

Uni NEWS

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UNIVERSITY OF
AUCKLAND
Waipapa Taumata Rau
NEW ZEALAND

OLIVIER HOLLAND

Teaching music, playing with a
dream team and all that jazz

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OLD SCHOOL RESEARCH

Student Katie Lilburne's summer scholar project unearths extraordinary documents from Aotearoa's education history

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IMPORTANT QUESTION

Ritesh Shah asks why are some countries more worthy of the West's benevolence and protection than others?

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DRAWING ON LIFE

Growing Up in New Zealand's new research director Sarah-Jane Paine explains her motivational forces

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Just a few of the University of Auckland staff and student achievements in the media recently. Email: uninews@auckland.ac.nz



Alex Sims

NOTHING TO DO WITH MUSHROOMS

Non-fungible tokens (NFTs) seem to be a peculiar arrival onto the art scene. Or is it the investment scene? Will they fade as fast as chatter rings? RNZ's Q&A with Alex Sims, associate professor in commercial law, helped make sense of it all for the everyday punter.

Link: tinyurl.com/RNZ-NFTs-Alex-Sims



Tracey McIntosh

TEENS IN DESPAIR

Professor Tracey McIntosh (co-head, Te Wānanga o Waipapa) talked to the *NZ Herald* about children aged 14 and under who are making serious mental health calls to emergency services. She highlighted failures by Oranga Tamariki to young people in state care.

Link: tinyurl.com/McIntosh-Herald



Andrew Shelling

KEEPING GENES PRIVATE

Professor Andrew Shelling, acting director of the Centre for Cancer Research, leads a group of doctors,

lawyers and academics who want the government to ban insurers from accessing genetic test results. His March editorial in the *New Zealand Medical Journal* led to him speaking to the media about fears patients won't get genetic tests done for fear it might affect their premiums or insurance cover.

Link: tinyurl.com/Newshub-Shelling

UNHAPPY CAMPERS

After Covid spread through a school camp in Wellington, Dr Jin Russell said she was surprised school camps were taking place at all during the Omicron wave. She told the *NZ Herald* that classroom settings with protective measures reduced spread. "But when you take children out of the classroom ... you can create high risk settings and you can see a lot of spread."

Link: tinyurl.com/Jin-Omicron-camp

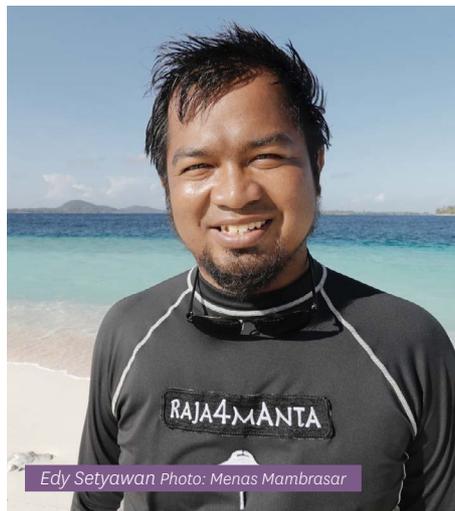


Jin Russell

SPYING ON RAYS FROM THE SKY

Science PhD student Edy Setyawan talked manta rays and drones to 1 News. During field work in Indonesia, Edy came up with idea of using small, cheap drones to monitor manta rays as part of conservation efforts for the endangered fish. His pioneering work has been published in the journal *Drones*, and manta ray researchers around the world are keen to use the method.

Link: tinyurl.com/1News-Manta-drones



Edy Setyawan Photo: Menas Mambrasar

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PEDAL FOR A CAUSE

Dr Anna Brooks (FMHS) is researching Myalgic Encephalomyelitis/Chronic Fatigue Syndrome (ME/CFS) and its relationship to Long Covid. Keen to contribute, James Gould has taken it upon himself to raise money for Anna's research by cycling the length of the country. At the time of writing, he had raised more than \$15,000. "This is so helpful," says Anna (pictured with James when he stopped in Auckland). "Especially since we are having to crowdfund for this research."

■ Anyone wishing to donate, visit justgiving.com/fundraising/james-gouldnz

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OUR OMICRON EXPERTS ANSWER YOUR QUESTIONS

The University has many experts on hand to share their knowledge of Omicron. In March, Professor John Fraser, Associate Professor Helen Petousis-Harris, Honorary Professor Nikki Turner and Professor Papaarangi Reid were joined by Dr Stephen Ritchie, an infectious diseases physician with the Auckland District Health Board, in a special Staff forum focusing on Omicron. Here are some of the top questions answered.

Should we still be trying to avoid Omicron or give in to the inevitable and get it over with?

At a community level we can't cope with everyone getting sick at once. There's an idea that Omicron is a mild illness, but at an individual level we don't know who will have a more severe experience of the virus – or who will be affected by Long Covid. 'Mild disease' might not actually be that mild. Infectious diseases are best avoided and avoiding Covid means being vaccinated and avoiding exposure – if you are sick, stay home and do what you can to avoid coming into contact with others.

How infectious and virulent is Omicron, compared to other strains of Covid?

In March, the case numbers for the nation were around 400,000, which is about 6-7 percent of the population of New Zealand – and that occurred in a little over a month. Omicron is a new strain of SARS and has now outcompeted every other SARS-CoV-2 strain on the planet. Delta had an R number (the average number of people that one infected person will pass on a virus to) of about five. Omicron has an R number of about 20. Viruses evolve to increase their fitness, and this often means trading virulence in favour of transmission. This seems to be exactly what Omicron has done. It is more infectious but less virulent than Delta and for most people Omicron causes mild symptoms characteristic of an uncomplicated upper respiratory tract infection. Data from overseas show that only 1.1 percent of cases with Omicron require hospitalisation. For Delta that was about ten percent.

What is the latest research on vaccine effectiveness for Delta and Omicron?

For the first two doses, the drop-off in effectiveness against symptomatic disease is much quicker with Omicron than Delta – hence the importance of the booster. But the data is



Papaarangi Reid



John Fraser



Nikki Turner



Stephen Ritchie



Helen Petousis-Harris

showing that even with Omicron, you are still getting good protection for four to six months after vaccination against severe disease.

Why is one person's experience of Omicron infection different from another's?

Most of the unpleasant effects people experience from a viral infection, such as fever, headache, aching limbs and nausea, are actually a result of your immune response releasing powerful soluble mediators that affect all parts of your body. Feeling sick is a great way of telling you that you have an infection and you need to isolate. The type and extent of your own personal response is a consequence of the inherent variation that exists across the entire population. Every person's immune system is genetically unique and there are no two the same, except identical twins. Environmental factors and individual health status also influence how sick you feel.

If someone is a household contact but manages to avoid getting Covid does that mean their immunity is good and they are less likely to catch it another time?

We can't yet answer that. What we know from household studies is that up to 70 percent of the household will catch it. But we don't know if the other 30 percent did catch it and were asymptomatic or actually managed not to be exposed. Some may not have been infected, so they won't have had an immune response, which means they are still immune naïve.

Is Omicron still spread by surfaces or just by air transmission?

It definitely can be spread from a surface that has been contaminated by someone else's droplets – tiny particles of mucous that contain the virus which emerge when we cough and sneeze. But the dominant form of transmission is from people who are coughing and sneezing and therefore it's inhaled into the upper airways.

Should we have boosters for those who are vulnerable or immune suppressed?

The questions that arise are, who is at high risk, when is their protection against severe disease likely to drop off, and when are they likely to need boosting? Different decisions are being made around the world, but it is looking as though those who are more at risk, particularly frail, elderly

people with significant medical issues, may well need boosting as their protection drops.

If you get Covid, how strong is your immunity afterwards and for how long?

Once you get the disease you do have immunity for a period of time, but we know that you can get Omicron again. This is not a surprise. We know that with respiratory illness, your immunity will wane over time, and you can repeatedly get infections. But data and studies are showing that vaccination is giving better immunity than disease, and a combination of vaccination and natural infection provides much broader protection over all the other SARS-CoV-2 variants.

Do vaccinated people shed less of a viral load if they get Covid than those who aren't?

People who are unvaccinated are more likely to be severely symptomatic and therefore more likely to spread viral load. People who are vaccinated are likely to be infectious for a shorter period.

What is the likelihood of further variants, and will they be more or less serious?

Viruses are always evolving, and they do so by mutation. Typically, they evolve to be more fit. What viruses really want to do, more than anything else, is transmit. They're not interested in being more virulent; making people sick works against the virus because if people get sick and go to bed they don't transmit. Any strain that increases transmission by reducing the virulence is considered to be more successful. Omicron is a very successful strain and the likelihood of it reverting to a more virulent strain is becoming less likely. Remember, Omicron has overtaken every other single variant in the world in six months, so it is going to take a very special variant to outcompete it.

For those with respiratory conditions such as asthma, how practical is it to avoid Covid when others begin to relax their behaviours?

We need a better respiratory strategy. People should protect themselves and their communities more generally from all respiratory illnesses. This means improving our approach to influenza as well as Covid, to protect the people most at risk.

■ Full public video: tinyurl.com/YouTube-Omicron
Timestamps: staff.auckland.ac.nz/en/news-events-and-notices/vc-staff-forums/2022/omicron.html



Professor Pene Mathew

LAW SCHOOL SIGNS DEAL WITH CAMBRIDGE

Undergraduate law students have a great new opportunity to study in the United Kingdom.

An exchange agreement has been signed with Cambridge University.

From 2023, up to three Auckland students will be accepted to study law for a year at Cambridge, benefiting from its first-class, small-group learning environment. In return, Auckland Law School will welcome up to three students from Cambridge each year.

Professor Pene Mathew, Manukura Ture Dean of Law, says it's a great reciprocal arrangement.

"Our students will undoubtedly benefit from

Cambridge's rich intellectual offerings. Likewise, I am sure that Cambridge students will enjoy studying at Auckland Law School."

Auckland Law School is Aotearoa New Zealand's top-ranked place to study law.

"Students from Cambridge will learn from the stellar scholars and teachers here. They will engage with the unique legal issues arising from Te Tiriti o Waitangi and the interaction between tikanga Māori and the state legal system.

"The exchange agreement further strengthens our close relationship with Cambridge and builds on our existing staff exchange and Pathways programme," she said.

ROYAL HONOURS FOR FIVE ACADEMICS

Five University of Auckland academics have been elected to the Academy of the Royal Society Te Apārangi for their outstanding research.

They are Professor Andrew Barrie (School of Architecture and Planning, CAI), Professor Laura Bennet (Department of Physiology, FMHS),

Professor Elizabeth Broadbent (Department of Psychological Medicine, FMHS), Associate Professor SallyAnn Harbison, Director of the Forensic Science Programme (Science) and Professor Christian Hartinger (School of Chemical Sciences, Science).

Being made a Fellow is an honour that recognises distinction in research, scholarship and the advancement of knowledge at the highest international standards. Fellows can use FRSNZ after their name to indicate this honour.

■ Read the full story: auckland.ac.nz/royal-society-fellows-2022

GLUB, GLUB, GLUB

The underwater world has dawn and dusk choruses, similar to birds on land.

From the clicks of dolphins to the crackling that divers hear (snapping shrimp), the underwater world is alive with sound. Kina, for example, scrape algae off the rocks with their teeth, a feasting that is noisy because the crunching is amplified by the urchins' hard, dome-shaped bodies.

A group of international scientists including the University's Associate Professor Craig Radford (Science), aims to set up a Global Library of Underwater Biological Sounds, or GLUBS.

A scientific paper by 17 experts, 'Sounding the Call for a Global Library of Biological Underwater Sounds,' sets out the case in the journal *Frontiers in Ecology and Evolution*.

Their goal is a vast reference library of underwater sounds that anyone can access, and that will grow with the addition of recordings from scientists and citizen scientists. The scientists are concerned at the decline in underwater soundscapes due to reduced diversity and want to document biotic sounds in case they disappear. Sounds from a single species across broad areas and times helps scientists to understand their diversity and evolution.

Craig and other researchers at the

SMART TALKS IN YOUR HOME



*What's in your wine?
Find out on 18 May during the
Raising the Bar Home Edition.*

Raising the Bar online edition kicks off later this month.

It begins with Professor Andrew Shelling (FMHS) on 27 April, weighing up an intriguing issue in his talk – Fact versus fiction: The truth about our genetic dispositions.

Others speaking over the next couple of months are:

4 May Matheson Russell (Arts): Democracy, but not as we know it

10 May Helen Murray (FMHS): Athletes and dementia – could there be a link?

18 May Ali Lowrey (Science): From the vineyard to the glass – what really goes into New Zealand wine?

25 May Justin O'Sullivan (Liggins): The untapped potential of DNA to personalise your healthcare and extend your life

1 June Bodo Lang (Business): I told you so! Word of mouth – what is it, does it work and how can I use it?

■ Find out more at: rtbevent.com/Auckland

Leigh Marine Laboratory have already shown how anthropogenic noise interferes with communication by whales and fish.

■ Read the full story and follow links to underwater sounds at auckland.ac.nz/underwater-library



Associate Professor Craig Radford

COOL MISSION IN THE PACIFIC

Staff from the Immunisation Advisory Centre (IMAC) have been playing a key role in helping with the Covid-19 vaccine rollout in the Pacific.

We all know and love the islands' tropical weather but that has presented some logistical challenges – keeping Covid-19 vaccines chilled, ideally to the ultra-cold temperature of minus 70 degrees Celsius.

Safely transporting a cold-storage vaccine within New Zealand is hard enough. Getting it to Tokelau is next level. Typically, it's a four- to six-hour flight from Auckland to Apia, Samoa. From there, the fortnightly boat to Tokelau takes 24 hours to arrive at the atoll of Fakaofu. It's a further three and a half hours to Nukunonu and a further six to Atafu, the northernmost atoll.

As well as the cold-chain challenge, there's also the issue of ensuring that local healthcare professionals know how to properly store, prepare and administer the vaccine.

IMAC, based at the University and run by UniServices, has taken on this challenge not only for Tokelau but also for Tonga, Samoa, Niue, Cook Islands and Fiji. The project is part of the Polynesian Health Corridors programme led by the ministries of Health and Foreign Affairs and Trade to support better health outcomes in the Pacific. IMAC's role focuses on delivering vaccination education, training and support, including the cold-chain process for the vaccines.

Some members of the IMAC team were able fly to Rarotonga to help set up vaccination clinics,



Loretta Roberts, national manager of IMAC, with two Cook Islands vaccinators.

Right: Nurse educator Ellaine Ete-Rasch, third from left, in Samoa.



standard operating procedures and cold-chain management, but with other countries not open for travel, other solutions needed to be found.

Programme manager Moelagi (Leilani) Jackson and nurse educator Ellaine Ete-Rasch, with IMAC colleagues Jude Young and Catherine Tobin, had to figure out how to educate vaccinators in Pacific countries from afar. The team mitigated some of the challenges of teaching over Zoom by shipping over equipment in advance to ensure learners had access to the items being demonstrated.

“But the internet connections on some islands didn't permit everyone to use, or in some cases to access, the online learning platform,” says Leilani.

In some places technology access issues meant as many as 20 people were clustered around a single laptop for training.

“So we used a train-the-trainer approach where countries would select their leads, we'd train them, and they'd train the nurses who didn't have access to the internet.”

Ellaine was also able to train about 100 nurses in person after she had to temporarily return to Samoa for family reasons.

“It was really good to have face-to-face interaction with the nurses and vaccinators.”

Leilani, who grew up on a small Samoan island a two-hour boat ride from the mainland, says she was motivated to become a nurse after her sister

died of rheumatic heart disease when she was young, largely due to poor follow-up.

Although some health equity and accessibility challenges have been exacerbated by the pandemic – patients can't fly to New Zealand or Australia for advanced care – IMAC, the government and Kiwi doctors are supporting Pacific doctors via Zoom and New Zealand has donated enough Covid vaccines to inoculate all eligible people. IMAC has provided the cold-chain training and support for nearly 300,000 vaccine doses sent over and has registered more than 360 vaccinators from the Pacific onto the online learning management system as well as the face-to-face training in Samoa and the Cook Islands.

“We have delivered the best we can, given the resources we have and the circumstances we're under,” says Leilani.

Adds Ellaine: “It's been very satisfying to look at the number of nurses applying the knowledge they have gained from the training to increase Covid-19 vaccination coverage in their countries. There has been a lot of learning both ways.”

IMAC is now conducting education on the paediatric Covid vaccine, to increase the number of people protected. It will also support Pacific healthcare professionals with other vaccinations, such as for measles and childhood immunisations.

■ Full story: tinyurl.com/UniServices-IMAC-Pacific

TRANS TASMAN BRAINS TRUST

The Centre for Brain Research (CBR) is set to work collaboratively with Macquarie University's new Australia CTE Biobank.

The University's CBR says it will establish a similar world-class CTE (chronic traumatic encephalopathy) biobank which will work closely with Australian CTE researchers. Biobanking is the collection and storage of large amounts of clinical data and biological samples to advance scientific understanding and the development of novel treatments for neurological disease.

Professor Maurice Curtis, co-director of the CBR Neurological Foundation Human Brain Bank with Distinguished Professor Sir Richard Faull, says CTE is a progressive degenerative brain disease believed to result from repetitive head

impact injuries sustained over time. It's best known in athletes who play contact sport, and has been in the spotlight globally in collision and combat sports such as American football, boxing and ice hockey. It is also recognised that people who suffer brain trauma through domestic violence, motor vehicle accidents and military service may be vulnerable to developing CTE.

Maurice will co-direct the New Zealand CTE Biobank with Professor Lynette Tippett (School of Psychology). Lynette has more than 30 years' experience in clinical research with people who have neurodegenerative diseases such as Alzheimer's, Huntington's and Parkinson's.

Maurice is one of New Zealand's leading neuroscientists in the field of neurodegenerative disease research and has been collaborating in the formation of the New Zealand CTE Biobank with other researchers on both sides of the Tasman. Close links already exist with researchers at Auckland University of Technology

Traumatic Brain Injury Network and Mātai Medical Research Institute in Gisborne.



Professor Maurice Curtis

OLIVIER HOLLAND: ALL ABOUT THAT BASS

School of Music lecturer and bass musician Dr Olivier Holland doesn't fret about much. Even in tough times, his jazz students' efforts are music to his ears.

When bassist Dr Olivier Holland found out music teaching would be online in 2022 until mid-Semester One, he remained upbeat. No trouble. It's still all about the bass.

After all, despite the challenges of 2021 – including his music students not being able to perform together from August – his students achieved some outstanding grades.

Olivier, known as Oli, is a renowned jazz bass player – both double bass and electric bass – who is part of a powerhouse jazz department of musicians, composers and educators in the University of Auckland's School of Music. The subjects he teaches include jazz composition, improvisation and theory and he also plays in a faculty band with the award-winning Dr Roger Manins (saxophone), Dr Kevin Field (piano), Ron Samsom (drums) and, latterly, Keith Price (guitar).

"They're all very strong players and excellent colleagues," Oli says. "We've always been a strong, tight-knit team."

Back in 2015, Oli, Roger, Ron and Kevin won a Tui award for their eponymous jazz album *Dog*. No deep reason for the name it seems, although Ron has a pug, Roger a spaniel and Oli a couple of chihuahuas.

Oli was born in Germany and completed his diploma in jazz at what was then the Folkwang Hochschule Conservatory in Essen, in 1994. He worked as a freelance musician and taught in Germany for a number of years. Then, in 2002, the passionate yachting sailed to New Zealand with his former wife.

"I arrived in Whangārei and made lots of friends. Very soon I had my first jazz gig in Auckland."

In 2003, Oli visited both jazz departments at Auckland and Massey universities to introduce himself as a jazz teacher.

"I made friends with the late Phil Broadhurst, then head of jazz studies at Massey, and Jim Brennan, who was the coordinator of jazz studies at the University of Auckland and who set up New Zealand's first undergraduate degree in jazz. I also met Ron Samsom.

"Jim told me Auckland needed someone to teach theory, so I came on part-time in 2004. It was a foot in the door to becoming permanent full-time in 2009."

He added another string to his bow by becoming a Doctor of Musical Arts (Jazz) at the University in 2017.

Over the years, Oli has contributed to around 30 albums, five of which are his own projects. He has played with some of the world's most esteemed

jazz musicians, including Geoffrey Keezer, Terreon Gully, Joscho Stephan and Stefon Harris. Even for those who aren't jazz fans, it's hard not to be enthralled by his 2010 *Gypsy Meets Jazz* collaboration with renowned German jazz guitarist Joscho Stephan.

Oli's latest album, *Gjazz5*, was released in 2021 and was three years in the making. He has described the musicians on the album as a 'once in a lifetime band' – himself on bass, Geoffrey Keezer (US, keys), Terreon Gully (US, drums),

a trumpeter of some renown who is also in the popular Kiwi band Strangely Arousing.

"Nama, Forrest and Soakai are really talented musicians and writers but not the only ones in the Music 275 class. Selecting only three out of so much great work wasn't easy.

"It's also such a multicultural class – Kiwis, people from China, Korea, Pacific and some with Middle East heritage. Their cultural heritage seems to come out in their compositions.

"I'm not telling them to write a composition

"The learning is task-based and conceptual, which takes the myth out of a 'composer sitting there having this magic intuition'. Sometimes that happens, but you can't rely on it."

– Dr Olivier Holland, jazz department, School of Music

Denis Gaebel (Germany, saxophone), Roger Manins (New Zealand, saxophone) as well as special guest Joscho Stephan.

"It really was a dream team," he says.

Talking about great musicians and compositions, Oli sampled some of his students' works with Bryan Crump on *RNZ Nights*. He had plenty to choose from. In Semester Two 2021 there were a record-breaking number of A-plus jazz music compositions, all created by Stage Two students during lockdown.

That could have been for a number of reasons – they may have had more time, or felt less inhibited to experiment or it could have been the result of an increase in the solfège component of the second-year composition course. Solfège is sight-singing, students have to sing their answers, and for whatever reason, he says the students in lockdown did better than any other group in the past 15 years.

"I increased the solfège content quite drastically for two reasons," says Oli. "It's easier to assess and it's very beneficial for the student's aural perception. Students may not like it at the beginning, but see the benefits as they go on. They can practise in the car. After some training, they can verbalise what they want to write or play, which is an excellent skill to have.

"I have to emphasise that's only my guess as to why that class did so well – they are a very talented bunch."

Among the student talent who featured on *RNZ* is Tongan saxophonist Soakai Malamala (alto sax), Naamah Cheiban (vocals) and Forrest Thorp,

in the style of Miles Davis, because that would be re-enacting. The learning is task-based and conceptual, which takes the myth out of the notion of a 'composer sitting there having this magic intuition'. Sometimes that can happen, but you can't rely on it!"

Oli first became interested in bass – electric – when he was about 15, playing in a church band.

"Many of our students have also played in church bands. The drummers, especially, have to be good to hold the band together."

Lockdowns have meant the University hasn't been able to showcase its jazz offerings to schools.

"Before Covid, I used to take student bands through the high schools. It's important to bridge the gap between what the school students think we do, and what we're actually doing. The high school students are just a few years younger and when they see our uni students playing amazing music – they can relate to that and also see how good they could get in a year or two. I can't wait to take a band on school tour again."

After the first lockdown was lifted, Oli was playing gigs around Auckland, often through the Creative Jazz Club, an artist-led initiative to support jazz in New Zealand. Venues include Anthology, Wynyard Grill, Downbeat, the Rotorua Jazz Club and Flare at SkyCity.

His students did the same.

"It was great for live music and students from as early as Stage One were playing three times a week, and often more. This was so good for them especially as through their studies they can apply what they learned on the job."

Oli takes his electric bass and double bass to gigs and often switches between the two instruments. "I like playing both basses so it's about 50-50. Which of the basses I use depends on the tune."

The two instruments require slightly different playing techniques. A double bass, which many people mistake for a cello, doesn't have frets like an electric bass.

"You have to learn a certain system to know where on the fingerboard the notes are," says Oli. "A good ear is a must and for exact finger placement to happen, you need to repeat the same correct movement hundreds of times."

Oli's expertise is also being captured in an educational book he has been writing on the double bass.

"After adding more and more content and exercises I finally feel the learning method is now complete and decided I must not add any more. There might need to be a second edition once this is published. Let's see."

He enjoys writing, but how do jazz compositions, most of which have no lyrics, get named? "I name my tunes intuitively, except for some. 'For Heidi' is dedicated to my partner Heidi. But other times funny things just come to mind."

Take Oli's track '10c a Fly' from *GJazz5*. The title came from a discussion with his younger son about getting paid for catching flies. This son evidently has an entrepreneurial mindset because another track is called '\$10 a Rat'.

The *GJazz5* recording took place at Fattoria Musica Studios in Osnabrück, Germany, with mixing in 2019 – luckily before the world changed. The album has had several five-star reviews, and a track from it, 'Mrs Bombastic', was named one of RNZ's top Kiwi jazz tracks in 2021. A portion of sales from the double CD goes to helping save a marine reserve off the west coast of Africa.

As a lecturer, Oli has a research component to his work. "Just like writing articles or presenting at conferences, writing and publishing a creative piece of music counts as research. It's a creative output, as is a live performance of such music. A lot of research and effort goes into the creation and presentation of a new work."

Aside from all the talented staff who work in the School of Music, what other names in local music should people know?

"Kiwi jazz musicians include Nathan Haines and his dad Kevin Haines, who have both taught here in the past. Other talents include Dixon Nacey, Neil Watson, Mike Booth or younger players like Joe Kaptein, Thabani Gapara, Chelsea Prastiti who are writing and performing great music – and they are also among our group of artists-teachers.

"Another New Zealander worth checking out is ex-pat Matt Penman, a very talented bassist and composer. He lives in New York where he performs and teaches."



Dr Olivier Holland plays double bass and teaches all aspects of jazz in the School of Music. Photo: Billy Wong

"If we've learned one thing in the past couple of years, it's that almost constant change seems to be the new normal."

– Dr Olivier Holland, senior lecturer in jazz, School of Music

From the international jazz scene he points to bassist and composer Avishai Cohen from Israel.

"He writes extremely interesting music. But there's actually so much good stuff out there."

As well as playing bass and performing live with other people, Oli has another passion.

"I love watersports, especially sailing and spearfishing. I've done a lot of offshore sailing including a couple of trans-Atlantics in 1996-97, one single-handed, as well as my sailing trip to New Zealand between 2000 and 2002."

He often goes out spearfishing with friends. How does that sit with his marine environment concerns? "Spearfishing is a very selective process," he says.

"Lots of people go out and catch snapper on a line and many will be undersized. When they throw them back, many won't survive. With spearfishing, you only take what you eat and it's also almost impossible to shoot an undersized fish because you see what you aim at.

"Also, most spearfishers see the decline of fish stocks under the surface first-hand. We

are acutely aware that what is still there needs protecting."

He hopes that his students get to showcase their talent during the University's Jazz Combo concerts this year; in pre-Covid times recitals were twice a semester.

"Not being able to perform in a group has been tough but the students learned different skills, such as how to produce a professional recording. Fortunately, under Red setting we were able to return to physical band rehearsals and in-person instrument lessons."

Although he was eager to return to campus, if there is another period of online teaching, it won't throw him off track.

"I'm not wired that way. If we've learned one thing in the past couple of years it's that almost constant change seems to be the new normal. This time, all lecture-based courses are online and that's ok. We just have to adapt.

"Of course, in-person is best. Humans are designed to connect person to person."

■ Denise Montgomery



Dr Sarah-Jane Paine is the research director of the Growing Up in New Zealand longitudinal study. Photo: Elise Manahan

WHĀNAU IS THE FOCUS FOR SARAH-JANE PAINE

Growing Up in New Zealand will evolve through its new director, whose life experience is at the heart of what she's doing.

When Dr Sarah-Jane Paine's sister gave birth to a son prematurely, her whānau's interaction with the health system was nothing short of traumatic.

Sarah-Jane says the experience included delays to her sister's care, and the family not being allowed to be there to support her.

"There's a part of my sister's story that I've shared that reflects the tragedy and the inhumanity in which my family, and in particular my sister, my nephew and their family, were treated.

"But since then, there's also been a lot of joy in their lives and a lot of celebration. What other Indigenous scholars talk about is being careful not to just tell Indigenous stories of pain and despair. We must also tell the stories of celebration."

Sarah-Jane checked with her sister and nephew before telling their story to mainstream media.

When her nephew was born, Sarah-Jane was

about to head to university, but the negative experience of her whānau steered her towards a specific research path – focusing on the health of mothers and their babies.

Her research trajectory could be part of the celebration story, as it turns out.

"Later on at university, when I was choosing a project for my masters thesis, my parents encouraged me to think about what had happened to my sister and nephew, and see if there was something there I could look at.

"With my supervisor's encouragement and my family's advice, I realised it was ok, and actually really good, to draw on your own experience to create meaningful research. Since then, I've found myself gravitating towards research that has this common theme around Māori women, mothers and their children.

"So as well as my sister, I think about my mother and my grandmother and what it's like to be a Māori woman in society."

Sarah-Jane (Ngāi Tūhoe) is the recently appointed research director of Growing Up in NZ (GUINZ), Aotearoa New Zealand's largest contemporary longitudinal study of child development, tracking the lives of 6,000 children and their families over 21 years. The study has produced many reports, policy briefs and papers that contribute to a growing body of knowledge on what helps to improve childhood health and well-being in Kiwi families.

Sarah-Jane was previously director of the Tomaioara Research Group at Te Kupenga Hauora Māori (TKHM) in the Faculty of Medical and Health Sciences. She has been involved with GUINZ since

"We know that kaupapa Māori approaches work."

– Dr Sarah-Jane Paine, research director of Growing Up in New Zealand

2018, as part of the kaitiaki group. Her expertise is Māori public health, as a kaupapa Māori epidemiologist, but how that speciality came about is a story in itself.

Sarah-Jane grew up in Wairoa in Hawke's Bay and was always strong academically at school. Her parents placed great value on education and, in Year 9, she was sent to board at Nelson College for Girls.

"That had an amazing and positive impact," Sarah-Jane says. "I went from a small town to a city with a school that offered wider subject options and a lot more in the way of extra-curricular activities. It opened up a lot of opportunities for me and being at boarding school also helped with my independence."

Planning to be a doctor, she headed to Otago University. That's where things became a bit more challenging.

"A professor told me I'd never make it in medicine. I remember what it felt like, because you think you have potential and you want to impress people. To be shut down like that was so hurtful at the time."

Sarah-Jane took some time to reset.

"It meant I went into my first year of university feeling lost – like, what am I going to do now that door has closed on me? I had to find a career path and keep trusting my potential. I felt I had pretty good self-esteem and I was doing well at university. But I had to go with my gut and towards opportunities that felt right for me."

She completed a BSc in anatomy and structural biology followed by a MSc in reproductive biology at Otago, and later did her PhD in Public Health at Massey. Over the years, she has won many awards, scholarships and honours and in recent years has received several Health Research Council (HRC) grants. A Fulbright scholarship in 2007 took her to Harvard in the US to visit a sleep research centre.

"That was formative as it meant I started building relationships with sleep scientists. But visiting Harvard also shaped how I understood the value of the work we were already doing in Aotearoa. It highlighted our important and innovative research in Indigenous sleep inequities – something that no one else in the world was doing at the time. For a long time we have been told we need to look overseas to see the best science, but actually we are doing excellent and important research right here."

Her work in this area includes a longitudinal study of maternal sleep disturbances

and mental well-being, more common in Indigenous populations because of social and economic inequity.

“My research explores how our social context drives sleep/wake patterns and contributes to sleep health inequities.”

She says such research has shifted international thinking about the causes of sleep problems.

“Previously, sleep was understood as an individual behaviour, with interventions focused on such things as changing bedroom environments or cutting out caffeine. Our research has shown, with clear consistency, that poor sleep is more often a problem of poverty not poor behaviour – and when you look at sleep inequities through that gaze, then your interventions are entirely different.”

She appreciates the early guidance of now retired director of the Sleep/Wake Research Centre, Emeritus Professor Philippa Gander.

“Philippa was learning about kaupapa Māori research at the same time as supporting me. She made sure I always had space to develop my understanding and skills and encouraged me to incorporate kaupapa Māori principles into my work. She’s a fantastic scientist and was certainly a mentor.”

Also a mentor is head of TKHM Professor Papaarangi Reid (Te Rarawa), a renowned specialist in public health medicine who holds governments to account for inequities, especially in health outcomes for Māori and other Indigenous peoples.

“I’m lucky to have had mentors and supervisors over my career who have really believed in me. If you’re surrounded by people who are encouraging and supportive, then you understand your strengths and how you might contribute.”

That’s why she feels confident in her ability to lead the Growing Up in New Zealand study at this stage of her career.

“I know I have the support of my colleagues at Te Kupenga Hauora Māori, including Papaarangi who has supported me taking this role. It’s also important for me to keep contributing to TKHM’s work and Papaarangi’s vision of Māori health and research that contributes to the transformation of Māori health outcomes.

“That includes providing evidence-based academic support for Māori and Pacific students, and contributing to a curriculum that is training future medical and health science professionals to have a robust understanding of hauora Māori.”

Asked how she would have dealt with her teenage self, had she been the professor who told her – as a young female Māori student – that she wouldn’t make it in medicine, she is thoughtful, and a little triumphant.

“What we do here at the University, and what I think I would have done even then, is to have found a way to support me to fulfil my potential.”

It’s one of the reasons she’s still supervising postgraduate students and teaching a postgraduate course, as well as continuing with her existing health research projects.

Sarah-Jane was first in her family to get a university degree and says the Māori experience of the education system is broad.

“While I may not have struggled as much as other Māori – I had good support – tertiary education is still not always a safe and supportive environment for Māori.

“My family are really proud of me. Some of my nieces and nephews who have seen my work profiled in the media remind me that I’m a role model and mentor.”

As GUINZ director, Sarah-Jane utilises research techniques that reflect her experience.

“A kaupapa Māori approach has benefits for everyone in the Growing Up study ... it focuses on having strong trusting relationships and being generously compassionate in our engagement with research participants.

“For example, if you are my research participant, I start out by asking about you and your family and seeing how things are going and

“It’s the idea of manaakitanga. We have to be generous, and we have to provide benefit. So if we’re asking participants to do a two-hour Zoom interview in the middle of an Omicron outbreak, what are we giving back to them? Yes, there is koha but in my experience they just need to know you have the best interests of their hapū, tamariki and mokopuna.”

The GUINZ study began in 2009 and right now researchers are undertaking their 12-year kōrero or interviews. There has been drop-off in Māori, Pacific and lower socioeconomic participants but this year GUINZ has a Māori and Pacific team on board to conduct the interviews. Around 24 percent of the children identify as Māori and 21 percent as Pacific. Some 16 percent identify as Asian and 66 percent identify as Pākehā New Zealander (nearly half identify as more than one ethnic group.)

Having Māori and Pacific interviewers is a way of evolving and adapting. That applies in many aspects of the data collection – especially since the arrival of Covid-19 when many interviews have had to be done by Zoom.

The interviews with the children also need to

“I went into my first year of university feeling lost – like, what am I going to do now that door seemingly has closed on me? I had to find a career path and keep trusting my potential.” – Dr Sarah-Jane Paine, Growing Up in New Zealand

giving you an opportunity to share about yourself. I’d hope you’d go away from the interview feeling it was an enjoyable experience. You might not realise it used a kaupapa Māori approach, but you would be thinking it was really good.”

She says if participants need to see research questions that they think are important, or “they may not see the GUINZ study providing value in the future”.

“We know that kaupapa Māori approaches work – we’ve used them in epidemiological studies where we think about how we engage with the participants and create a safe and enjoyable research experience.

“What’s important in longitudinal studies is to make people feel heard, seen and valued – then they’re less likely to drop away.”

Sarah-Jane is a parent herself – three children aged eight, ten and 12 – so knows some of the challenges faced by her children’s peers and the time pressures families face.

“With Growing Up in NZ, and all longitudinal studies, we’re asking a lot of families. Their level of altruism is so high to be involved for 21 years. They’re heroes. So we need to do as much as we can to value that generosity and make the process seamless, efficient and easy for them.

evolve as they get older. “What is the best way to engage a teenager? Are they really going to sit down for two hours? Probably not,” says Sarah-Jane. “So there’s always a need to innovate and evolve.”

Sarah-Jane says GUINZ will also draw on the experience of other researchers working with young people.

“The Adolescent Health Research Group, with academics like Associate Professor Terryann Clark, do fantastic work with young people. So we don’t have to reinvent the wheel.”

She says there’s a lot of support for the study to continue to be focused and purposeful, including being responsive to Te Tiriti o Waitangi.

“We need to ensure Māori participants and their voices are heard.

“One way we do that is through thinking about how we collect our data and the other is being purposeful when we write a research report. We need to make sure Māori findings are throughout the report. I want participants and policymakers to be able to read it and see instantly what’s going on with Māori children and families.

“I don’t want them to have to flick through to page 250.”

■ Denise Montgomery

SUMMER SCHOLAR EXPLORES OLD SCHOOL LESSONS

Student Katie Lilburne uncovered a trove of New Zealand’s educational history when she embarked on a mission to explore what Kiwi children learnt in classrooms as far back as 1877.

A dull disciplinarian droning on in front of a class that’s just waiting for the bell to release them is a common image of schooling from times past.

Friendly teachers, praise rather than punishment, play-based learning, high-quality music teaching and a focus on useful life skills don’t come so readily to mind.

But that’s exactly what University of Auckland summer scholar Katie Lilburne discovered during her recent project to find out what children in Aotearoa learnt as far back as the 1877 Education Act.

A third-year Bachelor of Education student (primary), Katie says her broad brief was to create an overview and timeline of the various New Zealand curricula from 1877 to the early 1990s, from as many regions as possible.

“I felt a bit like Indiana Jones off on a quest!”

After contacting archive offices, libraries, museums, historical villages, schools and universities, she realised her ten weeks were completely booked, with a road trip that would take her from Auckland to Invercargill.

“Each province has its own rich history that affected how children were taught and raised. For example, the Scottish settlers brought their own curriculum to the south and seemed to have a lot of resources, whereas northern areas struggled more.”

She sifted through piles of papers, letters and books and narrowed them down to around 700 documents to be scanned and uploaded to the University’s collection, for the benefit of all future scholars. The documents are to be named the Lilburne Archive in Katie’s honour, as a reflection of the resource’s extraordinary scope and value.

As a student teacher about to begin her final year, Katie says it was fascinating to compare what she’d been taught at school with what was previously thought important for children to know.

“One major change was the practical basis of schooling. Early lessons were designed specifically to develop real life skills for their roles and responsibilities after they finished school, and they were sharply divided by gender.”

These included maths lessons based on tallying up cash books, social studies lessons on the political system and voting, economics lessons on mortgages, interest rates and taxes, agriculture lessons on seed raising and animal rearing and, for girls, home craft lessons on laundry, needlework and how to decorate a home.



“It has led me to reflect on what modern life skills we need now; things like nurturing plants from seed, and growing food ... They’re as important now as then, and I intend to find out more about them to include in my own lesson plans.”

– Katie Lilburne, Bachelor of Education (primary) student

“Some may seem old-fashioned now,” she says. “But in one student’s exercise book from the 1960s, I found myself learning how mortgages and interest rates work – something that has never been explained to me once in my 25 years.”

She says working through the documents exposed the knowledge gaps in her own generation as a result of the broad 2007 curriculum.

“It has led me to reflect on what modern life skills we need now; things such as nurturing plants from seed, and growing food to prepare and eat. They’re as important now as then, and I intend to find out more about them to include in my own lesson plans.”

While core subjects such as reading, writing, maths and science have remained cornerstones of the curriculum over decades, other subjects have become obsolete.

“Typing, once a specialised subject that allowed women, in particular, to gain more job

opportunities, is not taught at all. It makes you wonder how many subjects in the next 50 years won’t be needed because of advancements in technology.”

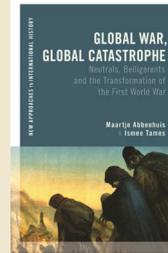
In the very first curriculum after the 1877 Act, which brought in free, compulsory and secular education, there was a strong emphasis on drawing, French and music, and fiercely competitive school choirs.

“As a student of French and piano myself, this interested me. I found many references to musical instruments being hard to come by and never having enough art supplies, like brushes and chisels for carving, in rural areas especially.”

Māori children attended village primary schools, under the control of the ‘Native Department’, which were transferred to the Department of Education in 1877. These remained distinct from Pākehā schools until 1969, when the last 108 were transferred to the control of education boards.

Katie also found clear requests from teachers

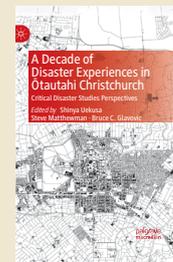
BOOKS



Global War, Global Catastrophe: Neutrals, Belligerents and the Transformation of the First World War

This book co-authored by Professor Maartje Abbenhuis (Modern History, Arts), has been awarded a Tomlinson

Prize. Narrated chronologically, it identifies key themes and moments that radicalised WWI's conduct and globalised its impact, affecting neutral and belligerent societies alike. Timely work. Read more: tinyurl.com/BigQ-Abbenhuis and auckland.ac.nz/Maartje-book
Maartje Abbenhuis and Ismee Tames, Bloomsbury, \$39



A Decade of Disaster Experiences in Ōtautahi Christchurch

Associate Professor Steve Matthewman (Sociology, Arts) co-edits a book critically surveying a decade of disasters in Ōtautahi Christchurch, bringing

together diverse approaches to assess the events of 2010-2011 in Canterbury.
Steve Matthewman, Shinya Uekusa, Bruce Glavovic, Palgrave, \$237



Tūnui | Comet

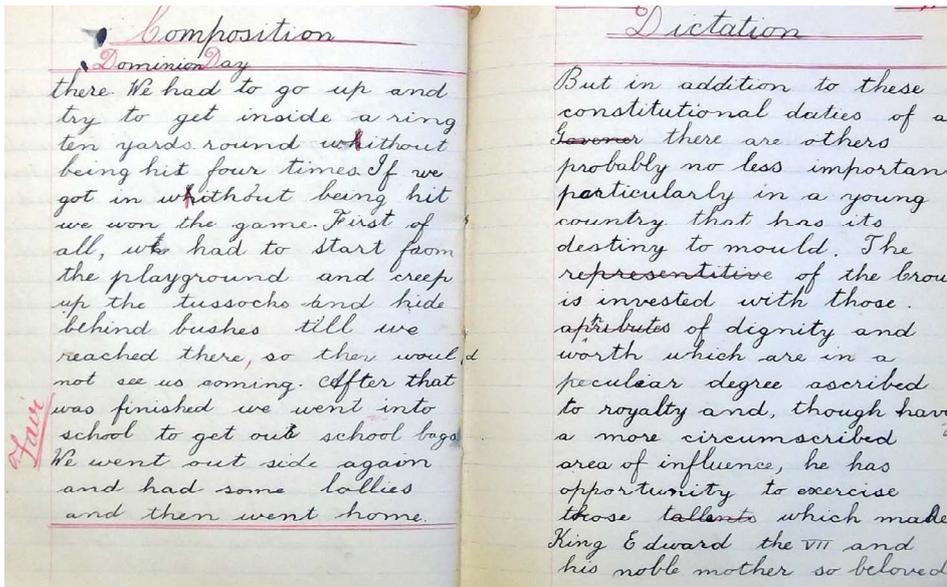
Alumnus and former staff member Dr Robert Sullivan (Ngāpuhi / Kāi Tahu) is the author of several books of poetry including *Star Waka* (AUP, 1999) which has gone through multiple reprints. This is his first

collection in more than a decade. Guided by Māui and Tāwhirimātea, Moana Jackson and Freddie Mercury, Robert walks the reader from K Road council flats to Kaka Point, finding ourselves and ancestors along the way. (Released 14 April)
Robert Sullivan, AUP, \$20



Actions & Travels: How Poetry Works

Alumna Anna Jackson is a poet, scholar and editor of six collections through AUP. This one is different – it's an introduction to how poetry works, through 100 poems. She has provided an accompanying reading list at annajackson.nz
Anna Jackson, AUP, \$35



What Should Young People Learn and Experience in Schools?

What takes place in schools is much more than the teaching of subjects and the learning of facts. At school, young people acquire not only knowledge and skills, such as reading and writing, they also develop attitudes and values.

There are six questions on this issue for you to think about, talk over with others, and comment on:

- 2A What should young people learn at school?
- 2B What skills do young people need?
- 2C What attitudes and values would you like children to develop at school?
- 2D What principles should the organisation of schooling be based on?
- 2E How can learning be made more effective?
- 2F How should learning be evaluated?

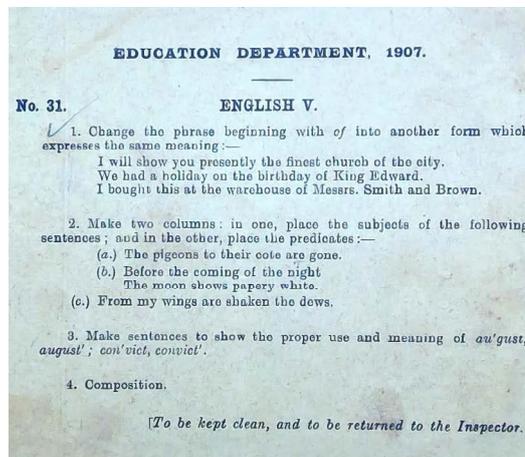
How to use this booklet

It contains information, ideas, illustrations and questions. These are all intended to open up discussion of this issue. Depending on how much time you have, you may choose to discuss every question or to concentrate on the questions that interest you most.

Remember—your most valuable resource is your own experience.

At the centre of the booklet is a response sheet. Use it to record your responses, then lift it out and mail it to the address given. Your responses will be used to help the review committees prepare reports for the Minister of Education.

Please let us know your views



Katie found hundreds of fascinating documents during her research. Top: A 1910 exercise marked 'fair'.

Left: From a ministerial review of schools in 1985.

Above: Typical example of English schoolwork in 1907.

and students to teach and learn more te reo Māori from the early 1980s.

"Imagine, if we'd really started that far back, where we'd be today with the language?"

History was all English or European, even in native schools.

"Nothing from their own culture ... they were expected to assimilate the colonising culture."

Despite the secular requirement that came about to avoid favouring one religion over another, religious education "was pushed and pushed", says Katie.

"I found lots of petitions to the Ministry of Education to include religious teaching in the curriculum."

She also discovered that newspaper articles from as far back as the early 1900s reflected perennial concerns.

"There was a big issue with 'new maths' and the fact that parents couldn't help their children with it, or concerns about reading levels not being high enough; you could copy and paste

this content to a paper now and no one would know the difference."

In terms of teaching styles, she found references as early as the 1870s to teachers who weren't fond of the cane and preferred 'praise therapy' instead.

"There were also students who referred to teachers as their friends, and government and teacher training publications that encouraged play-based learning.

"There are core values and ideas that are being taught today that don't seem to have changed much in 145 years."

■ Julianne Evans

Katie Lilburne is the recipient of the \$1,000 inaugural 'Old A's' Summer Scholar Prize from the Faculty of Education and Social Work. The prize recognises excellence from a faculty summer research scholar who aspires to a career in teaching.

“Someone fleeing persecution and war shouldn’t be naturally assumed a security threat by the colour of their skin or their religion.”



‘THEY ARE US’ BUT ISN’T EVERYONE?

The scope and scale of the humanitarian crisis in Ukraine is unprecedented and raises questions about the West’s response writes Dr Ritesh Shah.

As of 22 March, around 3.6 million Ukrainian refugees had been forced to seek refuge in neighbouring countries.

The situation for children living and trying to survive in Ukraine is particularly dire. For those in the east of the country, it has gone from bad to worse, given the conflict never really stopped there after 2014.

Having spent my academic career exploring the experiences of children living in conflict and crisis, including in Ukraine and parts of the Middle East, I feel it is important to ask some thorny questions about how the current humanitarian response appears different, and why that might be.

In 2018, I travelled to the east of Ukraine and visited towns adjacent to the border dividing the separatist-controlled areas of Donetsk and Luhansk from the rest of the country. One 13-year-old boy I spoke to recalled the situation in the previous winter.

“Shelling started in our town, and it was scary,” he said. “It would start at dusk and not end until dawn. One morning when I stepped outside, I saw dead bodies around. I grew very afraid and would have a lot of nightmares.”

Children deserve a future free of fear, but for many of them now, the only choice is to flee their homes and seek sanctuary outside of Ukraine.

We can be heartened by the warm welcome these refugees have received in Hungary, Romania, Poland and Moldova. The EU has already agreed to grant temporary protection status to Ukrainian refugees who find themselves in any of the 27 member state countries. This status will afford these refugees immediate

protection and rights, including to housing, social welfare, medical care, and access to education.

This response aligns with the UN Refugee Convention which stresses the importance of hosting countries providing protection to fleeing persecution or armed conflict. Yet the convention also notes that refugees should be treated equally without discrimination as to their “race, religion or country of origin” (Article 3).

And this is where the difficult questions with the current humanitarian response arise. Why is it that these refugees have been welcomed with open arms while other recent waves of refugees have been walled off, contained, detained, and denied protection and access to basic services?

Bulgaria’s Prime Minister was recently quoted as saying, “These people [Ukrainians] are Europeans ... [they are] intelligent, they are educated people ... This is not the refugee wave we have been used to, people we were not sure about their identity, people with unclear pasts, who could have been terrorists.”

The view that Ukrainian refugees are “us” while others fleeing persecution are not is unacceptable. It reflects Orientalist underpinnings, which pit those with values perceived to be aligned to white, European and predominantly Christian as more deserving of the benevolence of the West than those of other groups (particularly Muslims). This “us vs them” narrative has justified the increasingly draconian measures taken to contain refugees who are brown or black, and non-Christian, under the guise of security.

It has led to walls being erected to keep out refugees and asylum seekers, not only along the US-Mexico border, but also in parts of Europe. The past few years have also seen invisible barriers to those fleeing persecution put up, where countries such as Turkey, Jordan and Lebanon have been asked to prevent an outflow of Syrian refugees into Europe and further afield, in exchange for billions of dollars of financing.

Closer to home, Australia has used this

approach to protect its borders, while leaving thousands of asylum seekers languishing in offshore detention facilities. In Aotearoa New Zealand, the government and opposition parties have been quick to agree to open our borders to family members of Ukrainians resident in our country. While this is a welcome decision, it underscores the double standards by which we treat others fleeing persecution and conflict. Similar affordances have not been demanded or offered to those fleeing conflict in Ethiopia, large swathes of Central Africa, Colombia, Syria, Myanmar or Afghanistan. Why is that?

Someone fleeing persecution and war shouldn’t be naturally assumed a security threat by the colour of their skin or their religion. Doing so highlights the norms of whiteness, which influence our sympathies and alliances to certain groups over others.

One Syrian refugee I spoke to in Jordan in 2017 told me about the incredible challenges she faced going to school there. She said when she and her family went to the school in the camp: “They told us to go home. They said they would call us back so that I could start school again, but they never did. I felt alone, and would relive memories of jet planes bombing our neighbourhood. I stayed at home cleaning and doing other housework.”

Despite being given sanctuary in Jordan, this girl was denied her basic rights to an education and a life with dignity. It illustrates the real injustices of humanitarian responses that value some children’s futures over others, and which sees some as more worthy of the West’s benevolence and protection than others.

■ Dr Ritesh Shah is a senior lecturer in Critical Studies in Education, in the Faculty of Education and Social Work.

The views in this article reflect personal opinion and are not necessarily those of the University of Auckland. This article is adapted from a piece that first ran in Newsroom.