Pasifika Research in Education Symposium

9 October 2015
9:00am – 5:00pm

Venue
MIT Manukau
Crnr. Wiri Station Rd. & Manukau Station Rd.
(Manukau Train Station)

Nau mai, haere mai, talofa lava, ni sa bula vinaka,
fakaalofa lahi atu, malo e lelei, taloha ni, kia orana
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15-9:00</td>
<td><strong>ARRIVAL &amp; REGISTRATION</strong></td>
<td>Foyer Level 1</td>
</tr>
<tr>
<td>9:00-9:30</td>
<td>Mihi, Black Friars &amp; Spoken Word</td>
<td>MIT, Kaumatua – Kūkupa Tirikatene Black Friars Lecture Theatre Level 1</td>
</tr>
<tr>
<td>9:30-10:00</td>
<td><strong>Opening Keynote Speaker</strong></td>
<td>‘Liked your textbook … but don’t think I’ll use it’ Professor Tagaloatele Peggy Fairbairn-Dunlop, AUT University Facilitator: Dr. Juliet Nanai Lecture Theatre Level 1</td>
</tr>
<tr>
<td>10:00-10:30</td>
<td><strong>Morning Tea</strong></td>
<td>Foyer</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td><strong>PAPER PRESENTATIONS</strong></td>
<td>Various rooms</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td><strong>Ropu 1</strong></td>
<td>Lecture Theatre Level 1</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>Tuakana/Facilitator Tim Baice University of Auckland</td>
<td></td>
</tr>
</tbody>
</table>
| 11:30-12:00|Through my brown eyes: Indigenous voices of Niuean boy’s experiences in New Zealand secondary schools  
1a) Pennie Vaione Togiatama-Otto, University of Auckland  
Representation, reflection and reciprocal emancipation – a Pasifika-Palangi partnership  
1b) Martyn Reynolds, Victoria University, Wellington  
Peer-based Pasifika pedagogies  
1c) Juliet Nanai, AUT University|                               |
| 10:30-11:00| **Ropu 2**                                                             | Room 202                      |
| 11:00-11:30| Tuakana/Facilitator Fetaui Iosefo MIT/UoA Manukau Programme           |                               |
| 11:30-12:00|What are self-efficacy beliefs and how are they related to Pasifika students’ reading ability and achievement?  
2a) Ravina Devi, University of Auckland  
Pasifika ELL students or generative participants: Learning to teach from students  
2b) Mary Libby, Teaching for Equity |                               |
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Topic</th>
<th>Facilitator</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30 - 11:00</td>
<td>Ropu 3</td>
<td>Fanau engagement: Understanding the effects of digital learning and home/school partnership</td>
<td><strong>2c) Maria Meredith, University of Auckland</strong></td>
<td>Room 205</td>
</tr>
<tr>
<td>11:00 - 11:30</td>
<td></td>
<td>Speaking back to power: marginalized youth perspectives and news media representations of a minority community</td>
<td><strong>3a) Jean Allen</strong></td>
<td></td>
</tr>
<tr>
<td>11:30 - 12:00</td>
<td></td>
<td>Kura Hourua: “What tomorrow’s schools should have been”</td>
<td><strong>3b) Luke Sullivan, University of Auckland</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teachers’ attitudes towards teaching Science</td>
<td><strong>3c) Yvonne Ualesi, University of Auckland</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ropu 4</td>
<td>The exploration of young Samoan male offenders in the Pasifika Youth court environment (PYC)</td>
<td><strong>4a) Natasha Urale-Baker, University of Auckland</strong></td>
<td>Room 302</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Battling the exogeneity of professional development in Oceania: The case of Nauru</td>
<td><strong>4b) Alexis Siteine, University of Auckland</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leadership in Pasifika early childhood education settings: Traversing the political and cultural leadership praxis</td>
<td><strong>4c) Jacoba Matapo, UNITEC</strong></td>
<td></td>
</tr>
<tr>
<td>10:30 - 11:00</td>
<td>Ropu 5</td>
<td>Talanoa Mei He Kaliloa: An Evolving Tongan Cultural Process for Education Success, and a Pacific Research Methodological Framework</td>
<td><strong>5a) 'Alaimaluloa Toetu’u-Tamihere</strong></td>
<td>Room 305</td>
</tr>
<tr>
<td>11:00 - 11:30</td>
<td></td>
<td>“Mixed blood and second thoughts” - Fruit Salad in the Contact Zone</td>
<td><strong>5b) Michelle Johansson</strong></td>
<td></td>
</tr>
<tr>
<td>11:30 - 12:00</td>
<td></td>
<td>Drawing on the Good, the Bad and the Ugly: Shaping a Personal Philosophy and Identity as a Pasifika Researcher and Scholar</td>
<td><strong>5c) Tanya Wendt Samu</strong></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Event</td>
<td>Location</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------</td>
<td>---------------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 12:00-1:00pm | Dr. Agnes McFarland  
Dr. Timote Vaioltei  
As. Prof Fa’afetal Sopoaga  
Senior Scholars Panel  
“What does it mean to a Pacific/Pasifika Researcher?  
Chair: Prof Tagaloatele Peggy Fairburn-Dunlop  
Facilitator: Dr. Tanya Samu | Lecture Theatre Level 1  |
| 1:00-1:45pm  | LUNCH                                                                | Foyer                     |
| 1:45-3:00pm  | Round Table Tuakana  
Talanoa time – Tuakana-Teina  
Fetaui Iosefo  
Jacinta Loto  
Nicole Tu’inukuafe | Various spaces  |
|              | Dr Seulupe Falaniko  
Tomaniko  
Sonia Pope  
Rose Penn | Lecture Theatre 1  |
|              | Tim Baice  
Faleata Ualesi  
Fa’amau Starsky Akeripa  
Janet Akeripa | Right Foyer  |
|              | Tony Solomona  
Tofilau Siliva Gaugatao  
Nathan Samu | Room 202  |
| 3:00-3:30 pm | Tuakana Report Back  
Facilitator - Jacoba Matapo | Lecture Theatre Level 1  |
| 3:30-3:45 pm | AFTERNOON TEA                                                        | Foyer                     |
| 3:45-5:00 pm | Closing Plenary  
Va’a Tele: Redefining Pasifika Success  
Dr. Rae Si’ilata  
Facilitator – Dr. Tanya Wendt Samu | Lecture Theatre Level 1  |
|              | Closing & Poroporoaki  
Black Friars  
Dr. Michelle Johansson | Lecture Theatre Level 1  |
We are honored to have a highly esteemed and accomplished academic to share her perspectives on Pasifika research.

Professor Tagaloatele Peggy Fairbairn-Dunlop
Professor of Pacific Studies, AUT University

Professor Fairbairn-Dunlop has been researching and publishing on Pacific development issues for over 30 years and has lived and worked in various organisations in Samoa for just under that same amount of time. She draws on her New Zealand, Samoa and Pacific experiences as a play school mother helper, primary school teacher, teachers college lecturer through to university lecturer as well as her extensive involvement in women’s and youth NGO advocacy and community education programmes for this research.

She sees growing a vibrant and robust Pacific post-graduate community at AUT as her key priority. In addition to her role with the university she coordinates the twice monthly sessions of the national Pacific Post Graduate Talanoa by access grid which is now funded by AUT.

The majority of her time has been spent in New Zealand and Samoa but also Fiji, Niue and Tokelau to name a few and in the Pacific she has worked for most donor agencies and has held various UN posts (UNDP, UNIFEM and UNESCO). Her research mostly involves the critiquing of global models for their appropriateness to Pacific peoples especially how these influence the family systems, including issues of sustainable development, family security and family based violence.

Currently Professor Fairbairn-Dunlop is chair of the Health Research Council Pacific team and sits on various Ministry of Education and Ministry of Health committees, the Social Sciences committee of the Royal Society and the UNESCO Social Sciences Committee.

Title
Liked your textbook… but don’t think I’ll use it

Abstract
This phrase from a letter sent by an education professor to a textbook sales rep was a compellingly reminder to me that as researchers and research mentors we are the ones visioning and writing the texts for the next generations of Pacific researchers. What is the status of the Pacific research texts we are developing? This presentation will seek answers to this question by starting with the Ministry of Education’s Pasifika Education Research Guidelines (2001) as the formal acknowledgment that there are other ways of knowing and being and drawing on examples from recent research. Points will include: have we been diligent in critiquing and setting mainstream research processes and terminology alongside Pacific values and practices? And, do the Pacific research methodologies being promoted demonstrate an understanding of the integral relationship between ontology, epistemology, pedagogy and research processes (see Gegeo, 2006) or are these more of a ‘Pacific add-in’?

Facilitator – Dr. Juliet Nanai
**1a) Title:** Through my brown eyes: Indigenous voices of Niuean boys’ experiences in New Zealand secondary schools  
**Presenter:** Pennie Vaione Togiatama-Otto  
**Institution:** University of Auckland

Through my brown eyes presents the indigenous voices of Niuean secondary school boys and their views on schooling in New Zealand. Their talanoa surrounds discussion of tertiary studies and if they would pursue higher education. This oral presentation seeks to provoke thought and discourse whereby academics are made aware of the invisibility issues these students face as Niueans; a minority within the minority. The notion of relationships is further explored in a Niuean context of vahāloto (Otto, 2014) and the development of these relationships. With growing interest in the field of Pasifika Pedagogy, this presentation positions itself in the Niuean context for educators and aims to provide practical approaches suitable for Pasifika students in general.

This paper is derived from an opportunity to present an honest and safe space for Niuean boys to have their voices heard. The boys in this study were in their senior years of secondary schooling from two schools in South Auckland and at the time they were considering their future options and pathways. This study gave the boys an opportunity to share their personal experiences through talanoa (Vaioleti, 2006) and in a protected space or ‘va’ as defined by Iosefo (2014). Their views and voices are varied across the talanoa as they discuss in detail why they think and feel the way they do about being a 21st Century Pasifika learner as a Niuean secondary school boy in Aotearoa-New Zealand.

**Keywords:** secondary school boys, career paths, language, culture, identity talanoa, vahāloto

---

**1b) Title:** Representation, reflection and reciprocal emancipation – a Pasifika-Palangi partnership  
**Presenter:** Martyn Reynolds  
**Institution:** PhD Candidate, Te Kura Maori, VUW

Emancipation concerns the freedom to be who we are and the freedom to be who we wish to be. Education has a part in this by offering transformative experiences in which who we are is acknowledged and valued, and through which our horizons are opened to the possibilities of our potential future selves. This relies on the right to be known as we wish to be known, and on positive relationships which are additive and not subtractive. However, both data and research indicate that, in the case of Pasifika education, this freedom and these possibilities are not being maximised. As a result, many Pasifika students are poorly served by the education system in Aotearoa New Zealand. This presentation will be present elements of a PhD study which seek to address one aspect of this issue in context.

The research has at its core a relational focus which permeates theory, methodology, methods and analysis. In Pasifika terms, this can be described as paying attention to the va in a number of contexts. Elements in an education context include the main actors -students, parents and teachers - and the world views which these people bring to the situation. I argue that conceptualising research as a series of actions to teu le va/tauhi va offers opportunities for more positive va, for more transformative relational spaces between these elements as they are enacted in a school. This is because paying attention to va is an act which is aimed at more nearly describing the world of a Pasifika student as it is. Where misrepresentation and lack of knowledge abound, the va is unacknowledged and trampled and the space for transformation is clouded and restricted. However, research itself must be accurately represented.

The presentation argues that if Pasifika research aims at Pasifika emancipation, the research must ‘know itself’ and its context in Pasifika terms. It must seek to acknowledge honestly the contextual need to negotiate between the theoretical world of Pacific Theory and the Western institutions and power relations of everyday reality for Pasifika students. These power relations create a need for the Pasifika voices of students and parents to be heard, but also the need for mediating processes to allow them to be heard in the spaces where they are absent. Thus, seeking to create space for students and community to describe themselves, asking the question, “What does Pasifika success as Pasifika’ mean for Pasifika boys in transition in a secondary school in New Zealand?” provides the justification for mediated dialogic methods and offers the possibility of...
mutual benefit for students, parents, teachers and the researcher. I argue that it is the contextualised action of the researcher, working in the va between both people and world views, simultaneously placing self-representational voice and offering challenges, that suggests that research can operate to teu le va/tauhi va in both a school and a research context. I place under scrutiny the role of the palangi researcher in this Pasifika research; it is the goal of the researcher to be both emancipated and transformed.

Keywords: secondary school, va, positionality, reflexivity

1c) Title: Peer-based Pasifika Pedagogies
Presenter: Dr. Juliet Nanai (on behalf of Theo Manuel, Wesley Lagolago, Tainafi Lefono, Vedant Zaveri, and Naumai Smith)
Institution: AUT University

The aim of this project was to find out how Pasifika students used their own cultural elements as a pedagogical tool to improve Pasifika student success. Four very successful final year Pasifika Physiotherapy male students were asked to participate in a Centre for Learning and Teaching project to document factors that made them high achievers. As Pasifika student leaders, within a learning village of the Faculty of Health & Environmental Sciences at Auckland University of Technology (AUT), they were also asked to outline the successful strategies by which they engage with their peers who in turn become successful students. Through talanoa and videoing, five, but not limited to these, peer-based strategies were identified: making Pasifika connections either through ethnicity or the same school or family and friends, adapting technologies, mnemonics, acronyms and narratives, gift of knowledge, food and humour, and working collectively as a team. The strategies were compiled into an interactive eBook which advises educators how to create and facilitate a culturally accepting environment that is engaging and supportive in a unique Pasifika way. These peer-based Pasifika pedagogies resulted in quality outcomes of over 90% pass rates for Pasifika Physiotherapy students, where a Samoan student was awarded the highest achiever in 2013 within the School of Rehabilitation and Occupational studies at AUT University.

Keywords: higher education, Pasifika student leaders, physiotherapy, male voices, peer-based pedagogy, success, Pasifika learning village

Ropu 2: Room 202

2a) Title: What are self-efficacy beliefs and how are they related to Pasifika students’ reading ability and achievement?
Presenter: Ravina Devi
Institution: University of Auckland

Self-efficacy has been identified as one of the most important factors underlining success. The primary purpose of this research is to explore the conceptual understanding of self-efficacy followed by an exploration of how it is related to Pasifika students’ beliefs about reading. Given the low achievement of Pasifika students in reading and particularly reading comprehension (Amituanai-Toloa; McNaughton; Lai; Airini, 2009; S’iliata, 2014), the aim of this doctoral research is to improve reading ability and reading achievement of these students in mainstream primary and secondary schools. The hypothesis for this study is that self-efficacy beliefs of students are important for their achievement and success and it is worthwhile to explore for two reasons: (1) to provide information for schools and teachers to build on and; (2) to address the lack in the research literature. However, when achievement is also examined, teacher instruction is implicated hence the secondary purpose of the research – that is – to find out what school principals and teachers self-efficacy beliefs are about teaching reading to Pasifika students hence the second hypothesis – that principals’ and teachers’ pedagogical practices are a significant factor that impacts students’ reading achievement because it may be that their self-efficacy for teaching Pasifika students may have a compounding issue. Students and teachers from classrooms (Years 7-10) from two low- and two high-decile schools in Auckland and their principals will participate. Using Bandura’s social-cognitive framework with particular emphasis on self-efficacy, a mixed-methods approach of interviews to be conducted using a Pasifika methodology of Talanoa for gathering qualitative data and questionnaires for quantitative data will
be used to address the research questions. The qualitative data will be analysed thematically while the quantitative data, statistically using SPSS and Excel tools to examine means and standard deviations in participant responses about their self-efficacy. For the purpose of this presentation, the focus is on the primary purpose – that is – to explore the understanding of self-efficacy from different perspectives and different fields of study.

**Keywords:** self-efficacy, reading, Pasifika

---

2b) **Title:** Pasifika ELL students or generative participants: Learning to teach from students  
**Presenter:** Dr. Mary Libby  
**Institution:** Teaching for Equity

New Zealand is a linguistically and culturally pluralistic national context framed by educational policies and practices conceptualized to value primarily one (or two) languages and cultures over others. Thus policies often insufficiently account for the full diversity of identities, knowledges, and ideologies present in the wider population while well intended rhetoric, practice and policy can render some invisible or limit their agency. As national borders become more permeable, there is a greater need in predominantly English speaking countries to understand the relationships, practices, and policies enacted by and for very diverse groups of ELL students.

Drawing on a multi-year autoethnographically oriented practitioner inquiry, this article explores a range of learning and teaching opportunities that were created by and made available for Pasifika English Language Learners (ELL) and their teacher within the context of existing school-based practices and policies. This inquiry was conducted from my location as a newly arrived immigrant practicing from an ‘inquiry stance’ (Cochran-Smith & Lytle, 2009), as an experienced teacher and teacher-leader, in an unfamiliar cross-cultural context in a multilingual, multicultural New Zealand secondary school.

The conceptual framings recognize languages and literacies as socially constructed, socially situated, and inherently ideological, and the enactment of school-based practice and policy as inevitably local and relational. The methodology was connected to my braided personal, political, scholarly, and professional commitments to inquiry-based practice and cultural, linguistic, and ideological diversity. Collected and analyzed during my time at the school and in retrospect, qualitative data sources included artifacts of practice, field notes, an inquiry journal, formal and informal interviews, and analytic memos.

Findings suggest that there are major curricular, pedagogical, and assessment implications for the learning opportunities of Pasifika ELL students and their teachers in the ideological mismatches that exist between the intent of the New Zealand curriculum and the outcome driven qualification system of NZQA. Teaching and learning relationships based on the unique positioning of all involved, reflexive learning stances, and the acknowledgement of students as ‘generative participants’ can insure those implications work in the service of, as opposed to become barriers to meaningful and relevant learning opportunities.

By putting forth conceptions of ELL students as generators of knowledge and situating local knowledge of practice within wider contexts, this article illuminates the importance of locating difference within discourses of possibility. Using my practice over 2 years as a case, I found that Pasifika ELL students actively resisted their positioning as silent majorities by envisioning, creating, and taking up opportunities to enact more equitable school-based curriculum, pedagogy and assessment. Using vignettes of practice as data sources to explore the exponential possibility inherent in honouring students as ‘generative participants’, I argue for the generative participation of students and teachers through the full inclusion of multiple languages, literacies, and ideologies in linguistically and culturally pluralistic schools.

**Keywords:** multi-lingual multicultural teaching and learning, Pasifika students, generative participation
2c) Title: Fanau engagement: Understanding the effects of digital learning and home/school partnership  
Presenter: Maria Meredith  
Institution: University of Auckland, Faculty of Education and Social Work, School of Curriculum and Pedagogy

This research study seeks to understand the ways that a digital schooling innovation impacts upon the families of the children within participating schools. The study will explore the effects of learning in a digital environment on eight Pacific parents with primary school children. The research will examine parental engagement in a digital environment, family learning and school involvement. The study will highlight how effective or not home school partnership and explore the extent of capacity building. This is an in-depth ethnographic qualitative case study that seeks to describe experiences of Pasifika parents. The research methods for this study will employ three main data sources: Interviews with parents, observations in training and journals.

There is little research on best practice models in delivering digital literacy programmes to families and effective home school partnership in low-income communities. By examining parental involvement in schools, family learning and other activities these interactions will help us gain an understanding of how parents engage with schools to support their children’s academic achievement. Parental engagement in their children’s learning is a major factor in academic success and outcomes (Hoover-Dempsey & Sandler, 1998; Desforges & Abouchard, 2003; Hill & Taylor, 2004; Grant, 2011). The study aim is to extend current theories about family engagement in home school partnership and learning. We need to consider how and why families (i.e., parents) engage in learning to support their children’s academic achievement. I will argue in this study that parents engaged in their own and children’s learning in the real/virtual world can make a positive contribution to their children’s education. Furthermore, I argue that schools should consider increasing parental engagement in low decile schools as they are an untapped rich resource - that is free!

Research question: How do parents engage in learning at home, school and community to support their own learning as well as their children’s education?

Research suggests that learning in a digital environment may impact on families in many facets of their lives: in their interaction as a family around learning, in their interactions with school, in their interactions with community groups, in their interactions with society more widely, such as, social agencies. In this presentation I will propose a hypothesis of family academic socialisation that will create a framework to examine these layers of interaction in the real / virtual world in order to answer the research question. This is an in-depth ethnographic qualitative case study research method. Qualitative inquiry will capture the stories of parents where “They are a source of well-grounded, rich descriptions and explanations of processes in identifiable local contexts.” (Miles & Huberman, 1994, p1). I will draw on the Pacific Talanoa methodology as a research tool. Data will be collected using multiple sources that will include talanoa interviews, observations and journals of parents. Observations will be carried out one netbook training class. The data will capture specific changes over time.

Keywords: digital technologies and implications for learning, Pacific primary school parents, low socio-economic communities

3a) Title: Speaking back to power: Marginalised youth perspectives and media representations of a minority community  
Presenter: Jean Allen  
Institution: University of Auckland

Worldwide, researchers find that Indigenous, non-white immigrant and other marginalised communities are subjected to media coverage that negatively and narrowly stereotypes them in comparison to dominant racial groups. This pattern is also evident in New Zealand in studies of news media coverage of Maori, Pasifika and Muslim people and communities. While such studies have done much to identify problematic patterns of representation, few have engaged directly with the people who are being represented. Therefore, with a
focus on social justice, this research project not only analysed the dominant news media discourses regarding South Auckland, but also explored the perspectives and reactions of South Auckland youth towards media representations of their communities. The purpose of this research was to open up spaces where representations of South Auckland could be identified, discussed and debated. This research addresses the deficit thinking that often underlies representations of South Auckland, which is home to almost 275,000 people, whom the majority are Pasifika and Māori.

I drew on Paulo Freire’s theory of oppression and Frantz Fanon’s theory of colonisation and racism to examine how power operates through the news media and how it manifests within marginalised communities such as South Auckland. Freire specifically focuses on how oppression is achieved through the silencing of voices, and through the use of what he calls antidialogical action, the main purpose of which is to keep the oppressed down. Fanon’s theory focuses on the way that groups of colonised people are compared and categorised in order to create boundaries between the powerful insiders (‘us’') and the colonised outsiders (‘them’). His theory is also concerned with how these barriers are then internalised and perpetuated, even by the marginalised.

To understand how the news media represent South Auckland, I conducted a content analysis of 388 news articles sourced from 3News, One News, stuff.co.nz and The New Zealand Herald that provided an insight into the news media’s representations of South Auckland. Textual analysis of two highly publicised events that occurred within South Auckland provided specific insights into the ways in which the news media focus on violence and crime. Two focus group discussions with South Auckland youth provided insight into South Auckland youth perspectives regarding their communities and possible impacts of media discourse on how they and others see them.

The results showed that definitions of South Auckland are complex and multifaceted. ‘Insider and outsider’ discourses were evident and this study concludes that South Aucklanders are subjected to stereotypes and negative labelling by the news media that include a focus on brownness, crime, poverty and violence. These reinforce marginalisation and exclusion of the communities and people who reside in South Auckland. This marginalisation and exclusion has very real and sometimes damaging consequences for people who live there and who identify as belonging to South Auckland such as a lack of access to opportunities and the internalisation of stereotypes.

This research calls for a true dialogue to occur between all groups in society, for “it is not our roll to speak to the people about our own view of the world, nor attempt to impose that view on them, but rather to dialogue with the people” (Paulo Freire).

Keywords: media, representation, youth, voice

3b) Title: Kura Hourua: “What tomorrow’s schools should have been?”
Presenter: Luke Sullivan
Institution: University of Auckland

The introduction of Kura Hourua – the government rebranding of what has commonly been referred to as Charter Schools – has proved to be a highly contentious and topical issue for the New Zealand education sector. This paper will review the concept of the charter school and outline the need for this policy as perceived by the community of one such Kura Hourua. In doing so, it will discuss the ways in which this policy provided this particular community with the opportunity to create and develop a school with a distinct Pasifika focus and shared community values.

The data presented in this paper originates from my doctoral research into one of the Kura Hourua now operating in Aotearoa. The objectives of this research project include:

- To place the Kura Hourua policy within the context of Tomorrow’s Schools and New Zealand’s educational history.
- To document the experiences of a Pasifika community in their journey to establish a distinctly Pasifika school.
- To establish, assess, and critique the rationale behind their choice to pursue this opportunity and establish a Kura Hourua.
To gain an insider perspective on the Charter School debate.
To evaluate the ability of the Kura Hourua policy as a mean to increase the educational achievement of Pasifika students.
To evaluate the ability of the Kura Hourua policy to foster community engagement in education.
To record what Pasifika-oriented education looks like in practice.
To provide suggestions on how the Kura Hourua policy might be further developed.

This study adopts a qualitative approach within a case study as the overall research design. The subject of this case study is a Kura Hourua with a predominately Pasifika community, including both staff and students. As one of the key research outcomes of this study is to document the educational experiences of the Pasifika peoples involved in this school, it is naturally and deliberately subjective, seeking to reveal one side of the story, rather than some objective truth. The primary data collection methods used in this study include:
- Observations
- Document analysis
- Talanoa

The use of talanoa as a research method is one way in which I have attempted to create a culturally-appropriate and Pasifika methodology. Participants in these talanoa include staff, students, and whanau of the school. Additional data sources include:
- An international literature review of school choice models.
- A range of school documentation.
- Ministry documents on Kura Hourua.

Thematic analysis will be used to analyse data and, while this process is still ongoing, emerging themes include identity and community.

The first Kura Hourua were only established here in New Zealand in 2014 and as such this study will be among the first to document authentic data on the New Zealand charter school experience. Consequently, it has the potential to influence further development and/or assessment of what is a highly topical policy. This study will also add both a New Zealand and Pasifika perspective to the international debate on school choice, and offer some qualitative data to a field which is dominated by quantitative research.

**Keywords: Kura Hourua, policy, charter schools**

3c) **Title:** Teachers' attitudes towards teaching Science  
**Presenter:** Yvonne Ualesi  
**Institution:** University of Auckland

Concern has been raised globally that a lack of interest by teachers towards teaching science has a negative impact on the children they teach. In New Zealand, teachers are expected to incorporate science into their teaching programme. However, are teachers’ attitudes influencing how they enact the New Zealand Curriculum? Research in New Zealand has tended to focus on students’ achievement and attitudes towards science. While attention has been paid to the teacher as a contributing factor to students’ attitudes, less has been written about the attitudes of teachers. To bridge this gap, the current study examines six Year 8 intermediate school teachers’ attitudes towards teaching science. Biographical data provided the participants’ academic and teaching backgrounds and individual semi-structured interviews explored the teachers’ attitudes. The interviews were audiotaped and a thematic analysis of the transcripts was undertaken. Van Aalderen-Smeets et al.’s (2012) dimensions of attitudes were used as a theoretical framework to examine the teachers’ attitudes towards teaching science. Findings showed that, in general, the Year 8 teachers had a positive attitude towards teaching science. The factors that affected their attitude and the learning environment required to make science ‘happen’ in the classroom is discussed. While recognising the small scale nature of the study, implications for the creation of positive science learning environments within other intermediate school settings are suggested.

**An extension of this area of study is being considered for my PhD study which is currently under application to commence in 2016 under the Supervision of Associate Professor Lorri MJ Santamaria and Secondary Supervisor Dr Tanya Wendt Samu**

**Keywords: Kura Hourua, policy, charter schools**
4a) Title: The exploration of young Samoan male offenders in the Pasifika Youth Court environment (PYC)  
Presenter: Natasha Urale-Baker  
Institution: University of Auckland, Faculty of Education and Social Work

This study explores the experiences of Samoan youth offenders with the Pasifika Youth Court (PYC) environment four years after they have gone through the Youth Justice system. Such exploration utilizes Pasifika methodologies, namely Kakala for the overall thesis and talanoa as a data collection methodology. Kakala is the ancient Tongan practice of selecting, gathering and weaving together appropriate natural material such as particular flowers and leaves to make a kakala for a specific purpose. Talanoa is also a Tongan methodology that privileges the co-constructing and storing of narratives. The researcher has included three Samoan concepts namely, le vā fealoaloa’i, le vā tāpuia and fa’asinomaga as underpinning pillars sign-posting the centrality of relationships and identity in Samoan and Pasifika cultures. Two Samoan proverbs (muāgagana), O le au o matua fanau (Children are the pinnacle of parent’s affection) and Aua le limatele ina ne’i ola palaa’i fanau (Don’t be heavy handed with our children for it could break their spirit) are also included to support the methodology. These proverbs were chosen signaling the inherent vā fealoaloa’i between the young Samoan participants and the researcher who is a middle aged Samoan mother.

The reasons for deciding to apply Pasifika methodologies and Samoan concepts in this research are threefold. Firstly it is appropriate as the participants and the researcher are Samoan. Secondly it is to honour those Pasifika academics who broke new ground by introducing Pasifika methodologies resulting in their availability within the academy. Lastly, it is to contribute to the wider discourse in decolonising methodologies.

Keywords: Pasifika methodologies, decolonizing methodologies, kakala, talanoa, le va fealoaloa’i, le va tāpuia, fa’asinomaga, muāgagana

4b) Title: Battling the exogeneity of professional development in Oceania: The case of Nauru  
Presenter: Alexis Siteine  
Institution: PhD Candidate, University of Auckland, Faculty of Education and Social Work

Curriculum development, implementation, and change are complex, difficult, and demanding processes. Balancing the tensions of global imperatives, national interests, and the professional needs of teachers requires the collaborative input of educational, political, and community stakeholders. This is a challenging task for educators who are given the opportunity to contribute to curriculum change as an active participant. It is even more challenging for educators whose voices are omitted from process of development and change as a result of the high value placed on exogenous epistemologies and pedagogies.

This presentation reflects upon the process of recent curriculum development in the Republic of Nauru from the perspective of two international consultants. It describes the complex and changing interface between local educators—who possess important local knowledge—and international consultants—who possess a strong understanding of curriculum theory, as well as experience in curriculum development. The complementary knowledge and skills of these two groups holds the promise of a successful collaborative project, and yet this hope is undermined by events and decisions in the political and social context. A reflective critical approach is applied to the examination of curriculum development in Oceania. This examination raises questions about the feasibility and attainability of meeting the local aspirational goals for education in a small island state when placed alongside social and political realities.

Keywords: curriculum development, Republic of Nauru, local knowledge, reflective critical approach
Leadership in Pasifika early childhood education settings: Traversing the political and cultural leadership praxis

Presenter: Jacoba Matapo
Institution: Ed D (Doctoral candidate), AUT

The establishment of Pasifika early childhood education was an initial response by Pasifika communities to maintain Pacific language and culture for their children as new migrants to New Zealand. The collective effort to initiate Pasifika early childhood education for Pasifika families demonstrated leadership that was socially constructed and considerate of Pacific cultural perspectives, theology and epistemology (Otto, 1998). The overarching purpose and rationale for Pasifika early childhood education essentially differs from predominant philosophical and pedagogical approaches that are evident in mainstream early childhood education (Mara, 2013).

Pasifika early childhood centres are a minority within the wider New Zealand early childhood sector with only ninety-six licensed early childhood centres operating in 2014, making up 2.2% of the total number of licensed early childhood services in New Zealand (Ministry of Education, 2014). As a minority, Pasifika early childhood services are in a position where organisational sustainability requires careful consideration and leadership. However, the leadership praxis within Pasifika early childhood settings, unlike mainstream early childhood education must resonate with Pasifika ways of knowing and doing (Leaupepe & Sauni, 2014; Mara, 2005). Although current literature draws attention to the significance of culturally responsive practice, particularly in critique of curriculum and pedagogy (Cooper & Hedges, 2014; Devine, Teisina & Pau’uvale, 2012; & Mara, 2013) the gaps in research to support sustainable leadership in Pasifika early childhood settings continue to widen (Chu, Glasgow, Rimoni, Hodis & Meyer, 2013). The neoliberal climate and impact of political reforms that govern the early childhood education sector have generated further implications for the sustainability of leadership within Pasifika early childhood education settings, which requires further investigation, dialogue and critique.

As I construct this abstract I am in the initial stages of doctoral study. As a Samoan Pasifika lecturer in mainstream early childhood education the formulation of this topic is greatly influenced by my personal and professional experiences in education within Aotearoa/New Zealand. This is inclusive of the various ways I have journeyed in education; as a parent, a teacher, a student, a lecturer, a researcher, and as an early childhood education manager and leader. The aim of this research is to investigate how Pasifika leadership traverses both professional and cultural commitments within Pasifika early childhood communities in an attempt to strengthen sustainable practice and to navigate a future together within a wider Pasifika early childhood collective.

References:
This presentation will examine a Pacific research methodological framework called Talanoa mei he Kaliloa, or simply Kaliloa. It argues that the Kaliloa methodology elicits honest, truthful, insightful methods of collecting data which not only respect participants but connects the research and the participant(s) in a dialogical and meaningful way. Various definitions and uses of the Kali, including the Kaliloa, demonstrate why Kaliloa is a useful, insightful and relevant method of collecting data. The presentation will then explore some of the changes to this ancient traditional practice that have enabled Kaliloa to adapt to current times. It is maintained that Kaliloa has evolved in line with significant changes in Tongan culture, family dynamics, migration and technology. In view of these changes, it is posited that Kaliloa should ideally remain a daily practice within Tongan homes, in Tonga and across the diaspora, so as to retain culture and language and provide a pathway to empower young people in different fields, including their success in the field of education.

Representation, Access, Authenticity, Identity, Appropriation, Inequality. These are some of the terms that stimulate, motivate and frustrate the creative artists of the Pacific, and they are the terms that frame the work of the Black Friars theatre company in creating Pacific Stories and Believable Worlds.

One of the things we do is to create hybrid theatre, theatre that is a pan-Pacific mix of many cultures that speak to each other, and storylines that weave in and out of cultural and universal truths. However there are many responsibilities that we consider in the process of telling these Pasifika stories.

Are either of the Black Friars productions authentic? Are they cultural? Does Shakespeare have a place in the Pacific? Are we wrong to represent indigenous Hawaiian hula on an Aotearoa stage? Does anyone have the right to represent indigenous stories on Eurocentric stages? Is this appropriation? Is this mis-representation? Are these ‘Believable Worlds’?

And the answer to all of these questions is of course yes… and no.
This paper interrogates some of the dilemmas of hybridity in transnational, poly-vocal, Polynesian storytelling.
This paper draws on autoethnographic methods and approaches in order to critically reflect on the ethics and principles that constitute Pasifika research as defined by the Ministry of Education, Health Research Council and other entities that have laid the theoretical and conceptual foundation stones of this field. The paper draws on and critiques a number of personal experiences, including involvement within research and evaluation teams carrying out contracted research. The intention of this paper is twofold – firstly, to make a contribution to knowledge about the historical development of Pacific/Pasifika education (particularly research) in New Zealand. Secondly, in order to illuminate, illustrate and possibly even agitate, the location and enactment of Pacific values such as service, respect and reciprocity within Pasifika research practice. Both forms of (new) knowledge have resulted in the development of a personal philosophy of Pasifika research, as well as professional/personal identity as a Pacific researcher, which the paper advocates as important goals of attainment for new and emerging researchers in Pasifika education.

Malo aupito! Faafetai lava! Vinaka vaka levu!
Senior Scholars Panel Discussion:
What does it mean to be a ‘Pacific/Pasifika’ Researcher?

We are honored to have three highly esteemed and accomplished academics to share their perspectives on indigenous and Pasifika research. Each scholar will make a brief presentation. Assigned PG students will respond with a series of questions for the panelists, to promote discussion. Questions will also be taken from the floor.

Session chair: Dr Tanya Wendt Samu (University of Auckland)

Dr. Agnes McFarland
Senior Lecturer, School of Graduate Studies, Te Whare Wananga o Awanuiarangi

Dr McFarland is of Tuhoe, Ngāti Awa, Ngāti Maniapoto and Samoan descent. She lectured at Massey University for several years, before her current position at Te Whare Wananga o Awanuiarangi. The overall aim of her research is to explain, support and promote scholarship in Te Reo Māori from a tribal perspective. She presented both her Masters and Doctoral research in Te Reo Māori. She is the co-editor with Professor Taiarahia Black of ‘Ka haki taua ki te whare huri ai e!’, the Māori language research monograph published by NZCER for NZARE in 2014. This was short-listed for the 2015 Maori Book Award.

Dr. Timote Vaioleti
Senior Lecturer, Professional Studies in Education, Faculty of Education, University of Waikato

Dr Vaioleti started his working life in the technical professions. He has led and taught unskilled groups to design and build churches and other projects in New Zealand and Tonga. He took up teaching to spend more time with his family and over the years has made an extensive contribution to Pacific community affairs as well as initiating the development of Talanoa Research Methodology; teaching and research adult education; Pacific issues and cultural learning theories.

Faumuina Assoc. Prof. Fa’afetai Sopoaga
Associate Dean Pacific, Division of Health Sciences, University of Otago

Associate Professor Sopoaga is from Samoa, and began her professional career as a medical doctor. She lectures in Pacific Health at the Department of Preventive and Social Medicine. As the Associate Dean (Pacific) in the Division of Health Sciences her role is to recruit, retain, and ensure a high completion rate for Pacific students. She heads the Pacific Islands Research and Student Support Unit (PIRSSU), and played a leading role in the development of Otago University’s Pacific Research Ethics Guidelines (the only university in New Zealand to have such guidelines to date).
Time for Talanoa: Tuakana/Teina  
Post-graduate students in education share their research

Post graduate presenters will be organised into four groups, within which they talk about their research projects (completed or in-progress).

We are pleased to have **FOUR** dedicated and committed Pasifika student support advisors, and emerging academics in their own right, to act as tuakana for the talanoa sessions. Each talanoa group will have a tuakana to lead and guide the presentations. Tuakana will also facilitate discussions.

Symposium participants can come and sit alongside a talanoa group and listen to the presenters. They can ask questions, during discussion time, if invited to do so by the tuakana.

Each **Tuakana** will give a brief summary of the presentations made by his/her teina during their respective talanoa discussions to the whole group.

<table>
<thead>
<tr>
<th><strong>Tim Baice, FOEDSW, University of Auckland</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Coordinator for Pasifika Success, UoA Faculty of Education and Social Work; BA, MA (Hons), soon-to-be doctoral candidate. Research interests: Youth advocacy and participation in sustainable development in the Pacific.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Fetaui Iosefo, MIT/UoA Manukau Programme</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Teaching Fellow, UoA Faculty of Education and Social Work; BEd, PG Dip Ed, MPST Ed (Hons), doctoral candidate. Research interests: Autoethnography, Education, Ex-incarcerated.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Dr. Seulupe Falaniko Tomaniko, UNITEC</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Academic Advisor (Pacific), at Unitec Marsden Research Fellow at University of Auckland (Part-time) Research interests: Pacific History, Culture, Politics &amp; Traditional Leadership</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Anthony (Tony) Solomona, AUT University (South Campus)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Advisor /Student Advisor / Pasifika Student Advisor, AUT BA (Hons), MA (Hons), Cert in Tertiary Teaching, Doctoral candidate, Research interests include Pacific Studies</td>
</tr>
</tbody>
</table>
**Talanoa time: Tuakana/Teina Abstracts**

**Lecture Theatre 1**

**Title:** To read is to understand: Literacy approaches exemplary teachers use to teach Pasifika learners  
**Presenter:** Jacinto Loto  
**Institution:** Master of Professional Studies, University of Auckland,

Curriculum development, implementation, and change are complex, difficult, and demanding processes. Balancing the tensions of global imperatives, national interests, and the professional needs of teachers requires the collaborative input of educational, political, and community stakeholders. This is a challenging task for educators who are given the opportunity to contribute to curriculum change as an active participant. It is even more challenging for educators whose voices are omitted from process of development and change as a result of the high value placed on exogenous epistemologies and pedagogies.

This presentation reflects upon the process of recent curriculum development in the Republic of Nauru from the perspective of two international consultants. It describes the complex and changing interface between local educators—who possess important local knowledge—and international consultants—who possess a strong understanding of curriculum theory, as well as experience in curriculum development. The complementary knowledge and skills of these two groups holds the promise of a successful collaborative project, and yet this hope is undermined by events and decisions in the political and social context. A reflective critical, approach is applied to the examination of curriculum development in Oceania. This examination raises questions about the feasibility and attainability of meeting the local aspirational goals for education in a small island state when placed alongside social and political realities.

**Keywords:** exemplary teaching, literacy, Pasifika students

**Lecture Theatre 1**

**Title:** Teachers Motivating Year 5 and 6 Pasifika boys in reading  
**Presenter:** Nicole Tu'Inukuafe  
**Institution:** University of Auckland

This abstract briefly summarises a 30 point Bachelor of Honours dissertation that investigated how three teachers from one school motivated Year 5 and 6 Pasifika boys in reading. The researcher examined what engaged/disengaged Year 5 and 6 Pasifika boys in reading and sought to identify strategies or pedagogical approaches that motivated Year 5 and 6 Pasifika boys in reading.

While New Zealand is world renowned for its high standard of achievement in reading (Wilkinson, 1998), international research conducted by the International Association for the Evaluation of Educational Achievement (IEA) and the Programme for International Student Assessment Studies (PISA) indicated New Zealand had a wide variance of achievement in reading. A report by the Ministry of Education (MOE, 2007) identified that while Pasifika students tended to be over represented in the lowest achieving group this was especially true for Pasifika boys. In the most recent PISA (2012) data this concerning trend continued. The distribution of student performance showed that New Zealand had relatively low equality (equity) in learning outcomes and there had been no signs of improvement in the over representation of Pasifika boys in the lower end of the achievement dispersion. The research of Fletcher, Parkhill, Fa’afoi & Teleni (2008) suggests students from minority groups such as Pasifika need help to develop literacy skills that allow them to cope effectively and become competent members of today’s multi-literate society.

A qualitative approach based on an interpretive paradigm was used in this study. One low decile primary school, with a high percentage of Pasifika students, volunteered to participate. Individual semi-structured interviews were carried out with three Year 5 and 6 teachers. A focus group interview with six Year 5 and 6 Pasifika boys enabled them to share their perspectives. In addition reading data of the Pasifika boys from the three classes were analysed.
References

Left Foyer
Title: Cultural Identity as a Protective Factor for Suicidality among Tongan Secondary School Students
Presenter: Sonia Pope
Institution: Honours, University of Auckland

Aim of study: The aim of this study is to examine to what extent cultural identity can act as a protective factor for suicidality amongst Tongan secondary students.
The current study is a quantitative study that will run a regression analysis. The participant for this study will include approximately 372 secondary school students who identify as Tongan. Participants will be drawn from the national Youth12 data set. This data set represents three percent of the New Zealand 2012 secondary school roll. Approximately 8500 students participated in this survey. Tongan students represented 4.4% of the sample population.

Cultural identity: Levels of cultural identity will be assessed upon seven components. These components are ethnicity, importance of ethnic identity, language, cultural comfort, cultural knowledge, family, and religion.

Suicidality: Suicidality in this study is assessed upon two components. First component is the self-reporting of suicide ideation or suicide attempt, and the second component is the self reporting of suicide attempt that has required treatment. Both components alongside the administered scale create measures that analyses suicide ideation and suicide attempt within the study.

Status: Currently on the analysis stage, so results have not yet been confirmed.

Left Foyer
Title: Fes’ootaiga ina ia maua le Manumalo
Presenter: Rose Penn
Institution: Doctoral candidate, University of Auckland

This article is about factors which aid successful completions for New Zealand born Samoans students in the Bachelor of Education Teaching. It was discovered that aiga/family is paramount in promoting educational success. A further discovery was that New Zealand born Samoans retain cultural affiliations so that their lifestyle shows deep regard for Fa’a Samoan identity. These affiliations are evident in relationships which are fundamentally vital for Samoan people. They include kin and the wider Samoan community and each form highlights that aiga are the principal impetus to achieving educational success. Educational frameworks must, therefore, embrace relationships with aiga/family because aiga are the cornerstone for Samoans. Engaging with early childhood educators to help them fully understand the role of relationship building transforms their appreciation of the value of aiga. This means power must be shared within learning institutions and early learning centres. Staff development must, therefore, be designed and co-delivered by Samoans so that meaningful understandings of Samoan concepts and frameworks become nurtured. Only when early childhood education fully involve Samoan and Pasifika families in such processes will they be able to honour learners in culturally inclusive communities of practice.
This thesis looks at the New Zealand born Samoan leader. The acquiring of leadership in the church, family, village. Duties of a matai in a New Zealand context that need to be performed.

The knowledge that NZ born individuals need to understand of the duties required to undertake such obligations within the church, family, village. The thesis will account narratives from NZ born individuals that have taken on chiefly titles and analyse how they have coped with language and culture and how the New Zealand born has to develop a crash course to an informal education setting that is Samoa.

How does one acquire Samoan cultural knowledge in New Zealand? In what way has the fa’amatai system evolved for young NZ born Samoan?

While the overall number of Pasifika students enrolling at university is not in proportion to their number in the total New Zealand population, the data undeniably shows that Samoan females are more likely than their male counterparts to have post-school qualifications. The 2001 New Zealand census data showed that similar proportions of Samoan females and males have a school qualification as their highest qualification (53 percent and 52 percent respectively). However, when it came to post-school education, a greater percentage of females than males have post-school qualifications (19 percent and 15 percent respectively) (Statistics NZ, 2001)

The aim of my research is to examine the factors that influence the decision for Samoan males to enter university. This will include an investigation of the potential impact of Fa’a Samoa (the Samoan way of life) and gendered roles through the scope of masculinity. I will talk to male students in Year 13 (high school) and current university students to engage in Talanoa about their experiences. My aim is to then use this information to impart, encourage, and add to the body of knowledge around Samoan males and their participation in higher education within New Zealand.

Effective pedagogies to improve Pasifika student achievement has become a priority for educators with Pasifika learners in their classrooms. Pasifika students have been identified as most at risk of not achieving in our schools, which has serious implications for the social and economic future of our nation (Education Review Office, 2012). To address this imbalance, school leaders and teachers must employ effective pedagogies that can bridge the achievement gap for Pasifika students (Si’ilita, 2014).
This research will explore the experiences and beliefs of two Samoan male educators in terms of their understanding of what constitutes effective pedagogies to improve Pasifika student achievement. The focus of the study will be on the educators’ experiences of successful pedagogical practices that improved the academic success of Pasifika learners. The following research questions will be used to explore these issues: What pedagogies can support teachers to improve Pasifika secondary students’ achievement? What are the challenges for educators involved in improving Pasifika secondary students’ achievement?

**Rationale:**
Although over recent years there has been an increasing amount of research and literature on improving Pasifika student achievement, it is important to examine the perspectives of Samoan male educators. The work of facilitation is often invisible so this is also an important opportunity to reveal the values, beliefs, and practices of a Samoan male facilitator in the New Zealand secondary school context.

**Methodology:**
This is a qualitative, interpretive study combining the methods of Duo-ethnography and Talanoa. Both Duo-ethnography and Talanoa focus on the use of narratives gained through dialogic conversations to understand people's experiences and knowledge. In both methods, dialogue is the vehicle that leads participants to be able to construct and reconstruct their ideas and beliefs through critical discussions and thinking; often resulting in regenerative transformation and leading participants to become co-constructors of new knowledge and new thinking (Airini et al, 2009; Norris et al, 2012; Vaioleti, 2006). The ideals of relationship, mutual respect, collaboration, shared experience and new knowledge are important components of both Duo-ethnography and Talanoa hence my reason for choosing these as my research methods.

**References**


---

**Room 202**

**Title:** Empowering Samoan fathers of secondary school students: Building educationally powerful connections through Parent-Student-Teacher Conferences

**Presenter:** Tofilau Siliva Gaugatao

**Institution:** University of Auckland

School leaders and teachers espouse that parents and caregivers have a key role to play in their children’s education (Lawson, 2003; Loizos, 2008). Yet, the reality is that schools prefer to organise engagement opportunities with parents in ways that suit them - when, what, why, which, how and where to suit them! International and local research show that the engagement of parents in the education of their children is predominantly that of the mothers Hynds et al, 2015; West, Noden, Edge & David, 2006.

Many secondary schools in Auckland offer Parent-Student-Teacher Conferences (PSTs) as the main medium for school-family engagement to support academic achievement. These conferences occur twice a year in many schools; normally lasting between 20 and 30 minutes per session and involves the form teachers or whānau teachers giving an update on a student’s overall progress as well as answering any questions parents may have. As a result, many schools have reported significant increases in parental involvement in PSTs. What
is unclear is how schools evaluate the effectiveness of PSTs beyond simply counting the numbers of parents that turn up to these meetings. There is a lack of evidence on the quality of parental engagement and understanding (eg of NCEA) of how to best support their children as a consequence of these events.

The study will give voice to Samoan fathers (grandfathers, caregivers) – in a way that is culturally responsive. It will explore the enablers as well as the barriers that prevent fathers’ participation in the education of their children. The research is intended to build the capability of the school leaders and teachers as well as their Pasifika communities to better understand the beliefs and values that inform current actions and behaviours (parents & teachers) on their way to exploring new ways of collaboration that empower Pasifika peoples to achieve and enjoy educational success in Aotearoa New Zealand.

Room 202

**Title:** The Sporting and academic achievement of Pasifika males in their years of senior secondary schooling  
**Presenter:** Nathan Samu  
**Institution:** University of Auckland

This research seeks to understand the meaning of success in sporting and academic pursuits amongst a group of secondary school Pasifika males aged 16-18, and whether there is any link between the two from the perspectives of the young men themselves. Emerging from the exasperated frustrations of teachers, researcher curiosity started with “that boy is so good on the sports field...Why can’t he do that in the classroom!” By asking the students themselves, this research hopes to elicit deeper understanding of what constitutes success from their perspective.

**Lecture Theatre Level 1**

**Closing Keynote Speaker**

**Dr. Rae Si’ilata**  
*Lecturer Biliteracy, Faculty of Education, University of Auckland*

Rae is a lecturer in Biliteracy in the School of Curriculum and Pedagogy at the Faculty of Education and Social Work, UoA. She completed her PhD titled, ‘Va’a Tele: Pasifika learners riding the success wave on linguistically and culturally responsive pedagogies’, in 2014. Rae is of Maori/Fijian/Scots/Irish descent, and together with her Samoan husband Milo, has five children. Over the past 30 years, she has worked as a teacher, principal, facilitator, project director, consultant and lecturer in Aotearoa/NZ and in the Pacific. Her research interests are in Bilingualism and Biliteracy; indigenous education; second language acquisition; Pasifika education; linguistically and culturally responsive pedagogies in English-medium classrooms; and in the development of reciprocal family-school partnerships.

**Title: Va’a Tele: Redefining Pasifika Success**  
Rae will explain the Va’a Tele Model developed in her thesis, as a framework for Pasifika learner success in English-medium primary schools. Additionally the Va’a Tele Model will be applied as a metaphor to the post graduate journey, in order to consider the navigational maneuvering and the perseverance needed to bring the va’a to successful journey’s end, and the thesis to completion.

Malo aupito! Faafetai lava! Vinaka vaka levu!
Organising Komiti for Pasifika Education Symposium

Michelle Johansson (MIT)  blackfriars1844@gmail.com  
Jocoba Matapo (Unitec)  jmatapo@unitec.ac.nz  
Juliet Nanai (AUT)  juliet.nanai@aut.ac.nz  
Tanya Wendt Samu (FOEDSW, UoA)  t.samu@auckland.ac.nz  
Rae Si’ilata (FOEDSW, UoA)  r.siilata@auckland.ac.nz

SPECIAL THANKS TO MIT FOR THE WONDERFUL VENUE!

NZARE Annual Conference 2015

Te Toroa Titiro Tawhiti
Emancipation through Education
17-20 November, Whakatāne

HOSTED BY TE WANANGA O AWANUIARANGI
NAU MAI HAERE MAI!
COME AND JOIN US FOR A VERY SPECIAL CONFERENCE!

NZARE:
PO Box 46014, Park Ave, Lower Hutt 5044
admin@nzare.org.nz
www.nzare.org.nz