found that teachers needed further support to be able to articulate tikanga Māori. As a result of this study, a suite of tikanga Māori tools were developed and are still available on the Ako Aotearoa website today. These tools provide teachers with a solid grounding in the underpinnings of tikanga Māori and how these can be transformed into everyday ECE contexts: programme, planning, and pedagogy.

In 2013, ERO published 'Working with Te Whāriki' (ERO, 2013). This report put the ECE sector on notice as a finding officially alerted the ECE sector that Te Whāriki was not well understood and implemented as a bicultural curriculum. In addition, ERO stated that further research was needed in this area. In 2017, the acting Prime Minister at that time, the Honourable Kelvin Davis, announced to the nation that he was supportive of te reo Māori being integrated into teaching and children's learning in every ECE, primary, and intermediate school by the year 2025. In 2019, the New Zealand Teaching Council's new criteria for all Initial Teacher Education providers in relation to te reo Māori is that all graduates must be at level 3, as in the curriculum guidelines 'Te Aho Arataki Marau' for teaching and learning te reo Māori in English-medium schools, regardless of what sector you belong to.

This presentation extends from Williams et al. (2012) suite of tools that focussed on tikanga Māori and now a suite of tools that focus on using te reo Māori within a range of curriculum areas. Activities have been developed for the education sector by government agencies here in this country, which would also have reach worldwide to all indigenous peoples of the world to guide the promotion and implementation of their languages and culture within countries that have been colonised. These tools are designed to assist all teachers in having a core set of te reo Māori phrases that can be used in everyday practice. The majority of Māori tamariki are attending mainstream ECE settings, and these tools will strengthen teaching practice which will provide pathways for Māori learning as Māori: both for tamariki and for their whānau.

References:

Davis. K. (Wednesday, 15 November, 2017). *Acting PM Kelvin Davis committed to integration of te reo Māori in schools*. Te Ao Māori News: <https://www.teaomaori.news/acting-pm-kelvin-davis-committed-integration-te-reo-maori-schools>

Education Review Office (2008). *Māori children in early childhood: Pilot study*.

Education Review Office. (2013). *Working with Te Whāriki*.

Ministry of Education. (1996, 2017) *Te whāriki. He whāriki mātauranga mō ngā mokopuna o Aotearoa*. Early childhood curriculum.

Ministry of Education. (2009). *Te aho arataki marau mō te ako i te reo Māori – Kura Auraki. Curriculum guidelines for teaching and learning te reo Māori in English-medium schools: Years 1-13*.

New Zealand Teaching Council. (2019). *ITE Programme approval, monitoring and review requirements*.

Williams, N.M., Broadley, M.E. & Te Aho-Lawson, K. (2012). *Building kaupapa Māori into early childhood education*.

Williams, M.N. (2022). *Ki te hoe: Journeying towards indigenising the early childhood curriculum in Aotearoa New Zealand*. Unpublished PhD Thesis. University of Canterbury.

Bio:

Ngaroma has been in early childhood education since the birth of her 41-year-old son, starting in Te Kōhanga Reo, working across into mainstream early childcare services and eventually coming into Teacher Education back in 1996. Her passion is to develop, implement and review bicultural curricula that lead to policy change and to support the early childhood education sector to become truly bicultural and bilingual within Aotearoa New Zealand contexts.

WORKSHOP ABSTRACTS

Facilitating learning through a low-technology interactive hands-on classroom activity

Abstract:

This hands-on workshop will showcase a simple, low technology, cost-effective, educational innovation that is ideally suited to small group learning situations requiring complex problem-solving, decision-making, and reasoning skills. Attendees will participate in a fast-paced version of the following activity.

The objective of this learning activity is for learners to determine the contents of easily made teaching props, a set of small sealed wooden boxes (each of which looks the same but has different contents), using the following steps:

1. Learners seated in small groups are directed to look at but not touch the box positioned on the table in front of them and think about its possible contents.
2. Learners are asked to write two or three sentences describing what they see, i.e., the physical appearance of the box. Descriptions are then read aloud to group members to compare and discuss possible differences.
3. Learners are given three Post-it notes and asked to write one suggestion about the box's contents on each note. Post-it notes are then collected and stuck onto a whiteboard.
4. The facilitator invites two learners to sort the Post-it notes into categories, explaining and checking their decisions with the learners.
5. Learners are invited to pick up their group's box and use new information gained from touch and sound to reach a consensus about the respective contents.
6. Learner groups are asked to draw a picture on the whiteboard of the agreed contents and explain their decision to the wider group.
7. The facilitator seeks learner feedback about the reasoning process, challenges and assumptions that emerged during this activity.

In today's educational landscape, adult learners are surprised and challenged by this 'low-tech' activity that follows a 'slow thinking' process of looking, discussing, and deliberation before action, i.e., touching and listening. This explicit reasoning process is fundamental to effective problem-solving and decision-making in healthcare and other educational settings. The workshop concludes with a discussion of successful adaptations of the activity and a synopsis of research findings indicating successful learning outcomes.

Bio:

Dr Liz Ditzel is a Professor in the School of Nursing, and Research Ethics Chair, Otago Polytechnic. She previously worked as a Registered Nurse in Intensive Care, Clinical Duty Coordinator, In-Service Educator in Dunedin Hospital, and as a Lecturer in Management at the University of Otago. Her research interests include using storytelling and digital technologies to enhance nursing education, nurses' mentoring relationships, job stress and burnout. Liz enjoys building knowledge through creative teaching and won an Ako Aotearoa National Tertiary Teaching Excellence Award in 2017.

From tutors and lecturers to facilitators of learning

Abstract:

As experienced practitioners, we fully recognise the importance of the five Keys to Teaching Excellence identified by Goode (2021) and the sixteen components of these keys relating to building relationships, focusing on learning, facilitating learning, creating environment, and reflecting on practice.

Our aim is to help tutors, teachers, and lecturers to familiarise themselves with the keys and to develop strategies for using them in their professional practice. We believe it is the responsibility of experienced learning facilitators in any institution to serve as role-models, provide guidance and support to their colleagues, and enable them to achieve their full potential as facilitators of learning.

We propose to deliver a workshop where participants can explore strategies, engage in discussion and share their experiences of facilitating courses online and face-to-face. Particular attention will be given to the following questions: What are the 'Keys to Teaching Excellence' about? What can they mean in practice? How have different facilitators applied them in their progress towards teaching excellence? How could the workshop participants themselves make use of them in their own teaching?

In this way, we can develop awareness of what teaching excellence might involve and help each other to implement it in our day-to-day practice.

Reference

Goode, C. (2021). *An excellent adventure: Investigating the stories of Tertiary Teaching Excellence awardees*. [Doctor of Professional Practice thesis]. Otago Polytechnic.
<https://hdl.handle.net/10652/5480>

Bios:

Kathiravelu Ganeshan has nearly five decades of experience facilitating learning in Singapore, Australia, New Zealand, and the USA at the tertiary level. He has helped students ranging in age from 14 to 90 learn a wide range of topics in engineering and computing. He has also coached children in badminton and taught children and adults swimming and surfing. Ganeshan loves learning and helping others learn. "Learning is, and should be fun", says Ganeshan.

Dr Farhad Mehdipour is an educator and R&D expert with over 20 years' experience and significant achievements in trending areas of information technology, including internet-of-things, AI, data analytics, cybersecurity, and cloud computing. He has led / participated in several industrial multi-disciplinary projects in different countries including Japan and New Zealand. Farhad has published 100+ peer-reviewed articles. He is currently a Head of Department - Information Technology and a Principal Lecturer at Otago Polytechnic Auckland International Campus.

What is excellent teaching in the vocational sector?

Abstract:

In this workshop, the participants will discuss different ideas on teaching excellence and apply them to vocational education. For example, we will discuss learners' views of good teaching and apply them to a vocational context. A key point is that teaching excellence in vocational education often involves a team to ensure great outcomes for learners. This may include facilitators of learning supported by technical experts to get great online experiences, good leadership to allow the educators to flourish and administrators to support the learner on their journey. We will discuss the role of the team and what they need to do to provide an excellent learner experience.

The workshop will use ideas from teaching awards to identify how vocational educators can examine their teaching. Ako Aotearoa recently redeveloped the national tertiary teaching awards. The new awards, Te Whatu Kairangi, recognise and encourage excellence in tertiary teaching and provide an opportunity to share good practice and celebrate tertiary teaching. The workshop participants will discuss how vocational educators could use the award criteria to examine teaching.

Bio:

John Milne is a senior advisor professional learning at Ako Aotearoa. In this role, John has been working to make professional development more flexible, more responsive, and more effective. Part of his role is to help administer the Te Whatu Kairangi, Aotearoa Tertiary Teaching Awards.

Am I in the right room? - Creating inclusive and collaborative learning spaces

Abstract:

How do we ensure all ākongā feel included and welcome in their learning spaces in an increasingly diverse learning environment? This workshop will explore teaching practices developed to empower ākongā and to build supportive and collaborative learning spaces.

As a member of the Engineering Technologies Team, I teach ākongā across various levels, from our Level 3 foundational programme to our Level 7 Bachelor of Engineering Technology. Across these programmes, class makeup often favours certain demographic groups. It is important to the success of all ākongā that class expectations and culture don't simply default to that of most people in the room. Instead, I aim for these "background settings" to be explicitly discussed, planned for, and established in a way that values the lived experience of everyone in the room.

In response to this need, I have developed a series of exercises I take the class through to establish their agency in our learning environment. Each exercise is linked to several of the 'characteristics of adult learners' discussed by Sam Malone in their 2014 publication.

During this interactive workshop, we will discuss the pedagogy behind each of the following tools and explore their use together, asking you to step into the role of ākongā:

- Planning for delivery
 - Guiding reflection on previous education experiences and using these reflections to establish needs/expectations within our learning environment.
- Spotify playlists
 - Co-creating a curated class playlist, creating a tangible representation of ākongā in the learning environment.
- Stuff quiz
 - Drawing on prior knowledge and celebrating that we already have areas of knowledge and expertise.
- Competitive and collaborative brainstorming
 - Encouraging participation and welcoming previous experiences that shape our understanding of the world and communication.

In preparation for the session, please don't play the Stuff quiz before coming.

Reference:

Malone, S. (2014). Characteristics of adult learners. *Training & Development*, 41(6), 10-13.

Bio:

Joelle Peters has 14 years of educational experience within Otago Polytechnic. She began as a Teaching Assistant while studying for her undergraduate qualifications and has progressed to Senior Lecturer within the Engineering Technologies team. Joelle has a BA(Hons) in Theatre Studies and Post-Graduate Diplomas in both Secondary and Tertiary Education. She is the programme lead for the Pre-Engineering programme; and teaches on the New Zealand Diploma in Engineering (NZDE) and Bachelor of Engineering Technologies (BEngTech). Her main teaching focus is on research and communication skills.

She is currently studying towards her New Zealand Diploma in Engineering - Civil.

Adult and Community Education teaching standards in action

Abstract:

Adult and Community Education (ACE) is part of Aotearoa's tertiary and broader education sector. ACE Aotearoa (ACE Aotearoa) "exists to enable life through learning, creating confident communities and actualising the intent of Te Tiriti o Waitangi" (ACE Aotearoa, 2018). As part of their investment in capability and capacity in the ACE sector, ACE Aotearoa has created the ACE Teaching Standards in response to increasing demand from groups seeking support for tutor training.

The Adult and Community Education (ACE) Teaching Standards are values-based and assist educators to make informed decisions about the quality of the teaching that is being delivered. The standards also provide an opportunity to demonstrate and strengthen the links that exist between the ACE sector and the rest of the education sector. The ACE Teaching Standards draw on values about the learner, the educator, their relationship, their purpose, and the societal context within which they operate (ACE Aotearoa, 2022).

Educators in the ACE sector are passionate in their desire to improve the quality of the experience for learners. The diverse nature of the sector has always posed a challenge to its reputation for quality, reliability, and professionalism. The Teaching Standards are designed for educators to demonstrate their professional fitness for their work and to receive formal acknowledgement for this achievement. The standards will also assist educators and their supervisors to identify areas that need improvement.

The ACE Teaching Standards are designed as a commitment to quality education by enacting the values of whakawhanaungatanga, rangatiratanga, and manaakitanga (Prebble, 2012). These values support the themes of this symposium by highlighting the importance of building relationships, focusing on learners, and creating the right environment. Importantly, this workshop will explore the ACE Teaching Standards and how they can be used as a guideline for effective teaching in any tertiary education context.

References:

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- Prebble, T. (2012). *Standards for the ACE Sector: A discussion paper*. Adult and Community Education ACE Aotearoa. <https://www.aceaotearoa.org.nz/sites/default/files/ACE%20Teaching%20Standards%20web%20version.pdf>

Bios:

Over the past decade, Jennifer and Tai have become a dynamic team delivering interactive and theory-based workshops together. Jennifer's expertise lies in research and facilitation, while Tai's passion for performing arts, leadership training, and communications adds a unique element to their collaboration.

Their combined experience includes work in various areas such as prisons, the tertiary education sector, event coordination, and group facilitation. Tai is the ACE Sector Capability Manager for Adult and Community Education (ACE) Aotearoa, having previously worked as an Executive Assistant for Ako Aotearoa. His work experience in education (both in governance and operational positions) extends over 20 years - and covers early childhood, primary, and tertiary education.

Jennifer holds the position of Southern Services Manager for Ako Aotearoa, and serves as the ACE Teaching Standards Advisor for ACE Aotearoa. Her 30 years plus experience has been teaching in prisons, tertiary institutions, and community.

Jennifer and Tai share a common goal of making education accessible, fit-for-purpose, and of high quality for all adult learners. This shared passion is the driving force behind their successful partnership.



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