

FULL SCHEDULE OF ABSTRACTS

(Abstracts in day, time order)

**Talking
Teaching
2019**

**28th-29th
November**

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Ekant VEER

Room 180-2045

55 minutes

Thursday, 10:40am – 11.40am

Supporting a Diverse Student Community Post March 15

The March 15 terror attacks in Christchurch were traumatic for a number of people in our city. Not only did it make many people question the values held by the shooter but it also made many new residents to the city question their sense of belonging in their new home. In particular, our diverse student body were deeply affected by the shooting and the rhetoric surrounding the terrorist's motives. We heard stories of students barricading their dorm room doors to protect themselves, being afraid to go out alone and the tragic circumstances of students losing loved ones whilst still desperately trying to continue their studies. In this campfire session we share stories from the work that was done at the University of Canterbury to support our diverse student population to help them feel safe but also included back into a multicultural space that values all people. We share not just procedural solutions to enable students to stay engaged with the wider UC community but also other initiatives that were undertaken to help students feel that they belong. The presenting team were involved with emergency management at UC to support students at all levels but were also involved in the community, meeting with victims from the shooting, their families and city council staff to help build the wider community back together. This is expected to be a raw retelling of our experiences, which may be triggering for some who attend. However, it is felt that stories from the people in Christchurch at the time will help with both planning for a future disaster but also help with our own understanding of how to support a diverse student body affected by a lack of belonging or simply feeling afraid. We encourage anyone teaching and engaging with multi-cultural groups attend this hui to hear how we can build an inclusive community after a tragedy.

DELEGATE TAKEAWAY

Insights into some of the experiences we heard, saw, experienced at the University of Canterbury. Ideas that worked (and did not) after a tragedy. Ideas of how to support a diverse student community after the terror attacks.

PRESENTER BIOGRAPHY

Ekant Veer is an Associate Professor of Marketing and Associate Dean of Postgraduate Research at the University of Canterbury. He is a 2018 Ako TTEA winner and also a recipient of a number of other teaching and research awards. His work focuses on understanding

Taija PUOLITAIVAL

Room 180-2044

25 mins

10:40am – 11:10am Room 2

Author: Dr. Lydia Kiroff and Taija Puolitaival

Digital natives and digital technologies in construction education

Digitalisation is changing both our personal and professional lives. Although the construction industry has been seen as the least digitalised industry sector, digitalisation is emerging also there in the form of Building Information Modelling (BIM), virtual reality, and cloud and mobile computing. Several reports discuss disappearing, changing and new emerging jobs as a result of digitalisation. These new and changing jobs need new competence sets. This research explores the concept of 'digital natives' in construction education context and investigates the potential benefits and challenges that the 'digital natives' have when it comes to using professional digital applications. Ultimately the aim is to support the students in the transition from simple applications to professional applications, so that by the end of the degree they are confident in learning and working on using new professional applications on their own. Two courses in the Bachelor of Construction degree, a level 5 first year course which uses online/freeware applications and a level 7 third year course which uses full industry applications, were used as a case study. Some of benefits recorded were increased student engagement with the course by creating an environment conducive to learning and encouraged collaboration among students for problem solving. Some of the challenges were some downtime to get to grips with the different technologies and apply them to class tasks and assignments, also some plagiarism issues were detected due to easy file sharing. When the 'digital natives' were quick and did not hesitate to use the online/freeware applications, they were much more insecure when approaching the full industry applications, and needed a considerable amount of more guidance and time to understand the application interface, basic functions and the process.

DELEGATE TAKEAWAY

Insights in the concept of 'digital natives' and how being a 'digital native' benefits the students when they use digital technology. On the other hand also understanding of the possible challenges that they still might face. This especially in construction context, but applicable to also many other disciplines.

PRESENTER BIOGRAPHY

Senior Lecturer, Dr. Lydia Kiroff, School of Building Construction, Unitec Institute of Technology Her research interests are cross-disciplinary across the fields of urbanism, architecture and property development. She teaches on a number of courses, which use a wide range of professional digital technologies, on the Bachelor of Construction and the NZ Diploma in Architectural Technology programmes. Lecturer, Taija Puolitaival (presenter), School of Building Construction, Unitec Institute of Technology Her research interests are digital construction, related competences and competence development. She teaches a

number of courses, which use a wide range of professional digital technologies, on the Bachelor of Construction and the NZ Diploma in Architectural Technology programmes.

Dr Kirsty BARBER and Wilson POHA

Room 180-2043

55 mins

Thursday, 10:40am – 11.40am, Room

Kaupapa Ako: Reclaiming the Ako Space

“We are driven by the belief that everyone is born to be successful, and our role is to support people to achieve this” Bentham Ohia, Pouhere [CEO] Te Wānanga o Aotearoa 2012

“Wānanga is my tradition as well as my mātauranga” Te Ahukaramū Royal, 2007

Innovation in education should not be solely about technology, especially for the diverse communities that engage in adult education. In fact, the enchantment with digital platforms and online learning is frequently uncritical. It has tended to shift the professional gaze from the features of ako spaces [teaching\learning environments] which underpin transformative learning experiences. It also risks reducing the rich practices of teaching and learning to mere information transfer. In this interactive presentation, Kirsty and Wilson draw on the Kaupapa Wānanga and Mauri frameworks, developed at Te Wānanga o Aotearoa, to reclaim the Ako space for the rich traditions of Māori knowing practices reconstructed within contemporary contexts. These frameworks are embedded in the design and delivery of He Korowai Ākonga [Bachelor degree of Adult Education] offered at Mangakōtukutuku, Te Wānanga o Aotearoa. This programme emphasises the development of ako spaces that nurture and enhance learners’ mana and identity, while weaving multiple perspectives, philosophies and principles into inclusive approaches that are relevant and responsive to peoples experience, cultural identity and contexts. These frameworks enable us, as adult educators and adult learners, to draw from two puna or bodies of knowledge. While Māori knowledge, scholarship and knowing practices are privileged, we ensure that it is aspirations, rather than needs that are channelled, and academic excellence is valorised. Kaitiakitanga, means we create ako spaces where our relationships, responsibilities and guardianship matter; Āhurutanga, means our ako spaces nurture and enhance mana and identity so that all can flourish; Koha, means we remain conscious of the reciprocal nature of the contributions we make and our ako strategies[learning experiences] encourage creative, personal and professional transformation. Finally, Mauri Ora, ensures we attend to the well-being of everyone in the ako space and develop transformative practices, including the ways we notice change and celebrate success through authentic, meaningful assessment. The workshop offers opportunities to engage with, and develop, ako strategies [teaching\learning activities] that enhance the learning experience, including practical and creative activities, multiple literacies such as ako strategies without written text, use of narrative and story, effective collaboration and programme design. In addition, we pay attention to all the elements that create an invitational ako space that builds trust, confidence and anchors a person’s cultural identity. Throughout this workshop, we follow the critical tradition and re-assert Freire’s claim to “education as the practice of freedom” (Freire, 1976). We believe that through this approach we are developing educators as agents of social change who truly engage in the transformation of their whānau, hapū, iwi, communities and organisations through the power of education.

DELEGATE TAKEAWAY

Creative ideas for ako strategies [teaching\learning activities] Dimensional frameworks for evaluating the effectiveness of the ako space and teaching\learning approach Ideas for engaging and sustaining motivation through connection with the cultural context of tauira [students] Creative uses of narrative and story including traditional and contemporary waiata, purakau, digital story telling\photo essay Elements of creative programme design - with particular reference to indigenous frameworks

Judith HONEYFIELD

Room 182-2001

10:40am – 11:10am

25 minutes

Walking the talk – inclusive cultural practices in a China led off-shore educational experience

Delivering interactive and engaging learning, teaching and assessment practice off shore requires educators to engage with diverse cultural, academic and social practices. This session will present a series of learning narratives that link to a long standing foreign teacher cultural exchange programme led by Jiangsu Provincial Department of Education and an international exchange project team in China. This project collected narrative experiences from nine New Zealand tertiary teachers from one regional ITP who were placed for a two week intensive teaching development and cultural exchange programme. New Zealand teachers worked with Chinese teachers throughout the province along with 120 participating teachers from Canada, United States, Australia and the United Kingdom. Critical to the success of this project is the development of intentional, well prepared and facilitated educational experiences with their students focussed on practice change. This session will present key findings where educators confronted their expectations and practices in a range of cultural and technological settings. The outcome is the development of a summary of guiding principles from this experience to share to improve practice in their New Zealand classrooms including improved cultural knowledge to further support international students in their organisations. This presentation will be of interest to all educators in the tertiary sector and especially those with international students in their classes.

DELEGATE TAKEAWAY

Awareness of guiding principles from this experience to share to improve practice in their New Zealand classrooms including improved cultural knowledge to further support international students in their organisations.

Sibyl BLOOMFIELD

Room 182-1001

10:40am – 11:10am

25 minutes

Re-writing History: A new course for design

Sibyl Bloomfield, Lecturer in Landscape Architecture, Unitec Institute of Technology

Teaching history is traditionally lecture-based in its model. Content is delivered, with varying degrees of engagement from the students, and assignments are set to assess the student's ability to absorb and respond to the content. Essays and tests or Exams are set. Academic writing ability is assumed. The students who seek out history in tertiary education have certain expectations of the learning environment they will experience. They are prepared. Teaching history in a design context is different. The students are wired differently, in most cases, their currency is visual communication. They are engaged in interactive studio-based learning across the majority of their courses. History, in a lecture-based form, sticks out as different. In most cases it is a single course, delivered early in the degree and providing the foundational understanding of the discipline. So, in an environment where a picture speaks a thousand words, the course of Landscape History has been re-written. Within the Bachelor of Landscape Architecture at Unitec in Auckland, history is compulsory and taught in the first year, at level 5. The students are diverse, from both the bachelor and diploma programs within the Landscape department, many having entered the program on the strength of their visual, rather than written or oral communication abilities. This presentation will discuss the development of a new course for Landscape History to best meet the needs of the program and these students. Exploring new models for content delivery, embedding foundational academic literacy skills and being responsive to diverse learners. The new course is currently in its 3rd year of delivery and lessons-learned and ongoing development and responses to student feedback will also be discussed. Format: Pecha Kucha/Oral Presentation Delegate takeaways: Greater awareness of alternative approaches to the delivery of traditionally lecture-based content. Understanding of the potential for the teaching of history to provide much more than just content for design students.

DELEGATE TAKEAWAY

Delegate takeaways: Greater awareness of alternative approaches to the delivery of traditionally lecture-based content. Understanding of the potential for the teaching of history to provide much more than just content for design students.

PRESENTER BIOGRAPHY

Sibyl Bloomfield is a Landscape Architect and lecturer in the School of Architecture at Unitec Institute of Technology. She teaches across a wide range of courses within the Bachelor of Landscape Architecture program. Research interests include design for communities impacted by climate related changes, developing teaching practice and course design for diverse learners, engaging students in real-world projects and industry collaborations to extend learning and build partnerships.

Paula COWN

Room 182-2002

55 minutes

10:40am – 11:40am

Authors: Paula Cown, Roberta Skeoch, Sue Werry

Assessment as learning and teaching

A significant aspect of teaching for tertiary teachers, particularly those in the ITE sector, is assessment of and for learning. Evaluation and justification of approaches and practices that assess students' learning to date, and provide constructive foundations for planning future learning, feature in the range of internal and external reviews and accreditations familiar to all ITE teachers. Assessment is always on our minds. This is perhaps because the creation of effective assessments has become a more complex process shaped and determined by factors such as: less classroom and more on-line learning; ever-stronger expectations that tertiary education should reflect the 'real world' of employment; the changing perspectives of professional bodies such as the Teaching Council; increasingly urgent commitments to bicultural perspectives and practices; and our diverse students with their often time-poor and complicated lives. Regarding assessment as a teaching and learning vehicle – assessment as learning – prompts teachers to think more broadly about assessment and offers ways to work with these influences and constraints. This presentation shares the recent work of the Toi Ohomai initial teacher education team focusing on new assessments from the second and third years of the Bachelor of Teaching Early Childhood Education. We will discuss and give examples of assessment as teaching and learning from our courses: Te reo o te whare kohungahunga, Mana Māori, Exceptional Children, and Mathematics. We began work with advice from our local advisory committee of experienced early childhood teachers. Reports from students after one iteration were that they found the assessments interesting and challenging. Our team deliberations led to adjustments for 2019's offerings but largely satisfaction that we were on a constructive path. This assessment path is paved with our intentions that our students will increasingly think like teachers applying their growing experience and their deepening understanding of learning theory, social and cultural contexts and the national curriculum Te Whāriki; and prove themselves to the profession not least because they want to be employed when they graduate.

DELEGATE TAKEAWAY

Assessment as learning offers ways to deal with some of the multiple challenges of tertiary classrooms

PRESENTER BIOGRAPHY

The three speakers are teacher educator colleagues for Toi Ohomai's Bachelor of Teaching Early Childhood Education. We have a common interest in enhancing our students' skills and teaching dispositions for bicultural, empowering learning environments for very young children.

Kim WATSON

Room 180-2044

11:10am – 11:40am

25 minutes

Gamification of Quality Management

'Paper Towels' is a physical, in-class game that was observed to achieve high levels of student engagement and enjoyment at the beginning of a tertiary level course. In context, the game introduces many fundamental quality management concepts and processes using a simple production system, the transformation of paper towels into a throwable products. The course's student profile was a diverse cohort of international students. This paper defers to gamification and game-based-learning research and gaming industry knowledge to identify, what elements of the game's design knowingly contributed to the game's success, and what inclusions or deletions would have contributed further to its success. With reference to student feedback, and the emergent outcomes of each of the game's two separate plays, this paper reflects upon whether the game designer's implicit, pre-game pedagogical aspirations, comprehension of a simple quality management system, and post-game reflection on what was learnt playing the game, were achieved.

DELEGATE TAKEAWAY

How to author better in-class games.

PRESENTER BIOGRAPHY

Kim Watson has taught in the polytechnic sector through several of its reforms. Teaching portfolio has varied but its central core has been Economics and Statistics. He is passionate about the interface between Business and Science and continues to wonder why science courses are not more widely available to business students in their programmes of study. He wonders whether the inclusion of a course on the science of global climate change in business programmes could be the initiator of such an availability change. He currently teaches on Toi Ohomai Institute of Technology's Post Graduate Diploma in Management.

Karen FISHER, Melanie WALL

Room 182-2001

11:10am – 11:40am

25 minutes

Authors: Karen Fisher and Mel Wall

Zero tolerance for discrimination? The unbearable whiteness of academic teaching and learning

Universities in Aotearoa New Zealand, through the last decade, have worked to enable diversity and inclusion. Despite the new mantra of tolerance, the effectiveness of these efforts is mixed because of structural impediments. Drawing on our teaching experiences at the University of Auckland as our example, we argue that these impediments reflect a supremacy of cultural whiteness in tertiary teaching and learning. There are real challenges in trying to inculcate an inclusive way of being and doing within a structure that rewards the practices of whiteness. To enact change, we have strategised about how to generate a truly inclusive classroom that creates a new normal. We outline a manifesto of our guerrilla tactics, both overt and covert, to transform our learning spaces to include diverse learners. Our ambition to decolonise academic knowledge and teaching seeks to provide alternative modes of learning that draws on our intersectional consciousness and border pedagogy. Using examples from our undergraduate and postgraduate teaching, we seek to demonstrate the triumphs and the continuing challenges of resistance from within. In this presentation, we discuss the possibilities for fostering inclusion in terms of curriculum, pedagogy and performance. We argue that incorporating inclusive teaching requires systemic change focused on transforming the teaching and learning culture, building cultural capacity, changing curriculum, changing pedagogies and ultimately changing selves.

DELEGATE TAKEAWAY

We present a manifesto for fostering inclusive teaching through transformation of curriculum, pedagogy and performance to enable diverse learners. We highlight the importance of intersectional consciousness for border pedagogies with a particular focus on indigeneity and gender.

PRESENTER BIOGRAPHY

Karen Fisher is a human geographer in the School of Environment with research interests in human-environment interactions, Indigenous geographies and knowledge production. Karen has taught into the undergraduate Geography and postgraduate Geography and Environmental Management programmes at the University of Auckland since 2008. At the heart of her teaching philosophy is a commitment to enabling diverse learners to succeed through inclusive pedagogy, curriculum and performance. Mel Wall is a social scientist in the School of Environment with research interests in postcolonial geographies and critical pedagogy. Mel has taught into the undergraduate Geography programme at the University of Auckland since 2005. She is passionate about the benefits of experiential learning and inclusive teaching. Committed to facilitating equity within the student tertiary experience, Mel practices and promotes the alignment of curriculum and pedagogy to enable this principle.

Andreas DRECHSLER

Room 182-1001

11:10am – 11:40am

25 minutes

Being Agile While Teaching Agile in Higher Education – Potentials, Pitfalls and Paradoxes

Agile is an idea that has originated in software development but is now spreading to all sorts of organisations and industries, including Higher Education (HE). Agility in the original sense means creating, embracing, and continuously learning from and adapting to change while having a strong focus on delivering outcomes that are of high value to customers (typically software or service users). While executing pre-formulated plans and following tried-and-true processes can still be useful, Agile sees them as a potential means to the end of creating value, and not as ends in itself. Applying Agile principles and values to HE course design promises avenues for teaching staff to move beyond executing a pre-formulated syllabus and for students to move beyond following tried-and-true processes to work through their assignments on their own – and even more so when Agile principles and values are part of a course. Simultaneously, a HE course does not operate in a vacuum, and embracing Agile may both subvert student expectations and generate frictions with established course, programme, and university frameworks and processes. Moreover, the Agile notion of 'customer' becomes fuzzy and multi-faceted in the HE context. Based on the experiences of two iterations of teaching Agile in a project management course that incorporated Agile principles and values (with decidedly mixed results), this presentation outlines key potentials as well as pitfalls of going Agile and highlights paradoxes that teaching staff and students may have to navigate when trying and learning to be Agile in a traditional HE setting.

DELEGATE TAKEAWAY

- Potentials of agile teaching and course designs - Pitfalls to avoid when 'going agile' in teaching - Paradoxes to navigate when 'going agile' in Higher Education

PRESENTER BIOGRAPHY

Andreas Drechsler is Senior Lecturer at Victoria University of Wellington's School of Information Management. Among his current teaching and research interests are traditional and agile project management, enterprise architecture, and information security management approaches. He has taught these and other topics across several undergraduate and graduate Information Systems programmes at Victoria.

Jane TERRELL

Room 180-2045

11.40am – 12:40pm

55 minutes

Authors: Jane Terrell and Gerard Chow

Responding to student “behaviours of concern”: Three heads are better than one

Emerging student generations, first millennials and now “i-Gen”, bring new challenges to teaching staff including behaviours that Massey University now terms “of concern”. Over the last four years a university Teaching Consultant, Disability Support Advisor and psychologist have integrated our skills and expertise to teach staff how to respond to such behaviours. The idea for the collaboration arose at a workshop delivered by the psychologist, designed to enable staff to identify common mental health conditions students live with. This described characteristics of anxiety, depression and long-term conditions including a range of personality disorders. While this lecture-style presentation was useful at informing staff how to recognise possible causes of challenging student behaviours, it did not address ways teaching and professional staff could minimise the incidence and impact of such behaviours. Following the workshop, the Teaching Consultant invited the psychologist and Disability Support Advisor to work together to expand the workshop to include these aspects, and to deliver it more interactively. Using participant evaluations and self-review, ongoing conversations and relevant research, we developed the original workshop into a series of four workshops, entitled “Responding to Student Behaviours of Concern”. The first workshop overviews how to maintain resilience in the face of new student realities: not only mental health and chronic health conditions but also realities characterising emerging “millennial” and “i-Gen” students, including the impact of ubiquitous technology. The three subsequent workshops explore psychological self-care strategies; inclusive teaching and assessment approaches; and strategies for responding to unreasonable complaints. Academic and professional staff alike have appreciated the expanded approach, with evaluations consistently in the “Agree-Strongly Agree” range for our university’s markers of successful workshops, and ratings consistently “Excellent” or “Good”. In the workshop we share key elements that have made our collaboration successful, and discuss practical teaching strategies to ensure inclusiveness of students whose behaviour is of concern.

DELEGATE TAKEAWAY

Practical strategies for making teaching practice inclusive of students whose behaviour is “of concern”. Strategies for own institution to promote a collaborative approach to responding to student behaviours of concern

PRESENTER BIOGRAPHY

Jane Terrell and Gerard Chow work at the Massey University Auckland Centre for Teaching and Learning. Jane is a Teaching Consultant who particularly enjoys leading projects requiring innovative responses to complex problems. Gerard is a Disability Support Advisor

Selene MIZE

Room 180-2044

11.40am – 12:40pm

55 minutes

Avoiding Pitfalls with Student Computer and Cellphone Use in Class

Students who use computers and cellphones during class tend to learn less well and receive worse grades. Banning use of devices in the classroom may be tempting, but it also has negative effects and is not the only possible response. Most fundamentally, it can treat students like infants and interfere with their taking responsibility for their own learning. This session will explore ways to encourage appropriate and beneficial use of devices. This session will begin with an examination of the challenges of free student choice when it comes to devices, including not staying on task and not distracting others. Relevant research on in-class computer use will be covered, including differences in student notetaking when typing instead of handwriting and the difficulties of multi-tasking. Student perspectives and responses to device bans will also be noted. This will be followed by suggestions on encouraging appropriate and beneficial device use that are less paternalistic and involve students in decision-making. These include educating students on device use; training them to take good notes using computers; keeping students busy with course-related computer use; holding class votes; and sectioning the classroom. The session will conclude with the sharing of experiences and perspectives in group discussion.

DELEGATE TAKEAWAY

Better understanding of the potential negative effects of using computers and cellphones in class, and practical ideas for dealing with it effectively

PRESENTER BIOGRAPHY

Associate Professor Selene Mize received the Prime Minister's Tertiary Teaching Excellence award in 2009. She was President of the Executive Committee of the Ako Aotearoa Academy of Tertiary Teaching Excellence from 2016-2018, and has served on both the panel that selects national teaching award winners and the panel that considered changes to the teaching awards. Selene has been teaching at the Faculty of Law at the University of Otago since 1985. She also trains judges in communication skills and techniques for dealing with unrepresented litigants through the Institute for Judicial Studies, and trains mediators for the Samoan Lands and Titles Court. She chaired a working group on computer-based examining at the University of Otago from 2017-2019. Her research interests in education include the uses (and abuses) of students using laptops in class, 'flipped' curricula, teaching professional values to students and engaging students.

Maria NGAWATI

Room 180-2043

11.40am – 12:40pm

55 minutes

Author: Keri Pewhairangi and Maria Ngawati

What are you doing in your education space to bridge the divide for Maori-medium learners?

The secondary-tertiary transition space is an important one for school graduates. It is also complex. The introduction of a Māori medium L2 and L3 pathway into the Education, Nursing, Health and Social Services Faculty at Toi Ohomai in Rotorua opens opportunities to increasing Māori engagement across our region, and if successful will impact on what pathways open up to these taura/students, and their whānau. It will also necessitate a systems-shift in thinking and implementation at an institutional level. This knowledge café will introduce the development and design element of a Reo Māori pathway for Kura students and the opportunities and barriers encountered so far in its implementation. We will also discuss the current state of the secondary-tertiary transition space in Aotearoa, NZ and how tertiary can best respond to engagement with this cohort, and the wider Māori community. 'Elevation of Indigenous knowledge through curriculum development' will also be discussed - in particular how NCEA and Te Marautanga o Aotearoa can be used to form the foundation of a tertiary level programme and what point of difference this can create in the engagement of Māori medium learners. This session is facilitated by Keri Pewhairangi (Ngāti Porou, Te Arawa) and Maria Ngawati (Ngāti Hine, Ngāpuhi, Ngāti Porou) of Toi Ohomai Institute of Technology, Rotorua.

DELEGATE TAKEAWAY

- an understanding of the programme that is working for Māori medium learners in a tertiary setting - an understanding of the obligations of relationships with Māori communities, Kura and Whānau - How to disrupt the system from a design perspective, without compromising Māori educational advancement priorities - The start of a blueprint in how to implement change across the Secondary school and Wharekura – Tertiary divide

PRESENTER BIOGRAPHY

Keri Pewhairangi is of Ngati Porou and Te Arawa descent. She is the lead Kaiako of the Wharekura programmes, and has a distinguished teaching career as a Tumuaki of Kura Kaupapa and curriculum development and consultancy. She lives on her papakainga in Rotorua and has 4 Tama and one mokopuna. Maria Ngawati hails from Ngati Hine, Ngapuhi and Ngati Porou. She moved from Unitec to BOP Polytech and then to Waiariki which is now Toi Ohomai....soon to be NZIST! Maria manages the Health Department at Toi Ohomai, and lives with her partner and 5 tamariki in Ngongotaha.

Esther SMAIL

Room 182-2001

11.40am – 12:10pm

25 minutes

Authors: Esther Smail & Carla Thomson

He waka eke noa: Engaging teachers in the construction of an ongoing, teaching-focused professional learning programme

The benefits associated with participating in ongoing teacher professional learning opportunities are well documented. Yet within higher education settings, one-off sessions with limited long-term benefits are the most common means for delivering teaching-focused professional learning. In this presentation, we explain how one university department responded to this problem by developing an ongoing, inclusive, site-based professional learning programme. Prompted by falling student numbers and a reduction in teaching staff, this site-based professional learning programme was one of a number of departmental efforts to strengthen teaching and rebuild community. To inform and evaluate this professional learning programme, a yearlong research project ran alongside it. While conducting this research, which was informally dubbed 'the belongingness project', we used group concept-mapping sessions, one-to-one interviews, and observations of both staff meetings and professional learning sessions to collect data. During this presentation, we will share some of our emergent findings. After describing the multi-step process that the department employed to engage teachers in planning and implementing their own needs-based professional learning initiative, we will identify the benefits and challenges associated with involving participants in the co-construction and delivery of an ongoing, site-based, professional learning programme.

DELEGATE TAKEAWAY

Presentation attendees will leave with a set of ideas that they can utilise to inform the development of an ongoing, professional learning programme within their own workplaces.

PRESENTER BIOGRAPHY

Carla Thomson and Esther Smail are both based at the University of Otago. Esther recently completed her PhD in Education and currently holds research and teaching positions. She has previously worked as a primary school teacher. Her research interests include teacher professional learning, social moderation, teacher assessment capability, and reorua (bilingual English-Māori) education. Carla brings experience as a chef, manager, and teacher to her current role as Lecturer responsible for teaching foodservice management. Her teaching and research interests include teacher professional learning and development, reflective practice, and managing food production in a sustainable manner.

Rhys Christopher JONES

Room 182-1001

11.40am – 12:10pm

25 minutes

Utopian education for all

Utopia Education fosters multicultural perspectives and a voice for all within educational institutes, and the communities linked to them. Pedagogical methods, materials, and curriculum construction are co-created with all stakeholders involved in teaching and learning, including the learners themselves. The numerous positive benefits from adopting these approaches empowers and motivates students and other stakeholders to build a learning community in which all are included on equal footing. By encouraging individuals to embrace the critical skills needed for creating progressive social change, Utopia Education thereby contributes to their development as creative, caring, and responsible environments, accessible by all. This talk will describe a vision for tertiary institutes within NZ to consider adopting, drawing on specific examples where student voice played a key role in the development of teaching and learning initiatives co-created with the presenter.

DELEGATE TAKEAWAY

This talk will invite lively debate and discussion, focusing on the themes of curriculum construction and student voice. It is hoped that participants will consider making changes to their own teaching practices, after reflecting on the sessions debate.

PRESENTER BIOGRAPHY

Dr Rhys Christopher Jones is a Teaching Fellow and Director of the Science Scholars programme at the University of Auckland, in the Faculty of Science. He joined the Statistics department in 2017 and has degrees in biology, medical biochemistry, immunology, teacher training and also Education. He has held lecturing positions in Cardiff University, London South East College and Birmingham City University (BCU), teaching mostly undergraduate courses in: statistics, analytical and inorganic chemistry, microbiology, biomedical science, nutrition and organic chemistry, mathematics for science, health and well-being, genetics, and clinical anatomy and physiology. Rhys is also a Senior Fellow of the Higher Education Academy.

James PATERSON and Adrian WOODHOUSE

Room 182-2002

11.40am – 12:40pm

55 minutes

Author: James Paterson and Adrian Woodhouse

RoVE: More Questions than Answers

The Reform of Vocational Education (RoVE) announcement on the 1st of August 2019 has many implications for the ITP and ITO sectors. Probably the biggest change outlined in Minister Chris Hipkin's announcement is the merging of the current 16 Institutes of Technologies and Polytechnics into a single entity, currently known as the NZ Institute of Skills and Technology, by 1 April 2020. Adrian Woodhouse and James Paterson will lead an open mic discussion on how this mega-merger of the 16 separate ITP entities could impact teachers and learners in the sector. The focus of this session is to allow workshop participants the chance to share their views and opinions with sector colleagues with the aim of developing a list of possibilities and opportunities to enhance teaching and learning in New Zealand that may arise from the establishment of the new organisation.

DELEGATE TAKEAWAY

Attendees will hear and share their views and opinions with sector colleagues with the aim of developing a list of possibilities and opportunities to enhance teaching and learning in New Zealand

PRESENTER BIOGRAPHY

Adrian Woodhouse and James Paterson have been regular attendees and contributors at Talking Teaching events over the years. Adrian and James have worked in the polytechnic sector for much of their lives and they value authentic, experiential and highly inclusive learning activities and environments for their students to grow and flourish in.

Zoe JORDENS

Room 182-2001

11.40am – 12:10pm

25 minutes

A novel context-dependent framework for quality teaching and learning in science

How students learn science at university differs from professional science laboratories, resulting in graduates who are often poorly prepared for work as practising scientists. This research sought to develop a view of quality from within the discipline of science and to understand why lecturers, who play a crucial role in student learning at university, teach the way they do. Science lecturers' views on quality teaching and learning in science, and what influenced their teaching, were explored through an expert panel, surveys and interviews. The findings showed that science lecturers identified a range of characteristics associated with quality teaching and learning in undergraduate science, with varying extents of consensus on these characteristics. There was strong consensus on general principles of good teaching practice including active learning, using a variety of teaching approaches, motivating students and making connections to students' other knowledges. There was also strong consensus on characteristics associated with 'scientific ways of thinking and practising' including learning the scientific process and authentic research experiences. There was less consensus on characteristics associated with social relationships. Views lacking consensus and showing differences between institutions and disciplines, suggesting they were context-related, included engaging with Māori and Pasifika students and learning about the history of New Zealand. Influences affecting lecturers' quality teaching were also identified. These showed the main driver of lecturers' changing their teaching was reflective practice, with student feedback the main contributor to this. However, findings from quantitative data also showed many characteristics associated with quality teaching were implemented less often than expected, suggesting reflective practice was underutilised. Based on these findings, a framework for the emergence of quality teaching and learning in science was proposed with four key components: opportunities for new experiences, in which generic principles of good teaching are embedded in ways of thinking and practising in science; effective social relationships; context-specific factors including cultural, historical and sub-discipline factors; and reflective practice. Qualitative data highlighted the positive influences of colleagues, Heads of Departments and institutional support, and the importance of interactions at all levels for the emergence of quality teaching and learning in undergraduate science.

DELEGATE TAKEAWAY

Quality teaching and learning in science is culture and context dependant. Reflective practice is an essential component of quality teaching.

PRESENTER BIOGRAPHY

I started my working life as a research scientist with a PhD in microbiology and then became a university lecturer. I was intrigued by the differences between science outside university

and at undergraduate level. This led to my research on tertiary science education as part of a PhD in Education at Massey University, some of which I'm presenting here today.

Anna YANG

Room 182-1001

11.40am – 12:10pm

25 minutes

Facilitating tuākana-tēina conversations on the varied career paths of physics graduates

While universities were founded with multiple aims and have been bestowed with more responsibilities and missions by the society over the centuries, for individuals pursuing higher education and their whanau in the present day, one particular pragmatic concern is the individuals' job outlook after graduation. In this presentation, I will discuss the framework and progress of two on-going projects on facilitating tuākana-tēina conversations on the career paths of physics graduates, which are often non-linear in contrast to the career paths of graduates from vocational or professional degree programmes. The first project is on producing an annual student-led careers panel discussion where current students voluntarily and collectively formulate their own questions, co-construct a plan with staff, connect with alumni, and host the event. The second project is on collating and providing graduate stories online, where recent alumni with a wide range of characteristics (e.g., exit qualifications in physics, employment sectors, and current geographic regions) tell the readers about their journeys, key decisions, tips, and advice. Both projects act as vehicles to stimulate students' thinking on identity development, demonstrate diversity in alumni composition and career trajectories, and invite current students into the greater academic community that is previously intangible.

DELEGATE TAKEAWAY

Delegates will be informed of two on-going projects which are aimed to facilitate tuākana-tēina conversations on the career paths of physics graduates at the University of Auckland. The relational approach with its benefits and challenges described in this presentation may be a resource for others who are seeking novel ways to engage diverse learners in their own long-term development.

PRESENTER BIOGRAPHY

Anna is a teaching fellow who teaches Foundation and Stage 1 Physics at the University of Auckland. She works with students, teaching assistants, staff, and alumni on matters pertaining to learning and teaching in physics laboratories, identity formation, curricular design, educational technology, and graduate outcomes.

Gary SHARP

Room 180-2045

1:40pm – 2:40pm

55 minutes

Not another box. “I hate maths.”

“I hate maths” commonly echoes around classes, why is this? Where are we at with maths learning difficulties? Is dyscalculia a convenient box to put learners into? What do dyscalculics think? What’s our understanding of dyscalculia? Let’s use this time to share thoughts and ideas

DELEGATE TAKEAWAY

Familiarity with, and shared discussion of, the concept of ‘dyscalculia’.

PRESENTER BIOGRAPHY

Hannah and Gary have worked in the field of learning difficulties mathematics for some time, Hannah is the most dyscalculic person tested at WITT, parts of her story have been recently published in the NZ Herald, Hannah and Gary have presented workshops in the Taranaki region and have been assisting schools, both Primary and Secondary, with options for learners having numeracy difficulties.

Selena CHAN

Room 180-2044

1:40pm – 2:10pm

25 minutes

E-assessments for learning and the sociomateriality of learning to become

Many of the objectives underpinning vocational education lead on to occupational outcomes. As such, we may view all levels of vocational education to contribute to how learners 'become' craft workers and professions. An aspect of attaining occupational identity, is the need to connect, interact and co-construct knowledge, skills and attributes with the material aspects of live and work. Sociomaterial aspects of learning have been largely neglected in the educational literature. Yet, the importance of materials, tools, machines and environment in our lived world, and how we learn to respond to and understand these are key elements of learning to become expert practitioners. In this workshop, the use of eassessment for learning approaches are explored for their contribution to helping learners interface with the sociomaterial aspects of the craft or profession they seek to learn how to become. The workshop will evaluate the suitability of several promising tools for assisting with the processes of deliberate practice and reflective learning required to maximise the learning gained from engagement with the sociomaterial.

DELEGATE TAKEAWAY

One tool to try out after the workshop to enhance their learners' connections with the sociomateriality of their discipline.

PRESENTER BIOGRAPHY

Selena is an educational developer at Ara Institute of Canterbury. Her role is to support the development of programmes of study and their accompanying teaching and learning approaches and plans. Her work is informed by theories of occupational identity formation and the precepts of skill and knowledge learning which formed parts of her PhD thesis. She is currently working on a book, to be published by Springer, detailing the processes and pedagogies and the ways technology enhanced learning may support teaching and learning in vocational education.

Babar MAHMOOD

Room 180-2043

1:40am – 2:10pm

25 minutes

Use of Socrative Tool to Effectively Engage & Assess Diverse Learners – Sharing an Experience

Abstract Many instructors/lecturers/facilitators are struggling to know and assess the learning of the diverse learners (i.e. learners with different learning style/behaviour and ethnicity) in their course(s) in real-time. In today's world, the current technology such as smartphones or tablets can be used to carry-out such tasks in a relatively smart way. Therefore, the main focus of this initial feasibility study was to see the impact of Socrative use on student's engagement & learning (in real-time) during the delivery of a selected Civil Engineering bachelor degree course. The study also focuses on: (i) to assess the perception of students on the benefits of using this Socrative tool in the class-room settings; and (ii) to promote the interaction of diverse learners with each other and with the lecturer/facilitator. Water and waste treatment is one of the Civil Engineering bachelor degree discipline courses, which was selected for this initial feasibility study. Socrative software was used to prepare different activities such as multi-choice, true & false, and short-answers quizzes to get learners engaged, and to assess their learning in class-room settings. There were 25 diverse learners involved in this study. A set of around 20-30 questions were prepared for each main topic that was covered in the previous lecture. The quiz set was run for 20 minutes without giving them the feedback or possible correct answers. The same process was followed for the 2nd main topic of the course. The work is in progress to include other topics for next year. The student's response showed that use of Socrative was an interesting, and it was a fun activity. The course evaluation results showed that learners were in favour of using this educational tool. The use of this tool assisted learners in four ways (i) to learn & understand the concepts, and (ii) to facilitate the argumentation and (iii) to exchange their opinions, and (iv) to assess their own learning in real-time. More importantly, this tool gives the lecturer/instructor an immediate insight into the students learning style/behaviour. The lecturer of the course knows what students learned, and he (the lecturer) was able to promote the interactive or collaborative learning by joining students who think differently, with the purpose of giving them an opportunity to discuss their answers and argumentation - and eventually to improve the learning experience.

DELEGATE TAKEAWAY

This work will assist the attendees to understand how the online educational tool and the digital technology can be used to get learners engaged with the teaching material, and also to assess learners learning in real-time.

PRESENTER BIOGRAPHY

The presenter is an Engineer by profession, and currently working as a Senior Lecturer in the Civil Engineering Department of Unitec. The presenter has 29 years of experience working in academia and the relevant industry (including working on international & local

projects related). The presenter has 38 publications and have supervised many projects. The presenter has performed the duties of a “Reviewer” for international Journals and Conferences, and also worked as a Programme Leader/Director for Environmental Engineering programmes at Unitec.

Alexa FORBES, Ray O'BRIEN

Room 182-1001

1:40pm – 2:10pm

25 minutes

Authors: Alexa Forbes and Ray O'Brien

Speculative Futuring: Learners as the expert on their own future.

Anticipating the challenges of the future is a daunting task that faces us as educators no matter what our discipline or sector. To future in a way that includes the voices of an increasingly diverse population of learners adds a layer of complexity to learning design that we have not faced before. Many of the great minds of our time have attempted to address the task of anticipating future challenges from a wide range of paradigms and methods. Findings from extensive recent research can be used to inform learning design that is future focused and includes the perspectives of diverse groups. In this discussion there is an expert group whose voice is largely absent - the learners' voice. We cannot claim to anticipate the diversity of the future unless we have included the diversity of these voices. We propose a methodology to capture the diversity of learner voices to inform learning design and share an example of the design insights that can be gained when learners are asked to future for themselves. We describe a process based on Delphi Technique and speculative design concepts which treats the learner as the expert in their own future. This approach allows the learner to determine what their education needs to prepare them for. We expect this co-design approach to support the design of future focused learning experiences based on heutagogical principles.

DELEGATE TAKEAWAY

The importance of the Ako relationship in co-designing learning with a diverse group of learners. A method to capture the learners' foresights to inform learning design.

PRESENTER BIOGRAPHY

Alexa Forbes works as a facilitator in Leadership for Change programmes at CapableNZ and is an elected member of the Queenstown Lakes District Council. Frameworks and systems thinking guide her work towards positive societal, environmental and economic change.

<https://www.linkedin.com/in/alexaforges/> Ray O'Brien is a learning designer and facilitator at Otago Polytechnic. He works in CapableNZ delivering the innovative Bachelor of Leadership for Change and in the Learning and Teaching Development Team integrating sustainable practice into curriculum. His research interest focuses on educational innovation and specifically how complexity theory can inform learning design.

<https://www.op.ac.nz/industry-and-research/research/search/people/9175>

<https://www.linkedin.com/in/rayobrienlearning/>

Karen HAINES

Room 182-2002

1:40pm – 2:10pm

25 minutes

Author: Karen Haines (presenter), Cath Delaporte, Maureen Perkins, Gerard Lovell, James Oldfield

Shifting practice? Exploring how teaching practice develops in new classroom spaces

A number of institutions in New Zealand have developed new formal learning spaces with the intention of engaging students in more active learning, often with the availability of supportive technologies. While some teachers adapt easily to teaching in such environments, others may find a new space or the new technologies it contains more challenging. This presentation reports on two iterations of research into teachers' perceptions of their developing practice in new collaborative spaces at a large polytech in Auckland. Data was collected over a period of two separate years (2014 and 2018) with different teachers at the same institution. Methodology used in the first round of research was weekly journaling (32 participants) followed up with focus groups at the end of each semester (22 participants) while in the second iteration, individual interviews were held with 13 participants. Findings identify aspects of change in relation to classroom management, teaching style and pedagogical intentions. The opportunity to work in new spaces afforded a shift in teacher practice to be more facilitative and learning-centred. The second round of research described will give a more nuanced perspective on changes in individual practice, with a focus on teachers' use of the affordances of a space to respond to their diverse learners, and their sense of agency in matching practice to their personal pedagogical intentions.

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DELEGATE TAKEAWAY

A better understanding of how working in new spaces can impact on personal teaching styles

PRESENTER BIOGRAPHY

Karen Haines is an academic advisor, working in Te Puna Ako at Unitec, Auckland. Her research interests relate to teacher learning and practice, with current research focussed on collaborative learning spaces.

Dr Nicky MURRAY & Anne ALKEMA

Room 180-2043

2:10pm – 2:40pm

25 minutes

Authors: Cain Kerehoma, Laloifi Ripley, Dr Nicky Murray

Hīnātore: Upskilling Māori and Pacific Workplace Learners

Skills Highway is a workplace literacy and numeracy initiative funded by New Zealand's Tertiary Education Commission (TEC) and managed by the Industry Training Federation (the membership body for eleven industry training organisations). In 2018/2019 the Skills Highway team has been working on an Ako Aotearoa co-funded project about Māori and Pacific learners undertaking workplace literacy and numeracy programmes. The TEC's Workplace Literacy and Numeracy (WLN) Fund supports around 7000 employees a year to undertake learning programmes in their workplaces, in work time. Over a third of these employees are Māori and Pacific Peoples, a significant number of whom do not hold qualifications and are looking to improve their literacy (including digital literacy) and numeracy skills to help them do their jobs more easily and, for some, to get them onto a qualifications or career pathway. From information and data we collect from employers, providers and the employees themselves, the Skills Highway team knows that these workplace literacy and numeracy programmes engage and retain Māori and Pasifika employees. However we did not know enough about the teaching and learning processes that are used to do this, the cultural values that underpin these processes and the extent to which approaches that lead to success, as articulated in the summaries of the literature (Sciascia, 2017; Alkema, 2014) and Kerehoma et al. (2013), are practised. Nor did we know enough about the workplace as a learning environment that supports ongoing knowledge and skill development of Māori and Pacific employees. This presentation delivers the findings from the Hīnātore project. It will describe the interplay between ako (teaching and learning), mahi (work) and whānau (family) that leads to successful outcomes for Māori and Pacific employees. It will also present good practice guidelines that have been developed as an output from this project.

DELEGATE TAKEAWAY

The processes used to engage Māori and Pacific employees with learning and practical guidelines for teachers to do this. Hearing from employees themselves (via video) the difference the programmes have made to their ways of working and their whānau / aiga lives.

PRESENTER BIOGRAPHY

Anne Alkema is the Skills Highway Research Manager and has worked in education as a teacher, public servant, and for the last 11 years as a researcher and evaluator. Her main area of work is in adult literacy and numeracy where her focus has been on the economic and social impact of New Zealand government policies and the extent to which these policy settings are working for target groups and industries. Laloifi Ripley Laloifi(Ifi) works for

Careerforce, the industry training organisation for the health and well-being sectors. She is the Learning Engagement Advisor (LEA) for the Northern Region of the North Island and provides assessment and moderation support in workplaces within the Health Sector. Ifi has been involved in supporting Workplace Assessors to gain their National Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace) [NCALNE (Voc)] enabling workplaces to have a Literacy and Numeracy Champion to support employees. Dr Nicky Murray is the Skills Highway Programme Manager. She has worked extensively across the health and disability, tertiary education and research sectors, in the areas of workforce development, workplace learning, and adult literacy and numeracy. Her current role involves the promotion of workforce development through workplace literacy and numeracy programmes. Here she works with employers and training providers to ensure the best outcomes for employees.

Malachy McGARRINGLE

Room 182-2001

2:10pm – 2:40pm

25 minutes

Inclusive and consistent assessment of architectural drawings across teaching teams on Architectural Technology courses.

The purpose of this project is to encourage best practice by rationalising the process of how teaching team members assess architectural drawings to mitigate the influence of personal subjectivity and therefore produce more reliable and inclusive assessment decisions. The objectives of this study are to promote consistent assessment of architectural drawings within teaching teams on level 5 drawing studio courses within the New Zealand Diploma in Architectural Technology at Unitec. It seeks to ensure an inclusive, clear approach for all involved including students whereby tutors will follow an agreed format and evaluate the same criteria for each drawing submitted in terms of content and draughtsmanship. The overarching aim is to produce more consistent assessment decisions between tutors teaching different break out cohorts on the same drawing paper. The study has been done to provide a more structured and organised approach to drawing assessment across the teaching team thereby reducing the possibility of student complaints with regard to apparently inconsistent results across different classes. It also seeks to ally potential allegations of different tutors appearing more demanding in their assessment than their colleagues. Methodology employed in this project involved evaluating the utility of some early assessment guidance material prepared by previous colleagues on the relevant drawing courses. Reflection on the ease of use and value of this material towards reaching consistent assessment decisions between tutors was noted and discussed at moderation. These discussions led to the development by the author of more detailed marking rubrics for use across numerous drawing papers. After each course iteration detailed reflection discussions and feedback were held regarding the utility of the resource, assessment criteria for drawings and specific criteria weightings. This work is ongoing but recent feedback has indicated that the latest versions are very effective and close to agreed final forms. Many tutors involved to date have indicated their satisfaction with both rubric design and ease of use of the spreadsheet format employed leading to the approach being adopted by tutors teaching on level 6 courses of the NZ Dip in Arch Technology qualification.

DELEGATE TAKEAWAY

Insights into how to effectively evaluate, compare and make consistent and reliable assessment decisions on quality of a diverse range of architectural drawings.

PRESENTER BIOGRAPHY

Lecturer in Arch Technology since 1992 and prior to that a registered architect. Published 5 papers to date mainly focused on Building Information modelling and the benefits it can bring to teaching and helping bridge learning gaps.

Benjamin JARRETT

Room 182-1001

2:10pm – 2:40pm

25 minutes

Authors: Benjamin Jarrett, Dr.Cris de Groot, Hohepa Renata

Narratives of Bicultural Participation, Innovation and Collaboration

Developing and facilitating inclusive learning environments is a core responsibility of New Zealand's tertiary education system and engaging with students from diverse cultural backgrounds is a part of that responsibility. In the domain of Art & Design education, cultural inclusion has taken the form of support to acknowledge and express an individual's identity through visual methods. This has the effect of empowering individuals, though not necessarily supporting an appreciation of diversity and inclusion amongst the wider classroom. The development of bicultural, multicultural learning spaces seeks to open up the discourse between and across cultural identities. These temporary spaces of exploration and engagement (sometimes also known as 'third spaces') can potentially enable complex and multiple dialogues to emerge between individuals and groups that otherwise would be marginalised. The 'Aotearoa House' project is an interdisciplinary and explicitly bicultural project platform for art & design students at levels 5 upwards. This platform has offered staff and students the opportunity to explore cultural and creative futures within a 'third-space' environment. This discussion seeks to unpack and explore the different experiences and mental models of staff and students, from a variety of cultural backgrounds, in relation to bicultural, or multicultural spaces.

DELEGATE TAKEAWAY

Attendees will gain insight into the subjective and personal experience of engaging in (or holding) a bicultural 'third-space' in an educational context.

Chloe HUMPHREYS , Richard MITCHELL

Room 182-2002

2:10pm – 2:40pm

25 minutes

Exploring the relationship between ‘Positive Education’ and Assessment Practices

In recent years, ‘Positive Education’ has emerged as a framework that promotes resilience and well-being in students. Based on the work of positive psychologists such as Martin Seligmann, Mihaly Csikszentmihalyi and Carol Dweck, this approach reframes learners’ view of their abilities and the learning process. At present, positive education is mostly applied to secondary education including several schools in Australasia that have completely rebuilt their learning practices around the philosophy. However, there are only relatively isolated examples of its application in tertiary education. The Bachelor of Culinary Arts at Otago Polytechnic has been exploring the application of some of these principles in an effort to understand how to reduce stress and anxiety and promote positive learning experiences amongst its learning community. This presentation introduces how the implementation of learning around ‘Growth Mindset’ and ‘Character Qualities’ has been combined with a learning culture that embraces failure and promotes knowledge and skills sharing. However, the presentation focuses on the fundamental shift in assessment practices that this approach has triggered for the Bachelor of Culinary Arts.

PRESENTER BIOGRAPHY

Dr Richard Mitchell has been a tertiary educator for almost two decades. He has been a nominee for a Prime Minister's Award and is the recipient of an Otago Polytechnic Teaching Excellence Award. Adrian Woodhouse is a two-times Prime Ministers' Award recipient and Ako Aotearoa Board Member. He is currently enrolled in a Doctor of Professional Practice, where he is utilising pūrākau as a methodology to critically analyse the constructs of several foodscapes (including culinary education). Chloe Humphreys has been both a secondary and tertiary educator. Over the last five years she has been teaching on the Bachelor of Culinary Arts at Otago Polytechnic, where she has developed and trialled a positive education program.

James OLDFIELD & Lee TURNER & Josh BURRELL

Room 180-2045

2:40pm – 3:40pm

55 minutes

Authors: James Oldfield, Lee Turner and Josh Burrell

E tu Kahikatea: Designing a Tertiary Teacher Competency Framework

The core business of a tertiary education provider is teaching and learning. The frameworks and approaches which ensure learners are supported by knowledgeable and skilled educators are a critical part of all professional learning development (PLD) across the sector, as is the enactment, evaluation and recognition of the extensive competencies and capabilities required. Some institutions have developed their own models to offer teachers in higher education a career development pathway, others have signed up with renowned international bodies, such as the UK's Higher Education Academy. While this is likely to work well for universities with similar student bodies and generally similar higher qualifications, New Zealand's ITP (institutes of technology and polytechnics) group, with its broad range of learners and programmes from Levels 1 – 7+, needs something custom-built and embedded in the bi-cultural landscape of Aotearoa. A project team spanning three polytechnic institutions has proposed the design of a new teacher competency framework suitable for use across the ITP sector. This proposal includes the synthesis of existing teacher competency and capability frameworks followed by iterative feedback and revision stages. The proposed Teaching competency framework offers an opportunity to revisit values and priority focus areas, and to align approaches to essential elements of our Aotearoa NZ identity: bi-culturalism, regional and metro relevance, technology and innovation, sustainability and global citizenship. During this session, attendees will have the opportunity to explore the building blocks of a teacher competency framework. Attendees will work with their peers and contribute their own ideas that will inform the project. Like many institutions, Unitec has grappled with the challenges around engagement and application of teacher professional development (PD). While past initiatives have increased the uptake of PD, there was minimal evidence of application from this new learning to the changing of teaching practice. The Teacher Capability Development (TCD) Model was introduced, using digital badging to operate as a 'just in time' modules with 'bite size' teaching concepts within the PD space. TCD was designed in a way to build teacher capabilities based on self-regulation, evidence from their professional practice, and self-reflection (Whakaatere & Pohatu, 2011). The learning modules are accessed by teaching staff to address any self-identified gaps in their professional teacher knowledge. The intention was to offer continuous upskilling opportunities so teaching academics could continue to practise and apply teaching principles, ideas, and concepts into their practice as they further developed as practitioners. Upon evidence of application of their learning, teachers are able to earn the associated digital badges. The digital badges are aligned to Unitec's Teacher Competency Framework with each badge sitting under one of the 8 teaching competencies. Unitec's teaching competencies were designed by the Unitec Academic Advisor team as an amalgamation of 'best teaching' practices from various sources, both nationally and internationally. During this workshop attendees will get the opportunity to focus on one teacher competency. They will complete a self-evaluation form and find out which badge is the best fit for where they

are in terms of their development as a teacher. Attendees will be guided through a learning module so they may experience the process of how a teacher might engage with the learning, and then demonstrate evidence towards the badge's criteria. By the end of the session you will have the tools to create a digital badge for use in your own professional practice.

DELEGATE TAKEAWAY

In the first, they could potentially be part of the development of a new competency framework to be used across ITPs. In the second they will learn how they could potentially make use of badging in their own teaching.

PRESENTER BIOGRAPHY

James, Lee, Josh, Treena and Maura are all working in the academic development space. All are accomplished presenters and experienced tertiary educators.

Peter MELLALIEU

Room 180-2044

2:40pm – 3:40pm

55 minutes

Authors: Peter Mellalieu and Patrick Dodd

Digital tools for enabling developmental feedback and teamwork grading by peer assessment

This hands-on workshop is intended to help an educator gain confidence in applying digital tools for peer assessment and feedback in their group work teaching, with a special focus on developing Career Readiness Competencies (Ako Aotearoa Regional Hub Project Fund, 2018). Specifically, the National Association of Colleges and Employers Job Outlook Report for 2019 identified that teamwork, collaboration, professionalism, oral communications, global and multicultural fluency rate amongst the most highly needed Career Readiness Competencies sought by employers (NACE, 2018). A digital tool for peer assessment and feedback enhances the effectiveness of learners' group work through providing timely quantitative and qualitative information. That peer feedback, especially when provided formatively at the early stage of a group work, enables constructive conversations focused on precise pinpointing of opportunities to improve a team member's contribution to their teams' achievement (Mellalieu & Dodd, 2018). In addition, a digital peer assessment platform calculates an individual personal result derived from the team's result for its outputs combined with that student's Peer Assessed Score. When peer assessment contributes to a student's personal grade, that is a significant contributor to reducing social loafing and free-loading behavior in group assignments (Sprague, Wilson, & McKenzie, 2019). Selected volunteers from the workshop participants will play the role of a team member in one of several scenarios in which a group assignment is under review. The participants will conduct peer assessment upon their team members using the digital tool Peer Assess Pro™, then review the individualised feedback reports typically available from the system. Participants will also experience from the educator's perspective the Peer Assess Pro dashboard that presents alerts about learners and teams. Individual-specific alerts help the educator assess: Which learners may be at risk of course failure? Does qualitative evidence support the low peer rating provided? Which learners are exuberantly overconfident compared with the average perception assessed by their team members? ... Team-specific alerts identify teams that have provided high-quality feedback in contrast to those defeating the purpose of peer feedback through lack of effective discrimination in their peer ratings. In response to the teacher's intervention, the educator's dashboard facilitates communications to targeted individuals in the class to suggest they may wish to reconsider their ratings (Peer Assess Pro, 2019). The debrief of the learning adventure will review insights gained and discuss the value and practicalities of implementing a digitally-enabled peer assessment tool in participants' course or programme.

DELEGATE TAKEAWAY

Identify the implementation steps required to introduce best-practice peer assessment and peer feedback within an educational course or programme

PRESENTER BIOGRAPHY

Associate Professor Peter Mellalieu is Chief Technologist responsible for the design, development, and testing of the Peer Assess Pro peer feedback platform. Following a career in industrial operations research, Peter taught in several academic programmes including strategy, general management, entrepreneurship, operations management, innovation, sustainability, and organisation development. Throughout his three decades in higher education, he has been an early adopter applying adult learning pedagogies such as adventure learning, action learning, and the flipped classroom. As a by-product of his teaching, Peter applied his doctoral studies in optimisation, statistics, and computing to the teacher's challenge of improving team development, effectiveness, and fairness in assignment grading in the context of group projects. The result is the Peer Assess Pro platform. Patrick Dodd is academic leader and lecturer for marketing and digital enterprise in the School of Applied Business, Unitec Institute of Technology. Joining Unitec seven years ago following an international business career, Patrick soon adopted progressive teaching pedagogies such as team-based learning, project-based learning, and authentic assessment development. His passion for using technology to improve his teaching effectiveness was the catalyst for his collaboration with Peter Mellalieu to develop the early peer assessment approaches that evolved into the Peer Assess Pro platform. As co-founder of Peer Assess Pro Ltd, Patrick is responsible for Marketing and Business Development.

Piripi PRENDERGAST

Room 180-2043

2:40pm – 3:10pm

25 minutes

Author: Piripi Prendergast

Hutia te Punga – Increasing cultural competency for Māori student success in tertiary and apprenticeship completions

Hutia te Punga (lifting up the paddle) is a two-year action research collaboration between Ako Aotearoa, Ngāi Tahu, and three South Island tertiary education and training providers. Developing professional learning was identified as critical to increasing student participation, success and satisfaction with tertiary learning. Hutia te Punga aims to co-construct culturally competent professional learning for non-indigenous staff. The co-construction process, however, included students, teachers, wider organization leadership and industry. Interim results, including interviews, focus groups, surveys and professional learning insights from successive iteration of PLD will be presented. Interim findings suggest that significant attention is placed on redesigning education settings to be more reflective of indigenous epistemology and pedagogy – both of which are vital to increasing equity and inclusion in education. The project is timely, providing insights into strengths and challenges as we move forward to create a tertiary training sector that reliably meets the needs of Māori.

DELEGATE TAKEAWAY

The impact of a co-constructed professional learning and development on tutor and assessor practice. The impact of context on the impact of implementation. Key insights into how to approach organizational systems change.

PRESENTER BIOGRAPHY

Piripi Prendergast brings over 40 years of experience in education, much of that teaching in Māori medium programmes. He also specialised in gifted and talented education and bilingual textbook writing for which he was awarded a Fulbright Scholarship. His current role involves managing professional development contracts with partner organisations and working directly with schools and institutions as a facilitator. Dr Porsha London of Ngati Pakeha descent, Porsha has a background in Education and has most recently completed her PhD on the impact of an indigenous PLD program on teachers beliefs, values and classroom practices.

Jonathon SPRING

Room 182-2001

2:40pm – 3:10pm

25 minutes

Evolving assessments: What I have learnt from my students about designing poster assignments

Since 2016 I have used posters as a form of assessment for undergraduate tourism and hospitality papers. The design of my poster assignments was informed by my experience of posters as a medium of communicating research to peer groups at conferences. However, the performance, questions and feedback from students helped me change their design in the areas of introducing concepts, utilization of text and image, layout, and integrating them with other assessments. Such changes have also provided better opportunities for linking students' needs to peer collaboration, class time work and feedback systems. Using posters as assessments in their traditional format provides the scope for both author and readers to see concepts not only at a micro level but also at "the bigger picture" level. However, my aspirational goals for posters led me to a design that reduced the poster to being a mini-essay with superficial use of images and figures. Student queries about the desired word count aided me in developing new insights about how to think about integrating thesis statements and concepts with text and images. The heuristic potential of the poster assessment was also constrained by my experience of them at conferences; A0 sized papers on a wall. I learnt that such technical requirements limited student creativity and resulted in students ignoring their better judgement in editing for clarity. A better understanding of students needs when designing poster assessments has resulted in more flexibility in terms the "wholeness" of the finished product. In comparison with other types of assessments I use, I have discovered more natural opportunities to get students to work together during class time and believe that my feedback has been more constructive in helping students at a task level, and assessing the implications of their work for myself and other students. I see more noticeable changes between the poster assessments that I wrote in 2016 and 2019 compared to other types of assessments. Furthermore, those changes appear to me to be more clearly linked to my appreciation of student needs at a collective and individual level. Poster assessments help me respond to the challenges and successes of previous student achievement in a proactive manner.

DELEGATE TAKEAWAY

A narrative of trial and error in using new assessment types that highlights how a teacher can learn from current and past students performance through reflection and self-evaluation

PRESENTER BIOGRAPHY

I teach undergraduate degree students in the fields of tourism and hospitality at Auckland Institute of Studies. My passion is for enhancing free choice learning opportunities through integrating the resources of tertiary institutes, libraries, museums with the education

programmes of nature-based attractions. For me, an appreciation of the free choice learning career of each individual is crucial to my role as facilitating learning at a tertiary education institution.

Jayne MERCIER , Nikki HURST, Rosin BENNETT, Emmanuel BADU

Room 182-1001

2:40pm – 3:10pm

25 minutes

Authors: Jayne Mercier, Nikki Hurst, Roisin Bennett and Dr Emmanuel Badu

Identity and Connection in building a programme Kaupapa

How does our professional identity shape our pedagogy and what impact does this have on the development of a programme kaupapa? Lecturers on Unitec's Bachelor of Health and Social development share the strengths and challenges of ensuring the professional competencies of their majors in youth development and health promotion underpin their teaching. Stories of success and the generation of an authentic whanau feeling in the programme will be shared alongside learnings and on-going questions.

DELEGATE TAKEAWAY

The strengths and challenges of core professional values underpinning pedagogy

PRESENTER BIOGRAPHY

Jayne Mercier - Senior Lecturer, Youth Development. Accredited Member of Korowai Tupu and PhD Candidate Nikki Hurst - Senior Lecturer, Youth Development, Programme Coordinator and School Champion of Under 25's. Accredited Member of Korowai Tupu. Roisin Bennett - Lecturer, Youth Development. Dr Emmanuel Badu - Lecturer, Health Promotion

Becca WOOD

Room 182-2002

2:40pm – 3:10pm

25 minutes

Discourse of the body and Mātauranga Māori in dance education

In the discipline of dance we work innately with body, space and time. Contemporary dance education operates through embodied practices that critique conventional modes of scholarship exposing and contesting dualities such as mind and body, theory and practice or thought and action, us and other. The body, as dance theorist Susan Leigh Foster suggests is an index of forces that act upon and through it; positioned as a metaphor for the unknown, for the libidinal, the unconscious; this aligns the body with marginalized minority groups. The legacy of training in our school embraces somatically* informed pedagogies that embrace concepts of the body, space and time such as; non-hierarchical structures, non-binary thinking, community, collaboration, ecological practices, practice-led processes, the writing body, the body written upon. In the practice of learning dance making and creative thinking, students and staff in the Dance Course at Unitec engage with Mātauranga Māori. These concepts are embedded in both small and integral ways in our daily timetable to more significant methodologies and strategies that shape our curriculum design and course structure. In this discussion we will share the successes and the points of difference that we have embraced within our school; such as working with activating performance spaces through Māori kaupapapa and whakatauki, beginning to integrate te reo in our teaching, pastoral care and administration spaces, foregrounding whakawhanaungatanga in the way we bring students together, the concept of ako - reciprocal relationships in the learning space and nurturing a culture of tuakana - teina between alumni and current students. The question 'what can this discourse of the body and Mātauranga Māori do' creates potential approaches for distinct cultures to be communicated and understood differently in education through contemporary dance practice.

REFERENCES Batson, G. (2009). Somatic Studies and Dance. The International Association for Dance Medicine and Science, 02 February 2013. Eddy, M. (2009). A brief history of somatic practices and dance historical development of the field of somatic education and its relationship to dance. *Journal of Dance and Somatic Practices*, 1(1), 5-27. doi:10.1386/jdsp.1.1.5/1 Foster, S, L. (2002 2nd ed) *Choreographing History in The Twentieth Century Reader* London: Routledge Wood, B (2015) *Choreoauratics: Social Choreographies for the Ears* PhD Thesis, University of Auckland, Auckland, New Zealand *"Always in relationship with the environment", the doctrine of somatic practices began as a radical thinking of the 'whole' body that broke away from Cartesian models (Eddy, 2009, p. 10). The somatic body is perceived as a multiplicity of sensory perceptions that through choreography and documentation engenders 'essential insights into human nature' and 'functions largely as a potent agent of change' (Batson, 2009, p. 2).' Cited from Wood, B (2015) *Choreoauratics: Social Choreographies for the Ears* PhD Thesis, University of Auckland, Auckland, New Zealand.

DELEGATE TAKEAWAY

The potential for pedagogies in dance education to address cultural diversity through practice.

PRESENTER BIOGRAPHY

BIOGRAPHIES **Katie Burton** Katie Burton trained at Unitec (graduating in 2001) and has had a 17 year career as a freelance performer, choreographer and teacher. Katie has choreographed work on Footnote Dance Company, Unitec and for her own projects around New Zealand. Katie received the Tup Lang Scholarship from Creative New Zealand (2009) and the 'Best Dance' Award from the New Zealand Fringe Festival (2005). Katie is a sought after technique teacher, and has taught for The New Zealand Dance Company, Atamira Dance Company, Independence, M.A.P., The New Zealand School of Dance and WOW (World of Wearable Art). Katie has toured internationally with Vospertron, performing in Australia, India, Vietnam, Egypt, and Spain. Most recently Katie danced in Foster Group's latest full-length work, Orchids which toured New Zealand in July 2019. Katie is a permanent lecturer in Dance, Performing and Screen Arts, Creative Industries, Unitec and has a daughter Delphi. **Claire O'Neil** Claire has been an international performer, choreographer and dance educator for over 20 years. She lived in Belgium for 10 years and worked with some of the most prestigious contemporary dance companies in Europe. She achieved a Masters in Dance with first class honours from the University of Auckland in 2016. Claire has researched, experienced and integrated into her contemporary dance teaching and performance-making various forms of physical practice, movement systems, social philosophy and somatic inquiries such as Laban, Axis Syllabus, Feldenkrais, Body Weather, Action Theatre Improvisation, Body Mind Centring, yoga and Contact Improvisation. Claire is artistic director of Fidget Collective and has created, collaborated and presented over 35 performances. She has won awards for her performance works (Tempo Festival 2008 'Best Choreography from an Established Choreographer – MTYLand, Wellington Fringe Festival Best Dance Production 2015 – Just Bet/ween Us) and has received several grants and scholarships to further her investigations in the field of contemporary dance. Claire features in Sue Healy's award winning dance documentary 'Virtuosi'. Currently Claire is a dance lecturer at Unitec Performing and Screen Arts and a movement coach for well-being programs in corporate businesses. She is on the Artistic Advisor Panel for Footnote NZ Dance and is a choreographic mentor for The New Zealand Dance Company.

Becca Wood Becca has been working in performance practices that slip between bodily, spatial and digital environments for the past 23 years. She coined the term 'choreoauratics' through her practice-led doctoral research (completed 2015), where somatically informed choreography and sonic investigations bring philosophies of listening, the body, place, digital technologies and sociality into the space of the threshold. Framed as critical spatial practice, theories and codes of space and place, the body, and digital technologies intersect to imagine new possibilities in inter-modal performance arts. Becca has had a portfolio career working in dance and movement education over the past twenty years, having taught at Unitec, The University of Auckland, Wellpark College of Natural Therapies, and Coventry University. Currently Becca is Discipline Leader for Dance in Performing and Screen Arts, Creative Industries, Unitec. Becca actively contributes to her field through publications, presentations, performances and practice-led research on a national and global scale. **Paul Young** Paul Young is a dance practitioner, writer, and dance lecturer at Unitec Institute of Technology who has maintained a consistently high

profile in the national dance community. Paul has been employed in creative development and professional productions by a broad range of established New Zealand choreographers and independent artists, and has earned praise for the quality of his performances. He regularly collaborates on original work, and has recently been involved in research and performance projects with Christchurch's Movement Art Practice, The Physics Room Art Gallery, and Zahra Killeen-Chance among others. He has garnered a reputation as an insightful and rigorous critical writer and has written over 30 reviews for DANZ magazine and Theatreview. Since January 2014 Paul has been a full time lecturer in dance technique and creative projects at The Unitec School of Performing and Screen Arts. He enjoys the opportunity to provide mentorship to aspiring dance artists and to contribute to the development of Dance in New Zealand.

Mei WINITANA

Room 180-2043

3:10pm – 3:40pm

25 minutes

‘Celebrating Te Tiriti o Waitangi and the diversity of the tertiary education sector’

INALIn a time of change and uncertainty in the sector, the principles of Te Tiriti o Waitangi (1840) provide a blueprint for tertiary practitioners to collaborate and stimulate discussion. Opening conversations about Te Tiriti o Waitangi gives us opportunities to discuss the bicultural nature of Aotearoa/NZ, and embrace the growing diverse nature of our society. This is reflected in the tertiary education sector also.

In brief, Te Tiriti o Waitangi has three principles which focus on:

Article 1: Kawanatanga/ Governance

Article 2: Rangatiratanga/ Self-empowerment

Article 3: Whakaitenga/ Rights and privileges

This presentation poses some approaches to advance the discussions about Te Tiriti o Waitangi in positive and proactive ways that celebrates diversity in the tertiary education sector.

This presentation is part of the Ako Aotearoa National Project Fund Showcase.

Richard MITCHELL & Adrian WOODHOUSE

Room 182-2001

3:10pm – 3:40pm

25 minutes

How assessment of prior learning practices can inform in-class assessment.

The Bachelor of Culinary Arts at Otago Polytechnic has been delivered both as an on-campus, in-class program and as a workshop-based, assessment of prior learning (APL) program. In the APL program, experienced practitioners undergo a structured series of learning tasks that allow them to critically reflect on their professional practice so as to demonstrate that they meet the graduate outcomes of the degree. In the eight years of delivery the APL program has seen learners with incredibly wide ranging practices – everything from a self-taught chef working as a head chef for Ferrari Formula One to a secondary teacher with a home economics degree from the 1980s. The sheer diversity of the evidence that they have brought to their assessment has challenged our underlying assumptions of how learning outcomes and graduate profile outcomes can be met. This presentation explores how this has led to a fundamental shift in the way that we assess on-campus, in-class learning and how this shift can help us to bridge the gap between learning in the classroom and the workplace.

DELEGATE TAKEAWAY

The practice of assessment of prior learning has much to offer more traditional in-class assessments

PRESENTER BIOGRAPHY

Dr Richard Mitchell has been a tertiary educator for almost two decades. He has been a nominee for a Prime Minister's Award and is the recipient of an Otago Polytechnic Teaching Excellence Award. Adrian Woodhouse is a two-times Prime Ministers' Award recipient and Ako Aotearoa Board Member. He is currently enrolled in a Doctor of Professional Practice, where he is utilising pūrākau as a methodology to critically analyse the constructs of several foodscapes (including culinary education).

Ella KAHU

Room 182-1001

3:10pm – 3:40pm

25 minutes

Creating an engaging online learning and teaching environment

I teach the distance offering of a relatively large first-year course on citizenship that is compulsory for all Bachelor of Arts students at Massey University. Distance study attracts a more diverse student cohort than campus based study – the distance offering has more older students returning to learning after a gap in their formal education, more Māori and Pacific Island students, more first-in-family students, and more part-time students combining study with family, work, and other commitments. While distance study makes university more accessible for these students, the online environment combined with relatively large student numbers (250-300) is challenging – for both teaching and learning. In this presentation I will introduce my research based framework of student engagement that underpins my teaching practice. I highlight three principles that are important for creating an inclusive, supportive, and engaging online environment for first-year students: strong teacher presence, intentionally triggering student interest, and clear consistent course design. I will share specific examples of the practices I use to engage all my students. That I am (generally) successful is evidenced by feedback from my students such as: “Thank you for the personalised support – it really has made all the difference to me and I know it will for other Māori and Pasifika students like me”; and, “Ella creates a sense of community and belonging for distance students which counters the isolation sometimes experienced in extramural study”.

DELEGATE TAKEAWAY

A clearer understanding of what is important for engaging first year distance students and specific examples of practice that can be adapted for their own teaching and learning context.

PRESENTER BIOGRAPHY

Dr Ella Kahu (SFHEA) is a Senior Lecturer in the School of Psychology at Massey University in Wellington. Her primary research is on student engagement in higher education. Recent projects have focussed on mature-aged distance students and their families in the transition to university, and young school leavers going through their first year at an Australian university. Ella’s conceptual framework of student engagement, developed in 2013 and extended in 2018, is used to inform both research and practice at universities around the world. She is a passionate teacher of first year students and in 2018 received three awards from Massey University for teaching excellence. Most recently she developed and continues to teach an innovative inter-disciplinary course on identity and citizenship to first year Bachelor of Arts students.

Malachy McGARRINGLE

Room 182-2002

3:10pm – 3:40pm

25 minutes

“Augmenting industry collaboration with architectural practices through design and development of productive internship schemes”

This project instigates a process whereby industrial liaison engagements between the School of the Built Environment at Unitec and local architectural practices can be more firmly established through formal student internship schemes. The schemes will provide Architectural technology students with openings for more diverse learning opportunities and permit application of new knowledge and skills in real world scenarios under professional supervision. This report seeks to investigate possible ideas, structures and arrangements that could inform the final guidance framework of internship schemes between the School and local companies. Its aim is to establish a guideline or template which will inform discussions with potential participating industry partners regarding the most suitable internship arrangements for both them and Unitec. It seeks to include local practices in a more tangible manner within the learning experience of a diverse range of potential internship students whilst permitting more close collaboration between tutors and external practitioners. Discussions have and will be held with architectural practices regarding formats, timelines and placement arrangements and these will be reviewed after completion of an internship. Discussions will centre around how the internship scheme and the company involved is marketed to the relevant students, what material students have to submit to be considered for an internship, selection criteria, notification and feedback procedures when internship candidates chosen, monitoring if any of students during placements and also reflection and feedback on the overall scheme administration process and actual work placement value to both students and companies involved. Initial proposals have already been put into practice with one architectural practice and some students have already availed of work placement with this company. This first iteration has been a success based on feedback from the relevant parties and some lessons already learnt which will inform future schemes proposed with other practices. The enhanced collaboration opportunities provided by the development and operation of the internship schemes are important as they will effectively inform teaching within the Construction school and help tutors demonstrate best and current practice within their teaching delivery.

DELEGATE TAKEAWAY

Attendees will see how the benefits and values of formal and well organised internship

PRESENTER BIOGRAPHY

Lecturer in Arch Technology since 1992 and prior to that a registered architect. Published 5 papers to date mainly focused on Building Information modelling and the benefits it can bring to teaching and helping bridge learning gaps.

Kelly PENDER

Room 180-2045

4:00pm – 5:00pm

55 minutes

How can a teacher better cultivate positive academic outcomes for Māori learners?

Based upon my PhD study through Te Whare Wānanga o Awanuiarangi, the purpose of this research project is to understand teacher influence on qualification outcomes for Māori students within the Certificate in Fitness programme at Toi Ohomai Institute of Technology. What aspects of practice, pedagogy or other may be shared and applied by adult educators within the ITP environment to improve qualification outcomes for Māori? Experiences in my journey in the Cert4fitness course have placed me in a privileged position to reflect on teaching and learning for both my students and self over a period of 17-years. The gratitude of being a character in every student's chapter of time is one that I will never take for granted and treasure. Our programme has always consisted of a large number of Māori students for a mainstream class, varying between 30-50% each year, of which more than 90% complete our qualification and graduate. With Pūrākau and Kaupapa Māori methodologies at the central heart of my research we have captured the knowledge and stories of graduate Māori students over a nine-year time frame. The findings are rich in depth and strength.

DELEGATE TAKEAWAY

Food for thought? Reflection on self and/or practice? Confirmation of current practice? Inspiration from student voice and leadership?

PRESENTER BIOGRAPHY

I am of Whakatōhea and Te Arawa descent and based with Toi Ohomai in Tauranga. I represent the Cert4fitness student voice from 2002 to current.

Angela FEEKERY

Room 180-2044

4:00pm – 5:00pm

55 minutes

Authors: Angela Feekery and Carla Jeffrey

Enhancing students' information evaluation capability using the Rauru Whakarare Evaluation Framework

Are you concerned about the poor quality or disconnected information students are using in assessments? Do you observe that students' information search processes start and end with quick Google searches? Do your students struggle to determine information quality? If you answered yes to some or all of these questions, then this is the workshop for you. We recognise that when students enter tertiary degree-level study, much emphasis is placed on engaging with quality information, specifically journal articles, to enable them to enter into the disciplinary discourse of their field, i.e. improving their disciplinary information literacy. Efforts are usually focused on introducing students to library databases that will give them access to peer-reviewed academic materials. Yet, students still seem to struggle to find, evaluate and use quality information as they tend to rely on Google and struggle to navigate the complex online information landscape, full of fake news, misinformation and opinion-based articles. In the current information landscape, discussions on how to evaluate the quality of information students use to support their learning are essential. In this workshop, we will share our collaboratively created online learning module designed to explore the role quality academic and professional information sources play in building students disciplinary and professional information literacy capabilities in a large first-year university course. We particularly focus on our Rauru Whakarare Evaluation Framework, a Māori-informed information evaluation framework designed to promote deeper engagement with the information evaluation process. We will briefly outline how we embedded learning from the module into the course and assessments, and then explore ways you can adopt and/or modify the learning module and Rauru Whakarare Evaluation Framework for use within your educational and disciplinary contexts to enhance your students' information literacy capability.

DELEGATE TAKEAWAY

Delegates will leave the workshop with an understanding of what information literacy is and clear insights into the importance of embedding information literacy support into their courses. They will have had the opportunity to engage with a uniquely Aotearoa-NZ Māori-informed information evaluation framework and have developed insights for how the framework can be used or adapted for their educational contexts to support their students' information literacy capabilities.

PRESENTER BIOGRAPHY

Dr. Angela Feekery is a senior lecturer in Communication at Massey University. She is passionate about enhancing students' information literacy capability and understanding how

educators can better support transition into tertiary learning. Carla Jeffrey is a Business Subject Librarian at Te Kunenga ki Pūrehuroa, Massey University. She is a member of Te Rōpū Whakahau, the national body that represents Māori that work in the information profession sector. She is of Ngai Tuhoe descent and is passionate about ensuring students succeed at their studies.

Liz BEDDOE

Room 180-2043

4:00pm – 5:00pm

55 minutes

Enhancing the Readiness to Practise of Newly Qualified Social Workers (NQSWs)

EnhanceR2P was a three-year long project focused on developing a framework to clarify the capabilities of newly qualified social workers (NQSWs) and social workers at experienced and advanced levels of practice. The project included three phases each addressing a different research question: Phase 1: What is the content of the New Zealand social work curriculum and how does it relate to the core competencies of the Social Workers' Registration Board? (Curriculum mapping and development of a taxonomy) Phase 2: How well prepared are NQSWs to enter professional social work, and how is their learning supported and enhanced in the workplace? (Focus groups, interviews and two surveys) Phase 3: What are the professional capabilities, including cultural capabilities, we should expect of NQSWs and of social workers working at more experienced and advanced levels of practice? (development of a draft professional capabilities framework and extensive workshop style consultation) We will present an overview of findings from each phase of the study with systems focused recommendations for the profession and education providers. The presentation will focus in particular on readiness to practise. Our survey and qualitative findings from this study highlight the impact on all beginning practitioners of the transition to professional practice with individual differences in adjusting to agency expectations and the recognition that workplace approaches to NQSW support, learning and development are critical. We found an inconsistent approach to the induction, supervision and further professional development of new graduates. We aim to inform efforts to improve the experience of NQSWs by taking actions across the whole continuum of professional learning and development, from pre-qualifying education, through workplace learning and development to post-qualifying education.

DELEGATE TAKEAWAY

Multiple factors impact on practitioners' readiness to practice following completion of a professional degree in social work. Employing agencies are encouraged to develop effective induction programmes to support and develop new graduates.

PRESENTER BIOGRAPHY

Speaking on behalf of a team of social work researchers from five different New Zealand TEIs.

Marie McENTREE

Room 182-2001

4:00pm – 5:00pm

55 minutes

The Reflexive Teacher: A Personal Journey.

I present my own personal journey from reflective to reflexive practice. Presenting stories from my teaching, I reveal how I confronted my own assumptions and practices to transition to more proactive (reflexive) rather than reactive (reflective) practice. I contend that creating inclusive learning environments requires teachers to be more reflexive practitioners.

DELEGATE TAKEAWAY

Delegates will be able to: Differentiate reflexive from reflective teaching practice. Consider how they may be able to apply a more reflexive approach to create more inclusive learning environments.

PRESENTER BIOGRAPHY

Marie McEntee is an interdisciplinary social scientist at the University of Auckland where her teaching focuses on issues that lie under the broad umbrella of 'Science in Society'. Within this area she specialises in science communication, science innovation, collaborative learning and community-based participatory research particularly relating to environmental issues. Marie received her national teaching award in 2015 and was elected to the Academy's Executive in 2016 and is the current Vice-President.

Shireen CHUA

Room 182-1001

4:00pm – 5:00pm

55 minutes

Developing Cultural Intelligence to teach in diverse classrooms

Globalization has amplified the cultural diversity that is in our schools and higher education providers and communities making our classrooms and institutions diverse. With this growing diversity, the learning needs of diverse students will require intercultural skills or cultural intelligence (CQ) in order to deliver quality teaching and inclusive learning. Cultural Intelligence is the capability to interact effectively across culturally diverse settings. It is a combination of intercultural insights, competencies, attitudes and behaviours to equip the assessment of situations accurately in order to engage the diverse classroom effectively. This is a capability that can be developed to ensure greater cultural awareness and agility to interact in culturally diverse situations. This interactive workshop will •highlight the complexity of culture, • introduce the concept of cultural and intercultural intelligence, and • provide some practical tools that can be applied in a diverse class room setting to promote inclusive learning. It will provide the evidence-base framework centred around self-cultural analysis that looks at personal cultural drivers rather than national or ethnic cultures to understand human behaviour across culturally diverse settings. Several tools will be introduced for teachers to develop this capability themselves and in their students and to measure their own Cultural Intelligence. Cultural Intelligence (CQ) is an evidence based and industry tested framework that is has been developed to measure and track individuals and leader's CQ at a given point in time. It provides a helpful framework to understand the attitudes, behaviours and skills that can be developed to enable teachers to teach in culturally diverse classrooms.

DELEGATE TAKEAWAY

Greater awareness of the complexity of culture Understanding of what cultural and intercultural intelligence is and how it affects behaviours of students How CQ is developed and measured in individuals Practical tools to develop CQ to create inclusion and belonging from diversity

PRESENTER BIOGRAPHY

Shireen Chua is the Director of Third Culture Solutions and a PhD Student in Waikato University, researching about Cultural Diversity in Organisations, and understanding culture's influence in creating inclusive organisations where everyone can belong. Third Culture Solutions helps schools, institutions and businesses in providing coaching, workshops and solutions that equip leaders to develop their cultural capability and competency in culturally diverse environments. Through workshops, coaching and evidence-based tools, Third Culture Solutions equips leaders, managers and anyone who seeks to grow their cultural intelligence using tools, workshops, blended learning and coaching.

Treena BRAND & James OLDFIELD & Maura KEMPIN

Room 182-2002

4.00pm – 5:00pm

55 minutes

Authors: James Oldfield, Lee Turner and Josh Burrell

E tu Kahikatea: Designing a Tertiary Teacher Competency Framework

The core business of a tertiary education provider is teaching and learning. The frameworks and approaches which ensure learners are supported by knowledgeable and skilled educators are a critical part of all professional learning development (PLD) across the sector, as is the enactment, evaluation and recognition of the extensive competencies and capabilities required. Some institutions have developed their own models to offer teachers in higher education a career development pathway, others have signed up with renowned international bodies, such as the UK's Higher Education Academy. While this is likely to work well for universities with similar student bodies and generally similar higher qualifications, New Zealand's ITP (institutes of technology and polytechnics) group, with its broad range of learners and programmes from Levels 1 – 7+, needs something custom-built and embedded in the bi-cultural landscape of Aotearoa. A project team spanning three polytechnic institutions has proposed the design of a new teacher competency framework suitable for use across the ITP sector. This proposal includes the synthesis of existing teacher competency and capability frameworks followed by iterative feedback and revision stages. The proposed Teaching competency framework offers an opportunity to revisit values and priority focus areas, and to align approaches to essential elements of our Aotearoa NZ identity: bi-culturalism, regional and metro relevance, technology and innovation, sustainability and global citizenship. During this session, attendees will have the opportunity to explore the building blocks of a teacher competency framework. Attendees will work with their peers and contribute their own ideas that will inform the project. Like many institutions, Unitec has grappled with the challenges around engagement and application of teacher professional development (PD). While past initiatives have increased the uptake of PD, there was minimal evidence of application from this new learning to the changing of teaching practice. The Teacher Capability Development (TCD) Model was introduced, using digital badging to operate as a 'just in time' modules with 'bite size' teaching concepts within the PD space. TCD was designed in a way to build teacher capabilities based on self-regulation, evidence from their professional practice, and self-reflection (Whakaatere & Pohatu, 2011). The learning modules are accessed by teaching staff to address any self-identified gaps in their professional teacher knowledge. The intention was to offer continuous upskilling opportunities so teaching academics could continue to practise and apply teaching principles, ideas, and concepts into their practice as they further developed as practitioners. Upon evidence of application of their learning, teachers are able to earn the associated digital badges. The digital badges are aligned to Unitec's Teacher Competency Framework with each badge sitting under one of the 8 teaching competencies. Unitec's teaching competencies were designed by the Unitec Academic Advisor team as an amalgamation of 'best teaching' practices from various sources, both nationally and internationally. During this workshop attendees will get the opportunity to focus on one teacher competency. They will complete a self-evaluation form and find out which badge is the best fit for where they are in terms of their development as a teacher. Attendees will be guided through a learning module so they may experience the

process of how a teacher might engage with the learning, and then demonstrate evidence towards the badge's criteria. By the end of the session you will have the tools to create a digital badge for use in your own professional practice

DELEGATE TAKEAWAY

In the first, they could potentially be part of the development of a new competency framework to be used across ITPs. In the second they will learn how they could potentially make use of badging in their own teaching.

PRESENTER BIOGRAPHY

James, Lee, Josh, Treena and Maura are all working in the academic development space. All are accomplished presenters and experienced tertiary educators.

JC GAILLARD, A GAMPELL, LOIC LE DE

Room 180-2045

9:00am – 10:00am

55 minutes

From ‘development’ work to tertiary education: inclusive learning through the lens of Participatory Learning and Action

The principles of inclusion in teaching and learning have been at the core of Participatory Learning and Action (PLA). PLA refers to a set of approaches widely used by ‘development’ practitioners, such as Non-Government Organisations, to foster the participation of local people, especially the most marginalised, in enhancing their everyday life. PLA involves participatory toolkits but more importantly entails appropriate behaviours and attitudes on the side of both the facilitators and learners to generate a genuine process of participation where decision and power are turned over to the latter. Although PLA was inspired by educators such as P. Freire its principles have seldom been extended to tertiary classroom teaching. Yet, PLA allows for students to be active learners through participation in designing course contents, identifying learning materials, contributing to classroom activities, and creating assignments. PLA thus facilitates students’ leadership over the learning process through engagement, critical and creative thinking, and grounded learning. Its application to teaching diverse courses from Stage 1 to postgraduate level at the University of Auckland and Auckland University of Technology has proven that PLA provides very strong opportunities to promote inclusive teaching for a wide range of diverse learners. This interactive workshop will showcase the use of PLA in tertiary education teaching. It will invite attendees to 1/ engage with a range of tools used to foster PLA; 2/ reflect upon the importance of students’ participation in the learning process; and 3/ discuss challenges and opportunities for attendees to experience PLA in their own practice of tertiary teaching.

DELEGATE TAKEAWAY

Workshop attendees will 1/ engage with a range of tools used to foster PLA; 2/ reflect upon the importance of students’ participation in the learning process; and 3/ discuss challenges and opportunities for attendees to experience PLA in their own practice of tertiary teaching.

PRESENTER BIOGRAPHY

JC Gaillard is an associate professor at The University of Auckland. His work focuses on developing participatory tools for engaging minority groups in disaster risk reduction with an emphasis on ethnic and gender minorities, prisoners, children and homeless people. More details from: <https://jcgaillard.wordpress.com>.

Gary SHARPE

Room 180-2044

9:00am – 10:00am

55 minutes

Authors: Gary Sharpe, Hannah Hughson

177,000 people can all be wrong, what do we do?

Gary and Hannah's numeracy deficit research report, based on LNAAT data, is now published (available on Ako website). In this session they will share more of their findings and questions that may provide solutions. What could be an outcome of slowing maths classes? how come there's a scramble for the back row chairs? do we teach strategies or knowledge? - let's talk about it.

DELEGATE TAKEAWAY

Let's challenge what we teach and how we teach it. What does the LNAAT numeracy data tell us?

PRESENTER BIOGRAPHY

Gary Sharpe Gary has been a long time campaigner and advocate for Literacy and Numeracy in Taranaki, and was part of the original Literacy and Numeracy Champions training undertaken through the National Centre of Adult Literacy and Numeracy. Gary's current role includes Literacy and Numeracy Advisor for WITT and Learning Skills Advisor for mathematics, with a major interest in working with dyscalculic learners. Gary has received national recognition in 2013 and 2016 in the form of the Adult Literacy and Numeracy Leadership Award. Away from numbers, Gary is more than happy to share a beer while discussing Formula One and old Indian motorcycles.

Sue CHERRINGTON

Room 180-2043

9:00am – 10:00am

55 minutes

Authors: Sue Cherrington, Michael Johnston, Bronwyn Wood, Anita Mortlock, Suzanne Boniface

Transition to university: Navigating assessment practices and curriculum knowledge

The Transition to university: Navigating assessment practices and curriculum knowledge project seeks to understand the experiences of students as they make the transition from school to university. Data for the project comprised responses to a longitudinal survey of first-year students at Victoria University of Wellington in 2017, of coordinators of 100-level courses, and of secondary school teachers, as well as national NCEA data and participating students' university assessment data and demographic information. In this presentation, we address students' academic transition from school to university through the perspectives of the students themselves, and of the 100-level course coordinators. The implications of our analyses for academic factors that mediate risk and success in 100-level courses are discussed. The research highlights the importance of deeper knowledge of both curriculum and assessment approaches in both secondary schools and universities in order to better support First Year transitions to university.

PRESENTER BIOGRAPHY

Transitions to university: Navigating assessment practices and curriculum knowledge (Co-directed by Sue Cherrington, Michael Johnston and Bronwyn Wood) is a three-phase project investigating transition to university processes through student, lecturer and secondary teachers' perspectives; relationships between student achievement in NCEA and the first year at university; and how epistemological knowledge is developed at discipline level (e.g., history, biology, chemistry, English).

Lata RANA

Room 182-2001

9:00am – 9:30am

25 minutes

Authors: Lata Rana; Yvonne Culbreath & Rose Penn

Indigenous space in teaching and learning

Indigenous space in teaching and learning This presentation explores indigenous space in teaching and learning in today's diverse world. The project focuses on the authors' narratives of the teaching and learning experiences that includes Pasifika and Indian indigeneity. Authors draw on narrative methodology to deconstruct our experiences and share how we position ourselves in teaching and learning. Teaching and learning are grounded in socio cultural realities and perspectives. It is also influenced by historical and political discourses of the past and present. Authors use narrative approach in this paper to share perceived identities of academics in a tertiary institute. Our narratives are about values and experiences of teaching and learning. We deconstruct our experiences and share how we position ourselves in teaching and learning. The paper emphasises an enactment of pedagogy that recognises indigenous knowledge and other ways of knowing. Critical pedagogy focuses on issues of culture, identity and inclusion and how these influence what goes on in education and shapes the purpose of education. This paper also draws on critical pedagogy to analyse the narratives to develop a discourse of care; empowerment and participative democracy that is authentic. This paper thus gives voice to researchers' stories and has links to subjective – Pacific and Indian identities of the researchers. This paper presents an indigenous narrative of academics from the Pacific and Indian origin. The two constructs of pedagogies in education reflect the diversity in education. This paper presents our values about teaching and learning as who we are as educators, and what shapes our day to day teaching in the classroom. This also impacts what students learn. The paper thus explores and shares this indigenous space in teaching and learning. Key words: Indigenous space; identity; inclusion Authors: Dr Lata Rana; Yvonne Culbreath; Rose Penn

DELEGATE TAKEAWAY

An understanding of indigenous pedagogy of teaching and learning, thus creating knowledge and conceptualising diverse pedagogies.

PRESENTER BIOGRAPHY

Bios: Presenter1: Lata Rana Affiliation: Unitec Institute of Technology Auckland, New Zealand Email Address : lrana@unitec.ac.nz Lata Rana currently works at the School of Early Childhood Education - UNITEC Institute of Technology. Lata has extensive experience of teaching and research. Lata's research interest are: Globalisation and education; cultural diversity; critical multiculturalism; gender and early childhood education research. Lata is

currently working on a project: Culturally inclusive pedagogy of care. Presenter 2: Yvonne Culbreath has extensive experience as a lecturer in early childhood. Yvonne currently works at the School of Early Childhood Education - UNITEC Institute of Technology. She has contributed and shared her expertise in the field of early childhood within the Pacific community in Auckland. Yvonne is passionate about teaching and is interested to research in the area of community development, indigenous knowledge, critical pedagogies and early childhood education. Affiliation: Unitec Institute of Technology Email Address : yculbreath@unitec.ac.nz Presenter 3: Rose Penn is a lecturer the School of Early Childhood Education - UNITEC Institute of Technology. Rose's research interests are: Pacific community; indigenous knowledge, critical pedagogies and early childhood education. Affiliation: Unitec Institute of Technology Email Address : rpenn@unitec.ac.nz

Adelaide REID

Room 182-1001

9:00am – 9:30am

25 minutes

The role of Youth Guarantee in young peoples' transitions

This presentation is of findings from the Youth Guarantee Pathways and Profiles (YGPP) project, co-funded by Ako Aotearoa, which followed a group of early school leavers from their engagement with the Youth Guarantee programme in 2015 for 3 years after programme departure. The young people who took part in this project experienced diverse education and employment transitions before and after Youth Guarantee. Despite this diversity we found common themes in their experiences and identified skills that were useful throughout transitions. A major finding of the project was the mismatch between young people's experience of transition and the linear view of youth transitions and skill development on which policy is based. Project findings suggest that programmes such as Youth Guarantee have the potential to meet the immediate and longer-term transitions needs of young people from all backgrounds who take a variety of education and employment pathways. This will require changes to systems and policy in the wider education sector to better support young people in their transitions and prepare them for employment. In this presentation we will explore dominant themes that emerged from the research, the role of these themes in participants' education and employment choices, and how these changed from the participants' graduation to two and three years later. We will outline the skill development and aspects of their Youth Guarantee experience which participants reported had the most impact for them during their time in Youth Guarantee and in the longer-term. Finally we will discuss the potential ongoing impact of this project.

DELEGATE TAKEAWAY

Young people's views on their education and employment transitions, what helps and hinders this, and what role foundation level vocational education can play in transitions.

PRESENTER BIOGRAPHY

Adelaide Reid works with the Collaborative Trust for Research and Training in Youth Health and Development as a researcher on the Youth Guarantee pathways and profiles project. She also works part time at Community Colleges New Zealand. Doug Reid is the Chief Executive of Community Colleges New Zealand, a charitable company which delivers foundation level vocational education programmes and mentors young people through Youth Service

Timothy LYNCH

Room 182-2002

9:00am – 9:30am

25 minutes

Implications of work-integrated learning as the great equalizer in education

There is a relationship - I believe- between the invisible hand of economics and the conflict theory of education. Were the invisible hand, for some tries to explain the hidden mechanisms of economics which maintain prosperity for all, it is also viewed as one of the tools to insure the lower and working class are economically prevented from advancing. The question is then, how do these theories intersect with education, in a practical and applied way ? and if we are to acknowledge and accept them as being more of an abstracted reality than a construct, how do we overcome them to create a equality for our students ? and can work integrated learning help resolve them. A further component of this discussion is the role of the educator as a dual practitioner, for myself , outside of being a lecturer in Food Design at Otago Polytechnic I have a food manufacturing business, specialising in innovative plant based cuisine, this has followed on from a background in product development within the seafood industry ,and it is the observations that I have made from these environments, combined with my current educational path that have been informing my thinking and teaching surrounding work integrated learning. But more to that , how work integrated learning can be used to enhance and validate the academic theories that are taught, and allow the learners the freedom to push past the structure of the marking rubric and find meaning for themselves against their own established values. Given the changes occurring in vocational education, these questions are becoming more pertinent. The presentation follows different case study's looking at how the blending of multiple stakeholder pathways and the adapting of teaching practice has resulted in a strengthened pedagogy for myself an improved outcome for the learner, and a discussion of the wider implications of change.

DELEGATE TAKEAWAY

how the process of work intergrated learning has benefits to students of all levels including those not on a degree pathway, and how its use can help strengthen teaching and professional practice.

PRESENTER BIOGRAPHY

Tim Lynch is a Lecturer in Otago Polytechnic's Bachelor of Culinary Arts.

Lesley ROBINSON

Room 182-2001

9:30am – 10:00am

25 minutes

Bicultural partnership

As a lecturer and a pouako in tertiary education, we were inspired by Mason Durie's work which encouraged us to think about how we could teach in a bicultural partnership.

There has been a renewed sense of partnership built around two sets of traditions, two bodies of knowledge and two cultures. The interface between the two approaches has become a rich ground for the expansion of knowledge and enhanced understanding without assumptions that one approach is necessarily more worthy than the other (2013, p 17).

This presentation draws on a small research study that explored the impact on teachers who enrolled in a one year Graduate Certificate programme. The particular focus of the study was to find out how teachers experienced a co-teaching approach whereby a Pākehā and a Māori lecturer worked together to deliver a bicultural programme. The lecturers programmes will share their experiences of developing and teaching this programmes and some findings of this study.

DELEGATE TAKEAWAY

It is hoped that the presentation will provoke thinking about bicultural practice in tertiary education and illuminate ways that lecturers can strengthen their practice in relation to biculturalism.

Bronwyn ALTON & Stephanie ARNOLD

Room 182-1001

9:30am – 10:00am

25 minutes

How our diverse learners benefit from a kotahitanga approach to teaching practice

Come and listen to the learning that we have gained over the last three years from implementing a kotahitanga approach to our teaching practice. This presentation will explain the practical process and institutional steps that were undertaken to ensure diverse learners were engaged and where organisational goals were met for all parties. Hear what we've been doing with our local tourism industry and how our teaching practice is creating long-term partnerships that continue to provide tangible results for all parties and our broader community. Over the last three years, Bronwyn and Stephanie have been building strong working relationships with local industry. Kotahitanga has been at the heart of their teaching practice, ensuring that sustainable relationships are created and nurtured longterm for the benefit of all parties and the community. This teaching team has created inclusive teaching practices and assessments, which meet the needs of their diverse learners. Bronwyn and Stephanie have also ensured that all their learners have had the opportunity to take responsibility for their learning journey, which has resulted in highly engaged students, that are enthusiastic about their future. The students enrolled in the NZ Dip Tourism Travel Level 5 & NZ Dip Hospitality Level 5 programme have participated in assessments that task the students to meet with industry in small teams. The applied nature of this assessment has allowed students to be involved in an authentic learning experience under the joint guidance of the tourism tutor and industry personnel. The partnership with industry has seen all parties share their skill sets and build capability, which has manifested in a positive result for the companies and the students alike.

DELEGATE TAKEAWAY

Practical ideas to engage your diverse learners by working with industry leaders, creating assessments that are authentic and be inspired to try a new approach.

PRESENTER BIOGRAPHY

Bronwyn Alton is a tutor in the Tourism and Hospitality Management team at Toi Ohomai and was awarded the Toi Ohomai Teaching Excellence award in 2017 for her commitment to developing applied learning experiences and assessments that engage students in their learning journey. Bronwyn came to Toi Ohomai from the industry and has broad experience in the tourism sector. Her personal interest is looking at how the tourism industry can become leaders in sustainable business practice. Stephanie Arnold is a tutor in the Tourism and Hospitality team at Toi Ohomai. Since starting at Toi Ohomai in 2013, Stephanie has taught Level 3 and Level 5 Tourism and Travel courses from as well as teaching a Secondary Tertiary Partnership (STP) tourism and travel course. Prior to joining Toi Ohomai, Stephanie spent a number of years working in the tourism and hospitality industry and is passionate about inspiring students to forge their way in this exciting industry.

Dr Linda KESTLE

Room 182-2002

9:30am – 10:00am

25 minutes

Authors: Kathryn Davies, Linda Kestle, Neil Laing (Unitec Institute of Technology); Alysha Bryan (Hawkins)

Balancing the seesaw – the ups and downs of delivering vocational training programmes

Although industry bodies and individual companies often look to academic institutes for assistance in developing frameworks and training material for upskilling staff, the expectations of the two groups are often at odds. Coupled with the diverse backgrounds and competences of industry-based learners, these differences can create challenges in the development and delivery of vocational training programmes. Since 2016, Unitec Institute of Technology has been engaged with Hawkins, a leading construction company in New Zealand, to develop and deliver a multi-level construction management training programme. Each programme consists of a series of 2-day modules, with ten modules spread across two years for the cadet and graduate programme, and six modules across 1 year for site management staff. From the perspective of the company, the programmes are intended to encourage collaboration and sharing of experiences amongst the employees involved, as well as introducing new concepts and approaches in construction management. From the point of view of Unitec, the programmes provide rich industry connections and have developed into an additional offering in a suite of vocational training short courses. For both parties, the ongoing programmes have been successful in delivering these expectations, but have required considerable effort and compromise. Aspects such as academic literacy, industry deadlines vs. academic deadlines, academic quality and reporting requirements are just some of the issues faced. The authors have been involved in developing and coordinating these programmes from both the academic and industry sides. As well as articulating the challenges, this presentation will share their experiences and insights into the ongoing process of negotiating a balance between all of the groups involved.

DELEGATE TAKEAWAY

The challenges involved in developing and delivering industry-focused training courses, and some approaches on how they can be addressed.

PRESENTER BIOGRAPHY

Dr Linda Kestle Linda is a Fellow and Chartered Building Professional of the NZIOB, and an Associate Professor of Construction at UNITEC in the Faculty of Technology and Built Environment (FTBE), with a background in architectural and engineering consultancy practice. Her major focus is primarily on providing clients with sustainable, low-energy-in-use green buildings for commercial and residential projects across NZ. Linda has a strong academic background but she prefers to call herself a “pracademic” - an industry consultant practitioner and an academic. She is focussed on the practical application of her

international project management research in the construction industry. Linda is involved in a range of research projects (post-disaster recovery and management; BIM education; sustainable development; industry partnering) as well as being a member of a number of key associations.

Daniel FRIDBERG

Room 180-2045

10:00am – 11:00am

55 minutes

Promoting an Inclusive Learning Environment through Sharing Deep Stories

Introduction One of the main challenges facing inclusive teaching in our modern and diverse (occasionally even divided) society, is engaging all learners in a sincere and non-judgmental sharing of life-experiences and perspectives. This is naturally a desired outcome of inclusive teaching but in real life, such a sharing is very hard to achieve, when it comes to people with different social backgrounds or political views. This workshop will introduce the idea of Deep Stories as a concept and explore its potential contribution to bringing together diverse learners in an inclusive and authentic dialogue.

Deep Stories The concept of Deep Stories was introduced by Prof. Emerita Arlie R. Hochschild from Berkeley University of California. In her book, Hochschild describes her field-work in Louisiana, which she conducted in order to break out of the “liberal bubble”, she felt she was living in, and get to know people whose values and world views differ in every way from the ones she holds. Meeting and talking with people in Louisiana made her realize that they have a fundamentally different deep story, which she defines in her book as “a story that feels as if it were true” (p. 16). Deep stories express personal experiences, ideologies, fears and hopes. Discussing deep stories in an open and a non-judgmental way may allow to facilitate a conversation across political divides. However, very little experience has been gained so far, in utilizing deep stories to generate cross-divides dialogue.

The Proposed Workshop The proposed workshop opens with an introduction to the challenges social diversity and division may present to open and sincere dialogue, as well as to providing inclusive learning environments in such societies. It will then introduce the concept of deep stories, demonstrating it with the American case study above presented by Arlie Hochschild. Following that, the group will be divided into smaller groups of three-four participants in each. These smaller groups will discuss how their members see social reality, based on their life stories, identities and ideologies held. Finally, we will debrief in the larger group, discuss the experience of reflecting on our deep stories, share some examples and discuss the potential challenges and value of using deep stories in creating an inclusive learning environment.

DELEGATE TAKEAWAY

Reflections on their own deep stories Learning about other participants' deep stories
Exploring the potential of using deep stories to foster inclusive learning environments

PRESENTER BIOGRAPHY

Daniel Fridberg Daniel has a Ph.D. in Peace and Conflict Studies from the University of Otago. His research focused on transformation processes that people undergo in violent conflicts, which lead them to walk away from violence and engage in peaceful action. He holds a BA degree in Psychology and an MA degree in Conflict Research, Management and

Resolution, both from the Hebrew University of Jerusalem. As a dialogue facilitator, Daniel worked with a wide range of groups, from the grassroots to track II levels in Israel and Palestine and the US. Currently, Daniel is a learning and teaching specialist at Otago Polytechnic.

Tatana DAYSH

Room 180-2044

10:00am – 11:00am

55 minutes

Using Maths Stories: How our students' self-narratives inform our teaching of numeracy

Whether a student is studying maths or stats, psychology or sport science, the introduction of numbers into their university lives can be daunting. Most students know their own "maths story" - they might know why they are using numbers in their course or career, but they certainly know and remember their past experiences of maths. Some maths stories are ones of enjoyment and empowerment, but most are filled with fear, anxiety, embarrassment, avoidance and failure. This narrative that they've built up over the years impacts the way they learn maths and interact with numbers, whether that be in the maths classroom, other classrooms or outside the classroom. Our students may not know how to approach numeracy, because their maths story gets in the way. That is where we come in. Through our roles, we can help to turn their maths story into their own learning superpower. Hear a handful of students from different backgrounds tell their maths stories and together we will discuss how we can make numeracy more accessible to them. How do we learn our students' maths stories? How do these stories connect with the needs of the students? And how do we use those stories to influence our teaching?

DELEGATE TAKEAWAY

Explore ways to learn about your students' maths stories, regardless of their topic of study. -
Discuss techniques that support numeracy learning by taking these stories into account.

PRESENTER BIOGRAPHY

Tatiana is the sole Numeracy Consultant at Massey University. She spends her time working with students one-on-one and in groups to improve their numeracy and study skills. Maths is an extremely important topic to Tatiana and she hopes to make a positive impact on the many students who struggle with maths and statistics during their university journey.

Brad HURREN

Room 180-2043

10:00am – 11:00am

55 minutes

Authors: Rebecca Bird, Timothy McLennan, Natasha Flack

What's in a name? Exploring the language of Anatomy.

Do you know your meniscus from your mater? The difference between falciform from fungiform? The language of science is often fraught with complicated terminology, as well as eponyms and translations from the classical languages such as Greek and Latin. In the sciences - particularly Anatomy, Medicine and other disciplines that explore biology - the use of terminology that is unavoidably demanding can lead to difficulty in getting concepts and ideas firmly understood by learners, especially those that have diverse backgrounds and language experience. This is because understanding of terminology is often diminished due to the learning focus shifting more towards learning the words themselves, rather than the concept that is being taught with the use of those words. Furthermore, the ability to disseminate information with complicated terminology also requires understanding in the first instance from the teachers. Fortunately, these words are often embedded in our daily lives, however we don't necessarily notice their origins or make the connections to their contexts in different situations where meanings are similar. This is particularly relevant as we explore opportunities to increase collaboration between disciplines such as the humanities and sciences. In this hands-on and interactive workshop, we will explore how language matters, using Anatomy as the core discipline and how we can break down the naming of body parts in fun and interesting ways. By using entertaining but informative tasks such as pub-style quizzes, card-matching games and other dynamic activities, you can expect to come away from this workshop with new ideas to try in the classroom to improve dissemination and understanding of subject-specific terminology, no matter what the discipline is that you teach.

DELEGATE TAKEAWAY

Communication skills; hands-on techniques to explore language; critical analysis of language; fun ways to explore anatomy and language.

PRESENTER BIOGRAPHY

Brad, Rebecca, Timothy and Natasha are all teaching and research staff from the Department of Anatomy at the University of Otago. They are the founding members of ASERT (Anatomical Sciences Education Research Team) and have a fascination with and passion for teaching and learning more about human anatomy. This includes being in the lecture theatre or laboratory, as well as exploring the ways in which students are disseminated information about anatomy, how they access this information and interact with it in order to gain a deeper understanding of the human body.

Tash BUIST

Room 182-2001

10:00am – 10:30am

25 minutes

Authors: Tash Buist and Samantha Pobog-Jaworowski

PSYC Survivor: Implementing a subject specific

PSYC Survivor is a pre-orientation programme targeting incoming 100-level psychology students at Victoria University of Wellington. Its aim is to give students from groups that have historically had low pass rates in our first-year psychology classes (specifically Maori, Pacifica and students who are the first in their family to attend university) the opportunity to develop subject specific and general study skills before lectures begin. The programme aims to foster a sense of belonging within the School of Psychology and wider University community while encouraging the development of social connections between students and between students and staff members. In this talk, we will describe the motivations behind the development of this programme and its key learning objectives. We will touch upon some of the challenges associated with its planning and implementation and discuss our plans for PSYC Survivor as it enters its 6 year of operation.

DELEGATE TAKEAWAY

PSYC Survivor is a pre-orientation programme targeting incoming 100-level psychology students at Victoria University of Wellington. Its aim is to give students from groups that have historically had low pass rates in our first-year psychology classes (specifically Maori, Pacifica and students who are the first in their family to attend university) the opportunity to develop subject specific and general study skills before lectures begin. The programme aims to foster a sense of belonging within the School of Psychology and wider University community while encouraging the development of social connections between students and between students and staff members. In this talk, we will describe the motivations behind the development of this programme and its key learning objectives. We will touch upon some of the challenges associated with its planning and implementation and discuss our plans for PSYC Survivor as it enters its 6 year of operation

PRESENTER BIOGRAPHY

Tash Buist is a Senior Tutor in the School of Psychology at Victoria University of Wellington. She completed a PhD at VUW and after a brief period of time in the real world was convinced to return to coordinate PSYC121 and PSYC122, two large 100-level introductory psychology courses. Sam Pobog-Jaworowski is a Senior Tutor at Victoria University. She completed a Masters in Cross cultural Psychology at VUW and currently teaches and coordinates two research methods courses in the School of Psychology.

Partrick DODD

Room 182-1001

10:00am – 10:30am

25 minutes

Authors: Patrick Dodd and Peter Mellalieu

Enhancing career-ready competencies in diverse teams through group peer feedback

How can educators enhance academic outcomes and career-readiness competencies in diversely-composed teams through group peer feedback? The National Association of Colleges and Employers Job Outlook Report for 2019 identified that teamwork, collaboration, professionalism, and oral communications rate amongst the most highly needed Career Readiness Competencies (CRCs) sought by employers (NACE, 2018). These competencies rate at least as 'Essential' or 'Absolutely essential'. To a lesser extent, global and multicultural fluency was rated as 'Somewhat essential'. Nevertheless, the requirements for multicultural fluency are certainly rising. Consequently, teachers have the opportunity and responsibility to apply educational practices that maximise the benefits associated with assigning academic assignments to diversely-composed teams. Group assignments provide learners with opportunities to establish, practice, and develop essential CRCs including multicultural fluency. However, for effective learning to be surfaced from a group assignment the teacher must 'wrap around' several additional learning processes. First, learners must distinguish between the exemplary, adequate, and inadequate demonstration of the CRCs. Second, learners must practice applying their CRCs within the context of their group assignment. Finally, well-managed peer assessment and peer feedback processes are crucial to ensuring that learners gain timely feedback on their CRC strengths and areas for development. Specifically, the peer feedback process must provide measures that value the inclusion of others and the contribution towards helping others learn course concepts and project requirements. Group assignments generate several possible risks such as social loafing, exclusion, and dominating behaviour. These risks may be raised as group composition becomes more diverse as measured by factors such as culture, country of origin, geographic location, age, gender, subject discipline, personality, and life experience. Our evidence is that early risk identification through formative group peer assessment and peer feedback is an effective approach towards mitigating these types of risks, raising overall team cohesion, team performance, academic results, and, ultimately graduate employability (Mellalieu & Dodd, 2018). We address questions including: What is the role of peer assessment and peer feedback in raising academic outcomes and career-readiness competencies? How can peer assessments be adjusted to value the inclusion of others and helping others? What are the best practices for managing peer assessment and feedback in a teaching course comprising diverse learners? How can peer feedback be used to identify and mitigate promptly the risks associated with diverse and multicultural teams undertaking group assignments? How can the design of group projects be improved to value diversity and enable the enhancement of global and multicultural fluency?

DELEGATE TAKEAWAY

At the end of the session, you will be able to Assess the role, benefits, and good practice for using peer assessment and peer feedback as a valuable contribution towards managing

student group projects? Identify requirements for peer assessments that value the inclusion of others and helping others. Assess the role of peer assessment and peer feedback in raising academic outcomes and career-readiness competencies. Assess how peer feedback may be used to identify and mitigate promptly the risks associated with diverse and multicultural teams undertaking group assignments. Design and manage group projects to value diversity, and enable the enhancement of global and multicultural fluency.

PRESENTER BIOGRAPHY

Patrick Dodd is a lecturer in the School of Applied Business at Unitec Institute of Technology. He is the co-founder of Peer Assess Pro Ltd, a company that provides digital systems designed to enhance the effectiveness of team peer feedback. He has designed a suite of digital marketing courses and has a passion for using technology to improve teaching and learning. Dr Peter Mellalieu is Chief Technologist for Peer Assess Pro. His interest in academic analytics focuses on the teacher's challenge of achieving better team outcomes through better feedback. Following his career as an industrial biotechnologist, Peter directed several programmes in innovation and entrepreneurship at universities and polytechnics in the US, UK, Botswana, and New Zealand.

Rashika SHARMA

Room 182-2002

10:00am – 10:30am

25 minutes

Sustainability learning opportunities through campus research projects: When student involvement matters

The various formal and informal learning opportunities available to vocational students on their campus can enhance their awareness and understanding of sustainability. The informal curriculum becomes critical as a platform for Education for Sustainability (EfS) when the concept is not part of the formal curriculum, as in the case of many New Zealand vocational trades programmes. Therefore, research was conducted to identify the various opportunities available for trade students to learn about sustainability through their campus environment. This presentation focuses on campus research projects as one avenue for EfS and the critical importance of student involvement. The impact of a Waste Minimisation Project involving carpentry students was used as a case study. The results indicated that research projects are ineffective in raising students understanding of sustainability if they are not actively included in the projects. The relationship between students' study programmes and the research projects need to be clearly demonstrated if student participation is expected.

DELEGATE TAKEAWAY

The need to involve students in sustainability focused research projects.

PRESENTER BIOGRAPHY

Rashika is a Senior Lecturer in the School of Construction at Unitec Institute of Technology. Rashika delivers courses in the Bachelor of Construction and Diploma in Architectural Technology, Quantity Surveying and Construction Management. Rashika's research focus is on education for sustainability and she takes keen interest in student centered teaching and learning strategies. Rashika has also taught at the Fiji Institute of Technology in Suva, Fiji.

Anne BRADLEY & Liesl VAN DER MESCHT

Room 182-1001

10:30am – 11:00am

25 minutes

Authors: Anne Bradley and Liesl van der Mescht

The Leadership Project: Meeting the needs of diverse learners through project-based assessment

What do an ex-gang member, three Tongan sisters, a Kapa Haka team, a group of Indian teenagers, a skateboard addict and a small business manager have in common? All of them have completed the Leadership Project. On a quest to meet the needs of learners from a broad range of backgrounds and educational needs, two tutors based at the Tauranga and Rotorua campuses of Toi Ohomai Institute of Technology developed an innovative project-based assessment. Intent on empowering students with the notion “I am a leader”, we set out to broaden the pathway to successful fulfilment of the learning outcome “Use leadership skills to effect organisational change” which is part of the NZDipBus Level 5 paper “Introduction to Leadership”. This presentation outlines the rationale behind the project, and tells the stories of five students*, their project participants, and their creative approaches to completing the project, identifying the keys that enabled them to successfully fulfil the assessment criteria. Using the narrative as a case study, presentation participants will be encouraged to engage in a frank discussion of the challenges and highlights, strategies for increasing flexibility, widening participation and facilitating successful assessment completion for such a diverse student cohort. *Names and some details have been changed to protect students’ privacy. Key words: Diversity, leadership, assessment

DELEGATE TAKEAWAY

Participants will be encouraged to engage in a frank discussion of the challenges and highlights, strategies for increasing flexibility, widening participation and facilitating successful assessment completion for such a diverse student cohort.

PRESENTER BIOGRAPHY

Anne Bradley, senior academic staff member at Toi Ohomai Institute of Technology faculty of Business Management and Legal Studies (based in Tauranga). Originally from the UK, I’m an experienced teacher with a focus on leadership, change management and organisational behaviour and I teach a variety of papers at undergraduate and postgraduate levels. My research interests include collaborative work and learning environments, narrative and transformational change. Liesl van der Mescht, academic staff member at Toi Ohomai Institute of Technology (based in Rotorua). Originally from South Africa, an experienced teacher specializing in leadership and change management at both undergraduate and postgraduate levels.

Peter MATHEWSON

Room 182-2002

10:30am – 11:00am

25 minutes

Social Practice Student Practicum Learning of Radical Social Work

Much of the Western World has been dominated by neoliberal economic and social policies since the 1980s. Aotearoa New Zealand was an early and enthusiastic adopter of these policies. This has led to serious issues with inequality and poverty. The research and advocacy group Child Poverty Action group identifies that over 20% of New Zealand children live in families affected by poverty. A further issue is that the welfare benefit agency, Work and Income, has developed a punitive culture, and people dependent on benefits are often treated with contempt and are not supported to gain their legal benefit entitlements. Auckland Action Against Poverty (AAP) was formed in 2010 as an explicitly radical social work response to this dire situation in New Zealand's largest city. A major activity is case advocacy for individual people to actually receive their full entitlement from Work and Income. AAP also engages in systemic and political advocacy to change the system towards a social justice and compassion orientation. This has included public protest action. A vital aspect is conscientisation with people that AAP works with, raising consciousness of oppression. Since its inception AAP has hosted 25 social work students from a range of institutions for 60-day Practicum placements. A hope is that as well as developing casework advocacy skills, the experience of placement at AAP will help shape students' political perspectives towards a more transformative, social justice oriented view. This presentation explores students' experience of this aspect of placement.

DELEGATE TAKEAWAY

An insight into social work students' learning of both personal and systemic advocacy dimensions of practice, and how social workers can work towards structural change.

PRESENTER BIOGRAPHY

Peter Matthewson is a Lecturer (Senior Academic Staff Member) in the Department of Social Practice at Unitec. He has previous social work practice experience in a range of statutory, mental health and Non-Government Organisations. He is currently pursuing doctoral study at Massey University. He has served on the board of the Aotearoa New Zealand Association of Social Workers, and maintains active engagement with international community and social justice organisations and issues.

Graeme SMITH

Room 180-2045

11:15am – 12:15pm

55 minutes

Authors: Graeme Smith, Lisa Kohunui, Makuini Hohapata

Tapatoru: A Professional Standards Framework for Foundation Education Practitioners

This workshop presents early findings of the Tapatoru, a new Professional Standards Framework (PSF) for tertiary educators and practitioners. Contextualised to the Aotearoa NZ tertiary education sector, the Tapatoru supports the development of professional teaching knowledge, skills, and values relevant to teaching adults. Currently being piloted in four different organisations, the workshop presentation includes a brief background to this mahi as well as personal reflections from early-adopters of the Tapatoru from our pilot projects.

DELEGATE TAKEAWAY

NZ approach to professional standards for a diverse teaching and learning support sector.

PRESENTER BIOGRAPHY

Graeme Smith, Ako Aotearoa Lisa Kokunui, TWWoA Makuini Hohapata, TWWoA

Dr Lata RANA & Dr NORASIEH & Teresa YAP

Room 180-2044

11:15am – 12:15pm

55 minutes

Authors: Lata Rana, Norasieh Amin and Teresa Yap

Embracing Diversity: Searching for answers

Embracing diversity: Searching for answers The present discourse of globalisation has shaped the world of education as societies become more diverse. As the population in New Zealand becomes more diverse, teachers are challenged to incorporate inclusive pedagogies. The authors consider previous experiences and cultures to promote a pedagogy of care for learners and support teachers to work in diverse settings in critically inclusive and culturally relevant ways. Domestically, the New Zealand Foreign Affairs & Trade recognises the commitment to Maoris under Te Tiriti o Waitangi Maori in their Diversity and Inclusion Strategy 2018-2028 (New Zealand Foreign Affairs & Trade, 2018). In the last five years, about 2.15m international students (Statistics New Zealand, 2019) pursued education in New Zealand which injected millions of dollars into the local economy. However, are we doing enough for our international students? Inclusiveness in the classroom culminates to an inclusive society embracing diversity. Studies have shown that diversity and inclusiveness leads to better job performance and commitment. The aim of the workshop is to understand inclusive education in today's globalised world. This workshop will provide opportunities to share teaching pedagogies, discuss the challenges facing educators today and identify strategies to embrace diversity and foster inclusiveness in classroom for our domestic and international students. This workshop will explore ideas on how well teachers are meeting individual needs of all students in their care. It seeks to clarify the difference between equality and equity in meeting the needs of students. It will also explore different perspectives about inclusive practices in our classrooms. The workshop will contribute towards better understanding of diversity in today's expanding multicultural society, thus creating knowledge and conceptualising diverse pedagogies of teaching and learning. Authors: Lata Rana, Norasieh Amin, Teresa Yap

DELEGATE TAKEAWAY

Attendees will have a better understanding of diversity in today's expanding multicultural society, thus creating knowledge and conceptualising diverse pedagogies of teaching and learning.

Eleanor HAWE

Room 180-2043

11:15am – 12:15pm

55 minutes

Authors: Eleanor Hawe, Helen Dixon and Richard Hamilton

Realizing the potential of exemplars as powerful teaching-learning tool

Exemplars are carefully selected samples of authentic student work that typify designated features and levels of quality. When integrated into teaching practice, exemplars have the potential to function as powerful teaching-learning tools, playing a key role in developing students' ability to make evaluative judgments about their own work and the work of peers, and use has been linked to cultivation of the knowledge and skills that facilitate self-monitoring and self-regulation. While a growing body of small-scale studies has explored tertiary students' perceptions about and experiences with exemplars there has been a lack of studies regarding lecturers' understandings of exemplars and their concomitant practices. This presentation reports findings from an Ako Aotearoa Regional Hub project that addresses this gap in the literature by exploring lecturers' understandings about and use of exemplars. The project was carried out in a single faculty within a large university. Data collection was carried out in three phases: (1) administration of a questionnaire; (2) individual interviews; (3) classroom observations, collection of artefacts and follow-up interviews. Findings reported in this presentation draw on data gathered in each of these phases. Forty-four lecturers responded to the questionnaire, fourteen lecturers completed individual interviews and three lecturers were purposively selected from this pool for observation at times when they were using exemplars with students. Among those who responded, exemplar use was found to be common practice. Lecturers used exemplars for three purposes: (1) to clarify the nature of course tasks/assignments; (2) to develop understanding of quality work; (3) to motivate and build students' self-efficacy. These were complemented by a fourth overarching purpose implicit in the discourse, the promotion of students' reflection on works-in-progress. Each purpose resulted in specific purpose-driven practices. It was found that while lecturers recognized the benefits of using exemplars for specific purposes, approaches to use were mediated by a desire to accentuate the positive effects and ameliorate negative effects on students' commitment and motivation. Moreover, although lecturers' use of exemplars addressed salient purposes, usage fell tantalizingly short of realizing the full potential of exemplars as powerful teaching-learning tools. Based on the findings of this project, a typology of purposes and associated uses of exemplars was developed. The typology will be distributed and discussed as part of the presentation.

DELEGATE TAKEAWAY

The typology of purposes and associated uses of exemplars developed as part of the reporting project will be distributed and discussed as part of the presentation - attendees will be able to see the links between specific purposes and ways to use exemplars. In addition they will gain insights into the ways in which lecturers can use exemplars so they realise their full potential as powerful teaching and learning tools.

PRESENTER BIOGRAPHY

Associate Professors Eleanor Hawe, Helen Dixon and Richard Hamilton are from the School of Learning, Development and Professional Practice in the Faculty of Education and Social Work, University of Auckland. Eleanor researches and teaches in areas such as assessment for learning, self-regulation, feedback and the use of exemplars; Helen researches and teaches in the areas of assessment for learning, self-regulation, self-efficacy and teacher beliefs; Richard researches and teaches in areas addressing the application and evaluation of cognitive psychology.

Jo LEACH

Room 182-2001

11:15am – 11:45am

25 minutes

Inclusive teaching: Putting our Values into Practice

What makes the learning experience inclusive? What are the teaching practices that best support this? How does our teaching practice align with our organisational values?

English Language Partners is a national provider of English language programmes which support the settlement goals of former refugees and migrants. With 23 teaching centres across Aotearoa, we work with a wide range of adult learners. Our teaching practice needs to meet diverse learning needs and be responsive to change. In this workshop we will use ELPNZ's Teaching Strategy document as a way into a discussion about inclusive teaching practices. Mapped around four organisational values of partnership, respect, excellence and diversity, the strategy outlines specific teaching practices. It provides our teachers and centres with a framework to guide conversations about effective learning and teaching.

Delegate takeaways: The workshop will look at the connections between theory and practice and attendees will have the opportunity to reflect on their own teaching and learning context and share ideas with others about best practice. The workshop would be relevant to teachers, teacher educators, managers and programme designers.

DELEGATE TAKEAWAY

The workshop will look at the connections between theory and practice and attendees will have the opportunity to reflect on their own teaching and learning context and share ideas with others about best practice. The workshop would be relevant to teachers, teacher educators, managers and programme designers.

PRESENTER BIOGRAPHY

Jo Leach is the Programme Research and Development Manager at English Language Partners. Jo manages the ESOL Programmes team and leads strategic planning, research and curriculum development. Over the last 25 years, she has worked as a teacher, teacher trainer and academic manager in Japan, Australia and New Zealand. As part of her current role, Jo has oversight over programme development in 23 centres.

Pavitra DHAMIJA

Room 182-1001

11:15am – 11:45am

25 minutes

Authors: Pavitra Dhamija and Mary Cooper

'Seeling is believing'-facilitating realism and recreating experiences

Augmented reality has been phenomenally positive in helping learners from diverse educational backgrounds to achieve their learning goals (Okolo, Ramsamy and Rampat, 2015). This forum will provide the opportunity to examine challenges of embedding technology to support scaffolding of student learning. Technology enabled learning has made educational practitioners aware of the range of methodologies that support the 'learn by doing' paradigm. However, strategies applied under augmented reality range from hands-on practical simulation experiences through to interacting with complex robotic systems. Embedding simulation has helped in making learning fun, enhanced student engagement, created real world learning experiences and has made learning accessible and meaningful by bridging gap between theory and practice. This mode of learning expands the potential of learners in remote areas, to gain access to specialist learning opportunities, that are not locally available. Madden and Carstensen (2019) recently investigated augmented reality in nursing education at Southern Institute of Technology, with their findings of research clearly indicated that three dimensional 'hololens' technology and simulations are bringing a new level of realism. This strategy equips students to observe and assess from all angles and to develop assessment and judgement skills. Students were able to critically embed four phases of judgement- notice, interpret, respond and evaluate. Furthermore, difficult scenarios based on real-life situations enrich the student experience and assists them to develop competence in their practice. Augmented reality enhances student engagement through active learning situation, rather than being a passive learner. The most challenging area identified in teaching adult learners in healthcare sector is how to explore technology supported innovative ways to enhance student engagement from diverse educational. The varied learning styles of and gaps in the knowledge act as a hurdle to articulate information and to implement concepts in practice. However, augmented reality has been shown to have its challenges and this forum will focus on discussing how to overcome issues related to implementation of augmented reality in education including technological, pedagogical and learning issues (Wu, Lee, Chang & Liang, 2013).

DELEGATE TAKEAWAY

A broader understanding of augmented reality (AR) and its applications in education. Some of the challenges associated with AR and its strategies to overcome potential barriers. Attendees will feel inspired about embedding innovative tools in their teaching practice.

PRESENTER BIOGRAPHY

Pavitra Dhamija BPhT, MPhT (Neuro-physiotherapy) Senior Lecturer (Toi Ohomai Institute of Technology) I have been involved in teaching for 5 years at Toi Ohomai in health studies, infection risk management and applied management courses at a graduate and post-graduate level. Mary Cooper RGON, BBS, MA (Psychology) Senior Lecturer, Toi Ohomai Institute of Technology I have been teaching at Toi Ohomai for 10 years and involved with certificate, graduate and post-graduate level courses across health, infection risk management, sterilisation and applied management.

Kathryn HARRISON GRAVES

Room 182-2002

11:15am – 12:15pm

55 minutes

Introduction to HEA Fellowships

HEA Fellowship demonstrates a personal and institutional commitment to professionalism in learning and teaching in higher education. Across four categories, from Associate to Principal, Fellowship provides individuals with recognition of their practice, impact and leadership of teaching and learning. HEA Fellowships are embedded in the UK and have been adopted by increasing numbers of higher education institutions globally, from the Americas to Australasia. As of December 2018 there are over **111,000 Fellows** across the world.

DELEGATE TAKEAWAY

Kathryn will introduce the Fellowship Scheme, provide information about application and process, and answer questions. For further information delegates should see:
<https://www.heacademy.ac.uk/individuals/fellowship>

PRESENTER BIOGRAPHY

Kathryn joined the HEA in 2012 and is Academic Lead for the Accreditation, Recognition and Reward team. Kathryn's work centres on the UK Professional Standards Framework (UKPSF) for Teaching and Supporting Learning in Higher Education. She leads the HEA's institutional accreditation service and works directly with institutions in both the UK and internationally to support the design and development of staff development schemes for those who teach and support learning. Prior to joining the HEA, Kathryn worked in college-based higher education for over 10 years. During this time Kathryn progressed from Lecturer to Head of Department and then to Director and member of the Senior Management team. She managed a range of academic programmes both within her subject area of Equine Science and Teacher Education and Training; led various teaching and learning initiatives and quality improvement programmes across the institution; and had strategic overview of several departments comprising of a mix of further education and higher education courses. Kathryn is a Senior Fellow of the HEA, holds an MA in Educational Improvement, Development and Change from York St. John College, PGDip in Equine Science from Writtle College, PGCE from Sheffield Hallam University and a BSc (Hons) in Equine Sports Science from De Montfort University.

Karira ALLEN

Room 182-2001

11:45am – 12:15pm

25 minutes

Te Waka Talanoa: navigating an effective Māori and Pasifika student grouping into tertiary education

Abstract Throughout the New Zealand education system, the academic achievement levels of Māori and Pasifika students are considerably lower than those of the general population. Within the Certificate in University Preparation (CUP) programme at the University of Canterbury (UC), a Māori and Pasifika student learning group has been embedded into the core curriculum in an attempt to change some academic outcomes within the tertiary sector. The decision to have a Māori and Pasifika student collective within CUP was made by Student Transitions and Engagement (STE) in conjunction with AVC Māori, the Māori Development Team (MDT) and the Pacific Development Team (PDT). This student body, named Te Waka Talanoa, is provided with the foundational academic skills required at a university level, but more importantly, shown how they belong within the realms of a university and aided with their overall self-belief and well-being as tertiary learners. Te Waka Talanoa can be felt by the presence of two educational frameworks: the Educultural Wheel (Macfarlane, 2004) and Pō Talanoa (Manu'atu & Kēpa, 2002). The Educultural Wheel and Pō Talanoa have been implemented for their appropriateness toward teaching and also for empowering themes of student connectivity. The development of a Te Waka Talanoa theoretical framework is currently being attempted by fusing the guiding aspects within the Educultural Wheel and Pō Talanoa. These two frameworks are similarly matched and can be highlighted via the aspects of strong teaching clarity (tatala; rangatiratanga; and pūmanawatanga), unified understanding (fakatala; manaakitanga; and kotahitanga), and making long-lasting connections (maile; and whanaungatanga). The tangible presence of Māori and Pasifika identity is planted firmly into the academic course work via specifically selected literature that students engage with. This came to fruition with the topic of Polynesian identity and diaspora being explored through the medium of carefully chosen academic articles (Manuela & Sibley, 2014; McGavin, 2014; George & Rodriguez, 2009; Va'ai, 2005). Another essential element of utmost importance to Te Waka Talanoa and to the future engagement levels of these students is the familiarity of support at UC, including MDT, PDT, specialist librarians, Pasifika Student House, Te Akatoki, and the faces that represent these systems. Engagement is further enhanced by guest speakers of various backgrounds that self-identify as Māori or Pasifika, and in some cases, both. All of these aspects have contributed to an increase in Māori and Pasifika student confidence, academic results, and higher retention rates within degree studies thus moving Te Waka Talanoa from a student body that identifies as Māori and Pasifika into a Māori and Pasifika student body. With further research and development into theoretical frameworks, learning spaces, academic content, and connectivity, the future of Te Waka Talanoa has the potential to lift Māori and Pasifika achievement within the University of Canterbury. This presents an innovative and sustainable model for other institutions to empower Māori and Pasifika belief in higher education. **Keywords** Māori, Pasifika, educational frameworks, identity, engagement, empowerment

DELEGATE TAKEAWAY

Guidance on educational approaches to stronger Māori and Pasifika student engagement and empowerment.

PRESENTER BIOGRAPHY

Karirā Allen is a member of the Student Transitions and Engagement team at the University of Canterbury. He is an educator within the Certificate in University Preparation (CUP) programme of Pacific Migration, European Expansion and the Treaty of Waitangi (BRDG035); Academic Communication and Study Skills (BRDG006); and the Student Advisor for all Māori and Pasifika students within the programme. Karirā is also currently co-ordinating and evolving a Māori and Pasifika student learning group, known as Te Waka Talanoa, into the CUP curriculum. Karirā completed his MA and undergraduate studies at Canterbury, where his research interests included pre-European Māori eschatology and museum spaces. His focus has now shifted to indigenously driven educational spaces and Polynesian epistemologies. He has also researched Māori pedagogical approaches for Ngāi Tahu and student attrition for AVC Māori. Karirā lives in Aranui, Christchurch, with his wife Jaya and their daughter Tapairu and son Tūmoana.

Jane BATES & Marion HALE

Room 182-1001

11:45am – 12:15pm

25 minutes

Programme Design and Development Design (from Zero to Hero)

This presentation will outline the current Programme Design and Development process at Ara Institute of Canterbury. This process takes academic staff through the four phases of development: approval, design, development, and first delivery (i.e. the entire development process from NZQA approval to assisting in the creation of high quality planning for teaching). The ARA personnel facilitating with academic staff are Portfolio and Assurance Advisors, Education Developers and Education Resource Advisors. The presentation will give an overview of the process and its outcomes, to ensure inclusive teaching occurs to meet the needs of diverse learners. As education developers, we are actively involved with the development and delivery phases. In addition to presenting the process overview we will endeavour to give an insight into the positives and benefits of the process. At the forefront of our thinking is the need for all learners to have access to high-quality, effective, flexible, and culturally responsive programmes. Participants will have the opportunity to question and will be provided with an overview of the process.

DELEGATE TAKEAWAY

Understanding of programme development process.

PRESENTER BIOGRAPHY

Jane Bates, Education Developer - Ara Institute of Canterbury (MEd Dist) Marion Hale, Education Developer - Ara Institute of Canterbury (MLIS)

Sue McBAIN

Room 180-2044

12:15pm – 1:15pm

55 minutes

Authors: Derek Chirnside and Sue McBain

Designing for Diverse Learners

“Students at the heart of everything we do” is a key focus area of the Ara Strategy. In a learning and teaching context this focus suggests the need to design personalised, flexible, differentiated learning to meet the needs of the diverse learners. The words are easy to write down. However, creating differentiated and inclusive learning and teaching practice is challenging. We will share our journey to design differentiated and flexible online learning which meets the student’s needs. There will be opportunity to have play on an online activity and discuss the theory, principles, models and methods behind the design. Participants to bring own devices to play on.

DELEGATE TAKEAWAY

Theories, principles and methods used to develop personalised, flexible and differentiated learning

PRESENTER BIOGRAPHY

Derek Chirnside Initially I trained and worked as a physics teacher. After getting bored in the mid 1990's I completed some study in science education. During this, with the exposure to learning theory (particularly physics education research), my classroom practice significantly shifted. Also, some of the courses were taught online in the early days of slow internet, which for me a transformative experience. Since 2000 I have worked mainly in teacher education and online learning. At present I work in course development at Ara in Christchurch. I'm still looking for ways to deploy learning activities online that are engaging, not too expensive or hard to develop, easy to use and are stunningly beautiful. Sue McBain: I have had a fabulous career in education and loved every minute of it. I began my teaching career in physical education and outdoor education (which feels like another life!). An opportunity to work at the Christchurch College of Education/University of Canterbury in the early 1990's presented itself and I found myself, (quite unexpectedly!) working in teacher education. Most recently I have had the privilege of working as an educational developer at Ara Institute of Canterbury. My experience and study in teaching and teacher education has given me a framework to make sense of and inquire into learning and teaching practice. I have a real passion for exploring the challenges of designing learning and teaching practice to enhance diverse learner experience

Tim GANDER

Room 182-2001

12:15pm – 12:45pm

25 minutes

Authors: Tim Gander, Philly Wintle

He Anga Huritao: A New Zealand framework for Critical Reflection

Titiro whakamuri, kokiri whakamua - Look back and reflect in order to move forward. He Anga Huritao is a bespoke and inclusive framework for critical reflection-on action, created to support the gradual transformation of trainee and beginning teachers working in New Zealand communities that are characterised by rich diversity. He Anga Huritao draws from literature pertaining to both critical reflection and education for social justice, placing particular emphasis on mentor/mentee relationships. This framework was created following the analysis of how critical reflection was experienced by secondary school trainee teachers in employment-based Initial Teacher Education. The Master of Teaching and Education Leadership by The Mind Lab is a contemporary employment-based Initial Teacher Education qualification, which aims to tackle educational inequality. Through the programme, carefully selected participants have the opportunity to make a meaningful impact in a school community through critical engagement with tacit assumptions, relevant oral and written literacies and a robust peer network. To enable the trainee in achieving this, the two year programme has a specific focus on critical reflection through the lens of social justice. Whilst there has been a wide body of research based on critical reflection in education, a gap was identified in terms of the relevance of these models to the diverse New Zealand settings, in which the trainee teachers were employed and indeed in which many teachers are working across the country. The belief is that through the application of this model, cognisant of recommendations, trainee and experienced teachers alike can intentionally transform their practice to affect positive change for their learners and within their focus communities. This oral presentation analyses the implementation of this framework within the context of diverse settings within Aotearoa New Zealand, and concludes with clear recommendations for practitioners interested in applying He Anga Huritao to their practice and setting.

DELEGATE TAKEAWAY

Delegates will develop an understanding of the various phases comprising He Anga Huritao and the specific actions that support reflection in these phases. Delegates will also understand the challenges within a New Zealand specific reflective framework, as well as three practical recommendations to support the effective implementation of this model towards the transformation of teacher practice.

PRESENTER BIOGRAPHY

Philly Wintle is an Education Director at The Mind Lab, working specifically with participants on The Master of Teaching and Education Leadership. Philly is based in Auckland and has

a background in secondary English teaching and as a Specialist Classroom Teacher, where she oversaw the mentoring and induction programme for Provisionally Certificated Teachers and held responsibilities for Professional Learning and Development in her school. She also has a background in th PPTA where she was on the Auckland Regional Management Committee. Philly has recently moved outside the classroom after 10 years teaching in several schools in Auckland and in London. She is passionate about meaningful professional development and the crucial role that innovative and effective educators play in shaping young people and our futures. Tim Gander an Education Director at The Mind Lab. He is based in Wainui Beach, Gisborne, and after moving from England spent 10 years teaching at Gisborne Boys' High School. Tim has a MEd from Massey University focussed on the thoughtful integration of technology in education, as well as a research focus on learner agency. Tim has been working for The Mind Lab for five years and the last two have enabled him to work with some amazing educators on the Master of Teaching and Education Leadership qualification.

Wang Yi

Room 182-1001

12:15pm – 12:45pm

25 minutes

It's all about THEM: Exploiting learners' stories for adult ESOL beginners' literacy development

Regarding literacy development for lower level adult ESOL learners, finding the right teaching materials could be a challenge due to learners' diverse cultural, educational, and personal backgrounds. Then, why shall we bother searching? Why don't we, together with our learners, create our own resources, of them and for them? In this presentation, I will report on my experience of teaching English reading and writing to groups of adult beginners using their personal stories.

All the learners are domestic students of migrants background, many refugees and some having received no formal education at all. The approach we employed is speaking and writing 'out' learners' stories for them to read and further write about. It adopts the following procedure: Starting with a real life situation related to one or most learners, talking with learners and co-constructing a story about it, teacher drafting up the story as well as creating quick follow-up exercises, learners reading the story and doing the exercises (individually and collaboratively, silently and verbally), and finally learners following the pattern and writing up their own stories. I have been using this approach, with modifications based on reflection, for three circles with a hundred students or so, and have found it effective, desirable and feasible; and feedback from students has been much positive and encouraging.

PRESENTER BIOGRAPHY

Wang Yi works at the Waikato Institute of Technology.

Tim GANDER

Room 182-2001

12:45pm – 1:15pm

25 minutes

Authors: Tim Gander, Rochelle Thorn

E-mentoring in Te Kura Kaupapa Māori

This presentation will share the findings from research on the impact and relevance of distance video observations in initial teacher education, with a particular focus on the perspective of kaiako in Te Kura Kaupapa Māori (TKKM) and immersion settings. The Master of Teaching and Education Leadership (MTEL) by The Mind Lab is a contemporary employment-based Initial Teacher Education qualification, which aims to tackle educational inequality throughout Aotearoa. The MTEL provides carefully selected participants with the opportunity to make a meaningful impact in a school community, inspiring future generations of New Zealanders to fulfill their potential. A particular focus is supporting kura and schools in training high quality educators in hard to staff subjects, in diverse and difficult to access parts of the country. In this context a challenge arose in the availability of well trained and appropriate mentors to provide practical observation feedback for trainee teachers within their own context. There is ample literature to support the use of videotaped teaching to enhance the reflection and efficacy of teacher trainees, however there is limited evidence to substantiate the use in TKKM, particularly remotely. Meaningful learning in te ao māori is often guided by whanaungatanga (strong relationships) and ako kanohi ki te kanohi (reciprocal face to face learning), which can be challenging in distance learning situations, the researchers were interested to find out if the use of distance video observations could be support best practice in Māori medium contexts. A kaupapa Māori methodology was embraced and the researchers worked alongside TKKM to develop a methodology which supported the aspirations of the kaiako, tumuaki, taura and their communities. Multiple video observations in TKKM, immersion units, te reo Māori classes and mainstream classes were implemented and feedback was collected from the trainee teachers, as well as their teaching mentors through surveys and focus groups. The responses were analysed to develop a picture of how the varying contexts responded to the integration of distance video analysis to support teaching practice. This presentation explores the collaborative path taken to investigate the relevance of using video and summarises best practice for video observations to support Māori medium teachers in a range of teaching contexts.

DELEGATE TAKEAWAY

Delegates will develop an understanding of the importance of developing a collaborative methodology, process, analysis and shared idea of the intended outcomes informed by kaupapa Māori. Delegates will also understand practical examples of how video can be used to support best practice in teaching and learning, as well as the implications for utilising this technology in TKKM.

PRESENTER BIOGRAPHY

Rochelle is based in Wellington and has worked for The Mind Lab for the last five years, facilitating the Post Graduate Certificate in Digital and Collaborative Learning across the lower North and Upper South Islands. Currently Rochelle is leading the team of mentor teachers working with the participants on the MTEL programme. She has a background in secondary English and Intermediate teaching - working in schools across New Zealand, England and South Korea - in the process of gaining knowledge and experience of a broad range of curricula and educational models. She has held several subject specific leadership positions as well as being Head of the Junior School of a large college. Her current passions, outside of innovative education practice and culturally sustaining pedagogy, are playing her ukulele and working on her fitness so she can achieve her dream of climbing Mt Kilimanjaro (sooner rather than later).

Tim is based in Wainui Beach, Gisborne, and after moving from England spent 10 years teaching at Gisborne Boys' High School. Tim has a MEd from Massey University focussed on the thoughtful integration of technology in education, as well as a research focus on learner agency. Tim has been working for The Mind Lab for five years and for the last two he has had the opportunity to work with a wide range of inspirational educators on the MTEL programme which have informed and influenced his practice.

Yusef PATEL

Room 182-1001

12:45pm – 1:15pm

25 minutes

Design Studio : Collaboration with Panuku Development Auckland

Design studio courses, within Unitec Institute of Technology's undergraduate Bachelor of Architecture, are often taught with conceptual idealistic design briefs. To challenge this approach, lecturers invited industry stakeholders to provide students with a realistic design brief. Strong purpose behind the move by lecturers was to allow students to be a part of local real-time architectural discourse. The learning outcomes of the course in questions required students to investigate both urban planning and multistory building design. As a response, Panuku Development Auckland was approached by lecturers to collaborate to develop and teach a thirteen-week design studio course. Panuku's participation and interaction with the students ranged from taking part directly targeted information resourcing too presentations panel critique. In addition to Panuku's collaboration, Maori representation was also pursued to ensure contextual aspects of the land respected and observed the Te Aranga Principles. Before the commencement of the course, the discussions between lecturers and Panuku representatives resulted in the design studio teaching timetable to be restructured. One major change came with how the final design critique presentation was brought forward a few weeks. The process enabled the students to gain feedback for resubmission, rather than being negatively critiqued by an examining panel. The process allowed students to reflect and improve their designs proposals. At the end of the course student that produced schemes that challenged planning convention were invited to present at Panuku's June 2019 Eco-City Speaker Series Event at the Whoa! Studios. The event became an important forum to discuss their design proposals to the local community. Ultimately, collaboration with Panuku lead to students have a better understanding of the planning and design controls within Auckland City.

DELEGATE TAKEAWAY

Attendees will discover how lecturers added value to course content by working with industry and the community.

PRESENTER BIOGRAPHY

Yusef Patel is the Academic Programme Manager at Unitec Institute of Technology's School of Architecture. His research interests lie in the application and pairing of automated fabrication technologies and social labour to create quality architectural outcomes. Patel's lecturing role at Unitec requires him hosts design process courses at undergraduate and postgraduate level. Tavakefai`ana Semisi Fetokai Portauainie is a Tongan sculptor, fine artist and qualified architect, now residing in Aotearoa, New Zealand. His work is largely informed by refined traditional Tongan artistic and literary concepts and practices and is highly sophisticated. He is an artist helping to define what indigenous art is in a global

context. For the past two years, Portauainie is working Unitec Institute of Technology's School of Architecture as a Pacifica mentor and part-time lecturer.