

The Second Critiquing Pasifika Education @ the University Conference 2009

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1, 2, 3 July 2009
Mātai Aronui Faculty of Business, Level 7 WF Building
Auckland University of Technology
Auckland

What can WE do?

Challenges of language and cultural loss by Cook Islands Māori, Niue and Tokelau, Tahiti, Tongan, Samoan, Fijian, Tuvalu, Kiribati, Papua New Guinea, Vanuatu and the Solomons Islands people in Aotearoa New Zealand

Tau leo vagahau moe tau aga fakamotu kua tei galo. Ko e heigoa ha tautolu ka taute? Onono atu mo e maama ke he tau gahua he tau tagata kumikumi, tau tagata moe tau matakau atu motu ne gahua auloa ke taofi mau e tau leo mo e tau aga faka motu mae Cook Island Maori, Niue mo Tokelau; Tahiti; Tonga; Samoa; Fiji; Tuvalu, Kiribati, Aotearoa Nuu Sila mo motu kotoa he Pasifiki.

(Niuean Language)

Sponsored by:



Talamu‘aki Message from the Conference Chair

Bula. Fakaalofa lahi atu. Kia orana. Mālō ho‘omou lelei. Taloha ni. Talofa. Kia ora tatou katoa. Greetings to you all in loto māfana and hangamālie!

Two years ago, the Inaugural Critiquing Pasifika Education@the University Conference took place at the Nga Wai o Horotiu Marae at the Auckland University of Technology. The title of the Conference was just as challenging as the processes that brought us together in this Pasifika-led Meeting.

The papers from the Inaugural Meeting in 2007 were published in the Special Edition/Special Issue 2008 Critiquing Pasifika Education of *AlterNative* An International Journal of Indigenous Scholarship, Volume 4 Number 1, 2008. *AlterNative* is published by Ngā Pae o te Māramatanga, New Zealand’s Maori Research Centre of Excellence (CoRE), the University of Auckland.

But what can be more exciting @the university than a meeting of peoples with like minds to critically address the very issues that matter to us, our community and society at large?

This year the theme is drawn from the challenges and issues of language and cultural loss in New Zealand faced by the Migrants and their descendants from the Cook Islands, Niue, and Tokelau; Tonga, Samoa, Fiji, the Solomons Islands, Tuvalu, Vanuatu and Papua New Guinea. The purpose of the sub-theme, What can WE do?, is to unravel the political, economic, cultural and philosophical knowledge that should inform the intellectual work to preserve and sustain the peoples’ deep cultures, languages and values.

The first TalanoaMālie session will be held during the second day of the Meeting to enable Pasifika Communities to dialogue critically in the First language. At the inaugural TalanoaMālie, the languages of Niue, Tonga, Samoa, and Fiji will be media of debate. In the Programme, these four languages are being used strategically to juxtapose the different emphases by each language and culture in expressing the different activities in each day.

The other initiative is the New Zealand Association of Research in Education (NZARE) Session to be held on the first evening of the Meeting. The purpose is to encourage the Pasifika educators to engage in research and to create research links between the Organization and emerging Pasifika researchers. As the Pasifika Caucus, I will lead the session to create a platform for Pasifika peoples @ the university to study their deep cultures and cultural interface research.

The hope is for all of us to collectively and creatively redirect our energies and wisdom into new ways where WE can be working together, talking together and re-thinking together about the challenges and issues that we are facing in Aotearoa New Zealand. May we all experience the benefits of this Meeting.

Tauange ke tau ‘inasi ‘i he koloa ‘e tō mo‘otautolu ‘i he Fakatahataha ni.

‘Ofa atu

Dr. Linitā Manu‘atu - Conference Chair.

Fakahokohoko: Conference Programme

Fuofua 'Aho:
Tongan Language

Wednesday 1st July 2009

Session Pongipongi:

Chair: Dr Tafili Utumapu-McBride

8.30 AM

Lotu Huufi 'o e Fakataha : Prayer
Rev. Uesifili Unasa, Chaplaincy, The University of Auckland

Hiva: Song

9.00 AM

Lea Fakaava: Opening Address
Dr. Linitā Manu'atu, Auckland University of Technology

9.15 AM

Lea Fakalangilangi: Keynote Speaker
Dr David Gegeo
MacMillian Brown Centre for Pacific Studies, University of
Canterbury. Te Whare Wānanga o Waitaha

10.00 AM

FAKANEIFUA: MORNING TEA

10:30 AM

'Oku tau ō hanga ki fe?/O tatou alu aga'i i fea? Where are we heading? Pasifika Languages in Education in Aotearoa New Zealand.

Authors: Judy McFall McCaffery & John McCaffery

11.30 AM

From Pacific Region to Pacific Rim: Newly Arrived Pacific Children's Transition to Southern New Zealand Schools
Author: Dr. Greg Burnett

Fakamā'opo'opo Closing Comments: Chair

12.30 PM

MA'UME'ATOKONI: LUNCH

Session Efiafi:

Chair: Dr Mere Kēpa

1.30 PM Commons and Anti-commons: Tongan business experiences in New Zealand

Author: Semisi M. Prescott & Keith C. Hooper

2.00 PM Tax Compliance and Record Keeping: Challenges for Tongan Businesses in New Zealand

Author: Semisi M. Prescott & Agnes Masoe

2.30 AM Counter-writing: An Indigenous Approach to Preserving Pasifika Languages

Author: Sione Tu'itahi

3.30 PM

FAKANEIFUA: AFTERNOON TEA

4.00 PM The contributing learning factors of New Zealand Born Samoan tertiary students

Author: Rosemarie Penn

Aofangatuku Closing Comments: Chair

CHALLENGES

The Tongan language is used in today's programme.

The Samoan language is used in tomorrow's schedule.

Extend your knowledge of the Tongan people; speak and learn more Tongan

Deepen your knowledge of the Samoan people; maintain and use their language

“LINKING TOGETHER PASIFIKA RESEARCH”

5.00 PM **NEW ZEALAND ASSOCIATION OF RESEARCH IN
EDUCATION (NZARE) MEETING**

Light Refreshments
Level 7 Mātai Aronui WF Building – Faculty of Business Cnr
Wakefield and Mayoral Drive.

New Zealand Association of Research in Education (NZARE)
Meeting
Hosted by the Pasifika Caucus

5.20 PM Meeting address by Pasifika Caucus Representative:
Dr. Linitā Manu’atu

5.30 PM **Tālānga in small groups about:**

- (i) ‘Pasifika’ research communities – what are the issues?
Implications for ‘Pasifika’ researchers
- (ii) Setting research agendas by ‘Pasifika’ peoples – what are
the issues? Implications for ‘Pasifika’ researchers

6:30 PM Report back

7:00 PM Pasifika researchers and NZARE: re-working the issues together-
fine. But how? (Open discussion)

7:30 PM **Closing: Chair**

Session TAEAO: *Fofoga o le aso : Judy McFall McCaffery*

9.00 AM **Lotu: Prayer**
Rev. Uesifili Unasa

Pese : Song

9.15 AM **Lauga na aami Keynote Speaker**
Dr. Meaola Amituana'i-Toloa
Woolf-Fisher Research Centre, The University of Auckland

10.00 AM **TAUMAFATAGA O LE TAEAO MORNING TEA**

10.30 AM **Do we have to leave our languages at the gate?**
Authors: Patisepa Tuafuti & Nola Harvey

11.30 AM **Fa'alelegapepe: A living assessment for Aoga Amata**
Author: Sala Fa'asaulala Tagoilelagi-Le'ota

Closing Comments: Chair

12.30 PM **TAUMAFATAGA-AOAULI LUNCH**

Session AFIAFI *Fofoga o le aso: Semisi Prescott*

1.30 PM Maroro Maori: Flying between English and Te Reo Kuki Airani:
Language – Innovation, Evolution or Extinction?
Author: Ali Glasgow

2.30 PM **Is education becoming Pacific Women's work?**
Author: Assoc Prof Tagaloatele Peggy Fairbairn-Dunlop

Closing Comments: Chair

3.30 PM **TAUMAFATAGA MAMA: AFTERNOON TEA**

“TALANOAMĀLIE”

4.00 PM

TALANOA OF THE COMMUNITIES

Purpose of the Talanoa

The *Critiquing Pasifika Education@ the University Biannual Meeting 2009* invites members of the Migrant Communities to discuss language and cultural loss in Aotearoa, New Zealand. The question: What can WE do?

Tau tagata motu ha Niue: People of Niue

Ko e Heigoa ha tautolu ka taute?

Tagata Takitaki Gahua: Rosa Kalauni

Tau Tagata Gahua: Pennie Otto, Feofanaki Pocock, Betty Latu, Nora Douglas, Rennie Douglas

Ko ira na iTaukei e ra sa toki mai : Fiji Migrants

Na cava e da rawa ni cakava?

Liutaka na veivosaki: Sireli Kini

Vakaitavi : Dr. Ilaitia Tuwere, Eseta Mateiviti,

Tagata Samoa: Samoan Migrants

O le a lau matafaioi e foia ai le faafitauli?

Taitai: Papalii Moeimanono Fouvaa

Faafaletui/faatofugaga –

Suafa - Sala Fa’asaulala Tagoileglagi-Le’ota, Peggy Fairbairn-Dunlop, I’uogafa Tuagalu, Vavao Fetui, Saolalotoa Tavita Isara, Asoono Williams, Pati Faaiuso, Tapeni Faasolo, Judy McFall-McCaffery,

Kakai Tonga: Tongan Migrants

Kaveinga: *Ko ha ha’atau poa ki he mole ‘etau lea fakaTonga?*

Tataki : Dr. Linitā Manu’atu

Talanoa’i e Kaveinga ‘e Lita Foliaki, Sione Tu’itahi, Semisi Manisela Prescott, Mele Tautakitaki, Diana Lia Tupou, Luhama Fale, Jeanne Teisina, Lorraine Pau’uvale

8.00 PM

TAUMAFATAGA/AIGA: CONFERENCE DINNER

Fortuna, Sky City

Session: Parokaramu ni mataka lailai

Veiliutaki : Dr Linitā Manuatu

- 9.30 AM** **Masu: Prayer**
Rev. Uesifili Unasa
- Sere: Song
- 9.45 AM** Matega, le misiterio lilo: Riddles of Samoan Culture & Language
Author: Dr. Silipa Ripa Silipa
- 10.45 AM** To let die – The case of the Samoan language. Is New Zealand’s lack of concern and sound policies part of an unstated goal in allowing Pacific languages to die in Aotearoa.
Author: Galumalemana Alfred Hunkin
- 11.45 PM** The Samoan language experience in New Zealand: thoughts and findings from observations in the a’oga amata
Author: Sharon Farao
- 12.45 PM** **Kena i Tinitini Closing Comments**
- 1.00 PM** **Vakasigalevu Lunch**
- Vinaka vakalevu

CHALLENGES

The Fijian language is used in today’s Programme.

Learn to know the Fijian peoples by listening and speaking their language

The theme of the Conference is expressed in the Niuean language.

Together, WE can strengthen the Niuean language and culture by creating meaningful contexts where WE can use their language!!

Conference Co-ordinating Committee (CCC)

Conference Chair	Dr Linitā Manu'atu	AUT University Te Wānanga Aronui o Tamaki Makaurau
Secretary	Dr. Tangiwai Mere Kēpa	Ngā Pae o Te Māramatanga CoRE University of Auckland Te Whare Wānanga o Tāmaki Makaurau
Treasurer	Semisi Prescott	AUT University Te Wānanga Aronui o Tamaki Makaurau
Committee	Mrs Judy McFall McCaffery	University of Auckland Te Whare Wānanga o Tāmaki Makaurau
	Dr. Tafili Utumapu-McBride	AUT University Te Wānanga Aronui o Tamaki Makaurau (on maternity leave)
Conference Assistants	Mele Tautakitaki Luhama Fale Jeanne Teisina Lorraine Pau'uvale Papalii Moeimanono Fouvaa Maryanne Pale 'Eseta Mateiviti	Ministry of Education AUT University AUT University AUT University University of Auckland University of Auckland University of Auckland
Guest Editors	Judy McFall-McCaffery	University of Auckland Te Whare Wānanga o Tāmaki Makaurau
	Mr. I'uogafa Tuagalu	AUT University Te Wānanga Aronui o Tamaki Makaurau
TalanoaMālie	Dr. Linitā Manu'atu Papalii Moeimanono Fouvaa Sireli Kini Rosa Kalauni	

Sponsors

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Ngā Pae o Te Māramatanga CoRE University of Auckland
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Participating Institutions

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Massey University Te Kunenga ki Purehūroa
The University of Auckland Te Whare Wānanga o Tāmaki Makaurau
University of Canterbury Te Whare Wānanga o Waitaha
UNESCO, Fiji
Victoria University of Wellington Te Whare Wānanga o te Ūpoko o te Ika a Māui Aotearoa
Ministry of Education, The Cook Islands
National University of Samoa
Counties Manukau District Health Board
Cypress College, San Francisco

Opening Address



Dr. Linitā Manu'atu

Ko Dr. Linitā Manu'atu ko e fefine Tonga kuo nofofonua 'i Aotearoa New Zealand pea 'oku ne ngāue 'i he mala'e 'o e ako.

Dr. Linitā Manu'atu is of Tongan descent. She is a Senior Lecturer in Education at the School of Education Te Kura Mātauranga at the Auckland University of Technology. She teaches a variety of courses; for example, *Issues in Pacific Education and Research Methodologies* in the Master of Education Programme and in the National Diploma in Teaching [ECE Pasifika] in a range of papers including *Fonua: Pacific Perspectives in Human Development*. She works with 'Pacific' academics across the universities in New Zealand and overseas to develop research frameworks for Cultural Interface Research with Pacific peoples.

Keynote Speakers



Dr David Gegeo

Senior Lecturer Macmillan Brown Centre for Pacific Studies
Acting Director (until 13 July 2009)

Qualifications

B.A. (Anthropology), University of Massachusetts

M.S. (Mass Comm. & Public Relations), Boston University

Ph.D. (Political Science/Political Philosophy), University of Hawaii

Current research interests:

Indigenous epistemology; indigenous ontology; indigenous philosophies; indigenous critical praxis; indigenous pedagogies; development; indigenous resource management; cultural resilience in the Pacific: Decolonisation, conflict resolution, globalisation, social linguistics, language revitalisation: Indigenous research methodologies: Sociology of Knowledge.



Dr. Meaola Amituana'i-Toloa

Dr Meaola Amituanai-Toloa is Associate Director with the Woolf Fisher Research Centre, a lecturer at the Arts, Literacies and Languages school and Associate Dean, Pasifika at the Faculty of Education, University of Auckland. Her general research interests are literacy and language development. Her desire to see Pasifika students at the same level of achievement as other students in New Zealand had motivated her to specific research interests in bilingual and biliteracy development. Her PhD work which looked at effective teaching of reading comprehension of Samoan students in bilingual and mainstream contexts has been presented widely nationally and internationally.

Authors and Paper Titles and Abstracts

Dr Greg Burnett

Department of Education Studies and Professional Practice
College of Education
University of Otago

From Pacific Region to Pacific Rim: Newly Arrived Pacific Children's Transition to Southern New Zealand Schools

Abstract

This paper reports on a study that explores the unique schooling experiences of newly arrived Pacific school-aged children and their families to Otago and the southern parts of the South Island. It seeks to identify what Pacific parents, as prime caregivers of these children, identify as key issues that impact on their learning in the first 12 months of transition to a southern New Zealand school from the wider Pacific region. The study has sought to be particularly sensitive to the nuances of transition, (region to rim), rurality (southern South Island) and to diversity of Pacific cultural background (Polynesian, Melanesian, Micronesian and other non-Pacific ethnicities). Results tentatively highlight a set of parents' voices that are both disruptive of Pacific culturalist discourse and agential in terms of parental educational decision making and understanding of their children's schooling transition.

This paper and the study it reports on also serves as a reflection on the researcher's own search for a speaking position as someone precariously positioned on the edges of Pacific sociality and schooling both in New Zealand and in the wider Pacific region.

Sharon Farao



The Samoan language experience in New Zealand: thoughts and findings from observations in the a'oga amata.

Abstract

The number a'oga amata in the Auckland area and the waiting lists at these preschools suggests that the Samoan community feel strongly about language maintenance and have a desire to pass Samoan onto their children. Little is however precisely known about the language children acquire in these early years within the multicultural and multilingual context of New Zealand. In the following presentation I will talk about research undertaken in two a'oga amata into the speech development of Samoan speaking pre-schoolers (Ballard & Farao, in press). This research has focussed specifically on speech acquisition in four year olds. In order to establish an inventory of speech sounds for this age group 20 children were recorded doing a picture naming task which probed their knowledge of the vowels and consonants of Samoan. In line with research into a host of languages (see studies in volumes edited by McLeod 2007 and Zhu Hua & Dodd 2006) results indicate that children in this age group have on the whole acquired the consonants and vowels of Samoan but still make errors with certain sounds and display a range of variation on some of the speech sounds. In considering the issues that have an impact on the type of errors and the range of variability this presentation concludes with some thoughts on the child's exposure to the Samoan language at home, family background and attitudes in acquiring Samoan, and the opportunities for the Samoan language reinforcement both receptive and expressive. I will also briefly consider the educational philosophy of the A'oga Amata: immersion versus bilingual approach, the language used by A'oga Amata teachers and codes-switching between the two Samoan speech registers or between English and Samoan.

Bio-statement

Sharon Farao is a New-Zealand Samoan and first Pacific Islander to graduate with a Masters in Speech Language Therapy from the University of Auckland in May 2009. She is currently working as a Speech Language Therapist at Counties Manukau District Health Board in Adult Health. Her research looked into the acquisition of speech sounds in the Samoan language in the New Zealand context. Research interests are to establish a cross-sectional study in speech acquisition for Samoan speaking children from 18 months to 5 years in New Zealand.

Galumalemana Alfred Hunkin



MA, BA(Hons), Dip.Tchg

Senior lecturer; Programme Director of Samoan Studies, Va'aomanū Pasifika
Victoria University, Wellington, New Zealand

To let die – The case of the Samoan language. Is New Zealand's lack of concern and sound policies part of an unstated goal in allowing Pacific languages to die in Aotearoa.

Abstract

Pasefika languages in New Zealand are not placed to survive in New Zealand for reasons which are linguistically well known, based on international research, but particularly aided by New Zealand's lack of care and concern.

The failure and or lack of sound policies by NZ governments over the last 20+ years to assist the Samoan language in NZ leads largely to its current situation in going down to join the other dying languages of the Pacific in Aotearoa New Zealand.

This paper attempts to trace a history which shows some key areas of weakness and / or lack of government policies & concern over the years (for instance, the last 9 years of a Labour led government from 1999 -2007) in turning around the demise of the Samoan language. It also looks at what the Samoan community has tried to do in order to maintain its language in New Zealand.

Bio-statement

Special academic strengths in the Samoan language which include cultural & societal studies, corpus studies and research, preservation and maintenance, social and cultural implications of language loss in the diaspora; reconstruction and recasting of traditional cultural concepts and mythological narratives in a more 'modern' Samoan epistemological framework.

Author of Gagana Samoa - a Samoan language text for learners of the Samoan language; several articles and chapters in publications on fa'asamoa and society and culture. Research currently involves corpus of vafealoa'i language; translation vocabulary most commonly used in texts within the New Zealand environment.

Ali Glasgow



MEd (merit) VUW; BA (Ed), VUW, Dip.Tchg (ECE)

Maroro Maori: Flying between English and Te Reo Kuki Airani: Language – Innovation, Evolution or Extinction?

Abstract

The Maroro is the flying fish and the term Maroro Maori has been coined for the practice that is increasingly common of Cook Island population of interspersing their sentences with English terminology (Crocombe & Crocombe, 2003). The debate continues, and is alluded to in this discussion, whether this is a phenomenon of language evolution and innovation, or the downward slide to language extinction.

Tongia in Crocombe & Crocombe, 2003, poses “Will our Maori language survive?” (p.103). Certainly the complexities and tensions around Cook Islands language maintenance and preservation are manifold. Statistics show that Cook Islands Maori and its dialects are considered endangered (www.stats.govt.nz).

It is timely to move from the language of critique to the language of transformation and hope, according to Hau’ofa, cited in Robie, 1992. This paper acknowledges this view and investigates the rights of children to access their home language and dialects in the early childhood education setting. It explores practices within the Cook Islands early childhood education context, which support dialect language and cultural maintenance. The discussion is supported by my experience as a New Zealand born Cook Island Maori, and draws on my experience as Early Childhood Adviser to the Cook Islands Ministry of Education in the Cook Islands in 2004 and 2005.

Bio-statement

Ali Glasgow is lecturer within the School of Educational Psychology and Pedagogy programme in the College of Education at Victoria University of Wellington. She is New Zealand born of Cook Islands and American heritage. Her career as a teacher practitioner spans more than twenty years. She has taught a cross a range of early childhood settings including play centre, full day mixed age range, infants and toddlers, kindergarten and home based settings. She maintains a strong interest on Pasifika early childhood education in relation to language and cultural maintenance and village based early childhood provision. In 2004 Ali was appointed to the position of Early Childhood Advisor and Curriculum Developer with the Cook Islands Ministry of Education. She facilitated the development of the draft Cook Islands early childhood education curriculum document ‘Te Api’i Tamariki Potiki. (Ministry of Education, 2005). Her current research interests also include special needs and inclusion particularly social communication and competence in children diagnosed with ASD (Autism Spectrum Disorders).

Agnes Masoe

Tax Compliance and Record Keeping: Challenges for Tongan Businesses in New Zealand

Abstract:

Tax compliance and record keeping is challenging for many small businesses as they are generally less equipped compared with their larger corporate counterparts. For small Tongan businesses in New Zealand the challenge is even greater. Talanoa sessions with Tongan businesses in New Zealand reveals that many of the difficulties they face in relation to record keeping and tax compliance is related to a fundamental misalignment in cultures. Despite the difficulties they face, the findings from the talanoa sessions highlight practices that are consistent with business sustainability. These practices are discussed in the dual context of western commercial markets and embedded Tongan culture. The findings are suggestive of a way forward that supports Tongan business sustainability in New Zealand while continuing to embrace the values and beliefs that are characteristic of Tongan culture.

Key Words: Taxation compliance, Record Keeping, Tonga, small business, New Zealand

Co-Presenters

Judy McFall-McCaffery



BA, DipLIS

Judy is the first Pasifika Liaison Librarian, Maori & Pasifika Services at the University of Auckland. Judy has been in libraries since 1981 and has an extensive knowledge of Pacific information and resources. Her current postgraduate research at the University of Auckland looks at Pacific material in libraries, their collection, development and management, and relationships between Pacific peoples and libraries. She adds a Pacific perspective on how libraries organise and present Pacific resources, the involvement of Pacific peoples, and the delivery of information and support services to Pasifika communities.

John McCaffery



John McCaffery is a Senior Lecturer in the School of Arts Languages and Literacies in the Faculty of Education at the University of Auckland. His teaching, research and life-long interests are in Languages, Maori and Pasifika Literacy, Literacies and Diversity, Biliteracy and Bilingual /Immersion Education. This includes work in Samoa, Kiribati and the Cook Is as a Consultant for NZAID. John's work and research has shown that Bilingual biliteracy Education is for many Pacific/Pasifika children an effective way to learn English, the best way to raise academic achievement significantly and the only way to maintain and revive Pasifika languages in Aotearoa NZ. He is currently completing Doctoral Studies in Bilingual /Immersion Education at Waikato University.

'Oku tau alu hanga ki fe?/O tatou alu aga'i i fea? Where are we heading?: Pasifika Languages in Education in Aotearoa/NZ

Abstract

Recent research is indicating that all Pasifika languages are in 2008, showing significant signs of loss with several unlikely to survive unless urgent language maintenance and revival measures are adopted within the next three years. This paper critically examines the current directions, priorities and place of most Pasifika Languages in Pacific communities and Education in Aotearoa/NZ from the micro, meso and macro perspectives of the researchers and educators who are at the same time, parents and grandparents of Pasifika children of Tongan, Samoan, and Cook Is ancestry.

It briefly examines the historical struggle in NZ to maintain and develop Pasifika languages, then using an Empowerment theoretical perspective (Cummins, 2001) examines language and identity; *the 2008-2012 Pasifika Plan*; the new 2007 Curriculum area *Learning Languages*; and Bilingual Education. The paper seeks possible reasons why Pasifika families, communities and educators remain largely unaware of the deficit based assimilation hegemony underpinning current education strategies. It asks what are the likely outcomes for Pasifika communities if the strategies are not urgently revisited and revised?

The presenters have extensive experience, expertise commitment and contribution to make to the survival of all Pasifika languages for our families and fanau in Aotearoa/NZ.

Rosemarie Penn

The contributing learning factors of New Zealand Born Samoan tertiary students

Abstract

New Zealand born Samoan tertiary students struggle to feel culturally safe in the university setting and this impacts their learning. I was interested in discovering the place of Samoan culture on their learning and whether these students accessed the support services offered by the university and if they found them to be helpful.

The approach used in gathering data for my master's thesis was through six case studies of New Zealand born Samoan students whom I interviewed. I collected stories that were descriptive and portrayed the students holistically. The data revealed Samoan culture was very strong for these Samoan New Zealand born students and influenced their identity and learning at university.

Formal services were not being accessed; instead it was evident that help was sought from their family and other people where relationships were already established. Another factor in success was the role played by people who held culturally similar values and supported this in the learning environment.

The importance of relationships in Samoan culture was a theme that emerged and highlighted the importance of developing a 'relationship' with participants, before interviewing and not being restrained by western time limits for gathering data.

A further consideration was the mismatch advice from the ethics committee not to interview students in their home and the cultural appropriateness of this. It is important for universities to develop more appropriate cultural practices for their teaching staff and the environment.

Bio-statement

Talofa. My name is Rose Penn I am a New Zealand -born Samoan, postgraduate student at the Auckland University of Technology. I am surrounded by my family in Tamakimakaurau/Auckland. I come from a family of academics/teachers and professional athletes. I have over ten years early childhood education teaching experience, more recently entering into adult education.

My educational interests are in tertiary education with Pasifika students, in particular to learn more about Indigenous research. My Masters thesis looked at the factors that helped New Zealand born Samoan students. I am looking forward to this conference with you all.

Semisi Manisela Prescott



Commons and Anti-commons: Tongan business experiences in New Zealand

Abstract

Tongan businesses in New Zealand have shared mixed success. Faced with the challenges of competition, compliance and financial and operational management, these businesses are characterised with a relatively higher failure rate. A series of open ended interview type sessions called *Talanoa* were carried out to study their businesses practices and how this was linked to sustainability. The findings were then triangulated with *Talanoa* sessions carried out with business advisors who had worked with many of those Tongan businesses. Further information was collected during individual and group sessions with members of the Tongan community regarding Tongan businesses practices from both a general and customer perspective. The results of the *Talanoa* sessions support a theoretical framework that suggests that an entrenched Tongan culture based on a “commons” mentality of sharing is partly responsible for a relatively high failure rate in an “anti-commons” environment. The findings also suggest certain aspects of the Tongan culture, in the form of social capital, support business sustainability.

Keywords: Commons, Anti-commons, Tonga, Compliance, Sustainability.

Bio-statement

Semisi Prescott is a Senior Lecturer in Accounting and Finance at the Faculty of Business AUT University. His area of expertise is financial accounting although he has taught in a range of subjects including management accounting and international finance.

Semisi is currently completing his PhD in Accounting where he is investigating business sustainability among Tongan small to medium size enterprises in New Zealand. As a Tongan speaking researcher, Semisi is keen to explore the strengths and challenges facing Tongan businesses from an ethnic minority perspective. Semisi has extensive involvement with the Pacific Island Community and serves on several Boards and committees.

Dr. Silipa Ripa Silipa

Matega, le misiterio lilo: Riddles of Samoan Culture & Language

Seeking consonance for and in understanding the complex relationships of rhetoric-relic of the past and present...

Abstract

This paper renders a collaborative knowledge building and or awareness raising across policy, research and educational practice. It is simply about the re-enchantment of Indigenous Pacific cultures and languages in ‘*union*’ or association with ‘time and space’ of human and physical ancestral tree. With specific reference to Samoa, this paper looks at windows of inquiry that is intended to contribute to an interpretation of *how* riddles, premised on Samoan theology, are subtly crafted to incarcerate any pulse of fundamental intimate association of culture and language with the environment. The implication herein is a matter of critically theorising both on how imagery we come to bear about the process of culture and language teaching-learning at primary schools as well as the metaphors and aphorisms we implement to conceptualise and practically articulate this process. Using data from the Samoan values education research project of Year 8 children I afford some collaborative dialogues and observations of cultural values in school and community life in five different primary schools. At the heart of the discussion is the seamless garment of cultural and language artefacts interlaced with the fabric of eco-theological diversity of factors and processes reasoned against change and continuity. Finding a practical explanation to unravel the inscrutable historical dynamics of all Samoan life (customs, spirituality and lifestyles), implicates one must catalyse the interconnectedness of such dynamics with primary children’s socio-cultural values education in relation to their livelihood and life skills development. The analysis of the *basis* of complex relationships of rhetoric-relic of the past and the present issues initiatives and reactions provides a culturally fitness-for-purpose theoretical and empirical platform whereupon we [re] construct a realistic-holistic explanation of primary classroom identifications and potential indications with assured hope that our innovative consciousness will allow for the promotion and the sustainable development of the security of culture and language maintenance.

Bio-statement

Dr. Silipa Ripa Silipa

Senior Professional Development Officer “Oloamanu” Centre for Professional Development & Continuing Education, National University of Samoa, Papaigalagala, Samoa

Sala Fa'asaulala Tagoilelagi-Le'ota



Sala Fa'asaulala Tagoilelagi-Le'ota BA, MA(Hons) *Auck.*
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Fa'alelegāpepe: A living assessment for Aoga Amata.

Abstract

This paper explores current assessment tools used for Pasifika learners (children in Early Childhood Education settings in Aotearoa) in regards to its cultural relevance and appropriateness. Many assessment tools with the recent Kei Tua O Te Pae have had impact on assessment procedures and processes within ECE settings, which are used to highlight the interests of the child not the adult. When aligned with other documents developed by the New Zealand Ministry of Education for Early Childhood Services (DOPs and Te Whariki) the child is paramount. Within a Samoan context, what the adult (teacher, parents, communities and families) think is best for the child is paramount. Thus the paper explores several dimensions to develop a Pasifika coherent approach to 'mainstream' ECE assessment tools so that 'many sizes fit all'.

The paper explores the art of "fa'alelegāpepe" to conceptualise an assessment process which depicts a child's development through the collective stories told by the whole aiga potopoto or village. The inter-generational transmission of knowledge and information acquired from fa'alelegāpepe consolidates such a process as providing quality assessment of each displayed ietoga; for instance a quality assessment for Samoan children in Aoga Amata.

Bio-statement

Born in American Samoa, Faasaulala hails from the villages of Vatia (American Samoa) and Moataa, Vaiala, Leauvaa and Sapunaoa. She was educated in Samoa, Fiji and in New Zealand. Her mother a strong advocate and one of the pioneers for the development of early childhood education in Samoa, Fiji and in New Zealand, Faasaulala now also specializes in Pasifika ECE. Her interests are mainly in developing children's bi/literacy skills through the transition phase from immersion ECE settings to schools. This includes the impact of transition on children's L1 (first language) and how schools or the compulsory curriculum teach children who come from diverse urban backgrounds.

As a professional development provider for Pasifika ECE centres in the past, this also established an interest in developing a Pasifika professional development model or conceptual frameworks to better cater for Pasifika pedagogy.

Research is her passion, especially in developing appropriate measures/assessments that will reflect the true academic achievements of Pasifika learners in ECE. Sala is currently doing her Phd on transition from Samoan ECE to mainstream and bilingual classrooms.

Co-Presenters

Patisepa Tuafuti



Patisepa Tuafuti is a senior lecturer at the Faculty of Education School at the University of Auckland. Her research interests are in the areas of Pasifika Bilingual Education; Bilingualism/Biliteracy; collaborative empowerment; literacies and indigenous education. Her past and current research work & interests demonstrate how it is both possible and necessary to blend traditional education and knowledge, with modern ideas and practices. Her passion in balancing of traditions and modern ideas, have motivated her to study and include phenomenological research approach in her research. Her current study is on the pull and push struggle within the development of Pasifika Bilingual Education in NZ, and on the silence and silencing of Pasifika people's voices and their languages in education.

Nola Harvey



Nola Harvey is currently a senior lecturer at the University of Auckland, Faculty of Education, working in the School of Arts Languages and Literacies. She is co-ordinator of courses covering languages and literacies in the early years for the Bachelor of Education, Early Childhood and Graduate Diploma of Teaching Early childhood pathways. Nola previously held a position as Supervisor of the AUT Refugee On-Arrival Early childhood Centre and holds a position on the Refugee Advisory Committee currently. She has extensive experience in NGOs such OMEP, ACYA and the Human Rights Network group working for children and their families on children's rights. Her research includes a focus on the lives of bilingual teachers working in early childhood settings in Aotearoa New Zealand

DO WE HAVE TO LEAVE OUR LANGUAGES AT THE GATE?

Abstract

In what ways are the Pasifika student teachers able to explore their languages and cultures as part of teacher education courses in Aotearoa/New Zealand?

This paper explores the ways in which teachers in The Bachelor of Education Teaching (ECE Pasifika Specialisation), at the University of Auckland reconstructed their language histories by making use of narrative inquiry and three modes of representation (oral, written and visual language). As part of meeting the learning outcomes for the Languages and Literacies course, student teachers revisited the narratives and images from their prior experiences as language acquirers and learners and were able to reframe the socio-cultural, linguistic, and political processes that had influenced their bilingual identities. Their stories and representations in multimedia and multi-modes provided a way of re-conceptualising themselves, their linguistic capital and heritage languages maintenance.

Sione Tu'itahi



Counter-writing: An Indigenous Approach to Preserving Pasifika Languages

Abstract

This paper suggests that one of the ways to preserve Pacific languages is to include the knowledge that they contain into the academic activities of research, teaching and application. This process can contribute to languages being maintained and valued for its utility. To illustrate, a few examples such as the Tongan concept and practice of *fakapotopoto*, are explored.

Fakapotopoto means wise, knowledgeable, and skilful. It is often used in the context of discussions of Tongan leadership and management. Like many Tongan concepts, *fakapotopoto* encapsulates a body of accumulated knowledge, principles, skills and practices, based on time tested practice and experiential research. Within the context of the largely oral Tongan culture, pithy sayings and other literary devices such as *ta'anga* (poetical and/or musical compositions), *fananga* (folk tales), and *tala tupu'a* (creation myths and legends) are employed to capture the essence of the wealth of knowledge, skills and qualities learnt, and therefore help to ease the transfer of such intellectual properties to succeeding generations. Scholarly research and analysis, combined with an in-depth understanding of Tongan culture can unravel these accumulated knowledge, skills and experience that are clothed with brevity and symbolism in concepts such as *fakapotopoto*.

Bio-statement

A former journalist-broadcaster with senior positions in editorial and management roles in Tonga, Sione retrained and changed career when he came to New Zealand for medical reasons some 15 years ago. He now shares his time between public health and education. The first Pacific Manager at the Auckland Regional Public Health Service, Sione is currently the Workforce Development and Communications Manager of the Health Promotion Forum of New Zealand. At Massey University he provides policy and strategic planning advice. At present Sione is the Acting Director Pasifika, leading the implementation of the Pasifika@Massey Strategy, a university-wide strategy that he co-led its establishment in 2005. Some of his community involvements include being the Treasurer of the North Shore Pasifika Forum, Co-Chair of the Enea Ola Steering Group. Sione has gained a Master of Public Policy (Hons) and is a PhD candidate at Massey University.

Assoc. Prof. Tagaloatele Peggy Fairbairn Dunlop



Is education becoming Pacific women's work?

Abstract

The relationship between education and social and economic participation is well documented. Simply put, those with fewer qualifications are likely to predominate in lower skilled jobs, earn lower wages and experience lower levels of health and social participation. Given this relationship, indications that any section of the community is 'missing' out on education has serious implications for that group, their families and communities and for national development, the aims of which are promote positive outcomes for all people in Aotearoa's increasing culturally diverse society. Pacific students are not achieving well in our schools. Second, Pacific females are doing much better educationally than males, which is in line with the dramatic increases in female participation in New Zealand post secondary education to the point of what has been termed 'missing males' in education (see Callister, Bedford and Didham (2006).

Efforts to identify appropriate interventions to enhance Pacific educational outcome usually focus on curriculum, teacher behaviours and community participation factors (see for example, Alton Lee and Praat 2000). By way of contrast, this paper argues the need to view educational outcomes, in this case gendered outcomes, through a cultural lens so as to explore whether and how schooling outcomes may be influenced by the customary ways. The research process included gathering responses from Samoan community members to NCEA educational data and then locating their responses within a faasamoa framework to propose a 'Samoan gender lens'. It is argued that Samoan women's status as aualuma (sisters) and faletua (wives) has provided them considerable freedom to access education, negotiate and use their knowledge to influence development processes. The focus is Pacific secondary schooling, because achievements here set the foundation for future life choices.

Bio-statement

Tagaloatele Peggy Fairbairn Dunlop returned to New Zealand in February 2006 to take up the post as Inaugural Director of the Vaaomanu Pasifika (Pacific and Samoan Studies) at Victoria University of Wellington. She has extensive teaching experience from preschool through primary to tertiary level and adult education including teaching in Porirua schools and the former Maori schools. Peggy was a lecturer in Professional Studies at Wellington Teachers' College, and returned to Samoa with her five daughters when her husband Jim was appointed Head of English at Avele College in 1980. In Samoa, Peggy was Lecturer in Agriculture Education and Extension at the University of the South Pacific, Alafua Campus and was also USP Director of Continuing Education for 2 years and completed her Ph D through Macquarie University. She continued her research and teaching links with New Zealand and the Pacific during this time and has been a member of the Education PBRF panels for the two rounds. Her major research has been in gender and youth related issues and parenting education for changing times.