

2017 Tertiary Teaching Excellence Awards
General Category

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Foundations

Ko Mayflower te waka
Ko Grandfather Mountain te maunga
Ko New River te awa
Ko Boone, North Carolina tōku wāhi
Ko Susan Brittingham rāua
Ko Michael ōku mātua
Ko Jay Marlowe ahau.

Tēnā koutou, tēnā koutou, tēnā koutou katoa.

My experiences as a social worker are what drew me to tertiary teaching. I saw the potential of education to connect people to new ways of knowing, as a pathway to relate to others and importantly as tool to inspire change.

This picture is in the Guatemalan highlands. I was working for a non-government organisation that supported disadvantaged and homeless youths to access a free education and health care. It was here that I recognised the potential of tertiary education to open new opportunities for engagement and to work towards realising socially just outcomes.



Social workers are privileged to work alongside some of society's most marginalised and disadvantaged groups. I have worked with resettled refugees, homeless children in Guatemala, indigenous communities in the Amazon River basin of Ecuador, people bereaved through suicide in Australia and youth from gang-related backgrounds in the United States. It was in these contexts that I realised how people's histories and narratives can be so starkly different from my own, and yet, it was still possible to develop amazing relationships provided that safe and respectful environments were negotiated.

I recognise the power of people's stories as a pedagogical entry point to meaningful ways of knowing. My teaching is informed by narrative approaches that assume a person's life is multi-storied (White, 2007). Most simply stated, this means that people can tell many stories about their lives. I find that the stories of the students I teach are critical resources that support new ways of understanding social work practice and policy. It is the main mechanism through which students question their own assumptions and shed their own discriminatory vestiges in order to understand people's lives in their own terms – something that lies at the heart of what social workers do. My teaching is informed by three key social work approaches that relate to my commitments to social justice: it must be *anti-discriminatory, culturally competent and self-reflective*.



As teachers, simply accepting the status quo is not a sustainable or ethical position. For me, teaching is about asking questions, thinking about what might be possible and then working towards achieving those objectives. Collaborative and imaginative building processes are central to tertiary teaching that inspires students.

I learned this, at least, by my experiment; that if one advances confidently in the direction of one's dreams, and endeavours to live the life which she/he has imagined, they will meet with a success unexpected in common hours... If you have built your castles in the sky, your work need not be lost; that is where they should be. Now put the foundations under them.

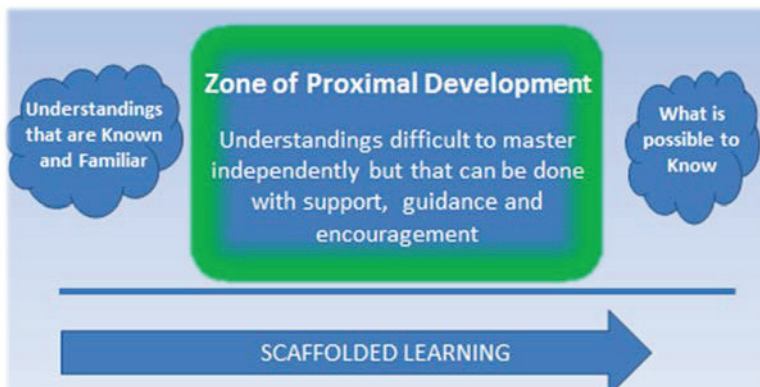
- Henry James Thoreau

A castle that I have worked towards realising is a commitment to assisting students with refugee backgrounds to access and succeed in tertiary study. My teaching portfolio demonstrates that this approach encourages all my students to enhance their educational outcomes and develop a sense that anti-discriminatory and empowering social work practice can be realised.

My Teaching Principles

Awakening the intellectual curiosity of students and inspiring outstanding scholarly achievement in a positive learning environment are integral to my teaching approach. My primary goal is to prepare students for sound professional social work practice through a focus on principles of social justice and human rights.

Influenced by Vygotsky (1986), I believe that learning is the outcome of social collaboration that involves moving from what a person can know and achieve to what it is possible to know through a process of scaffolding.

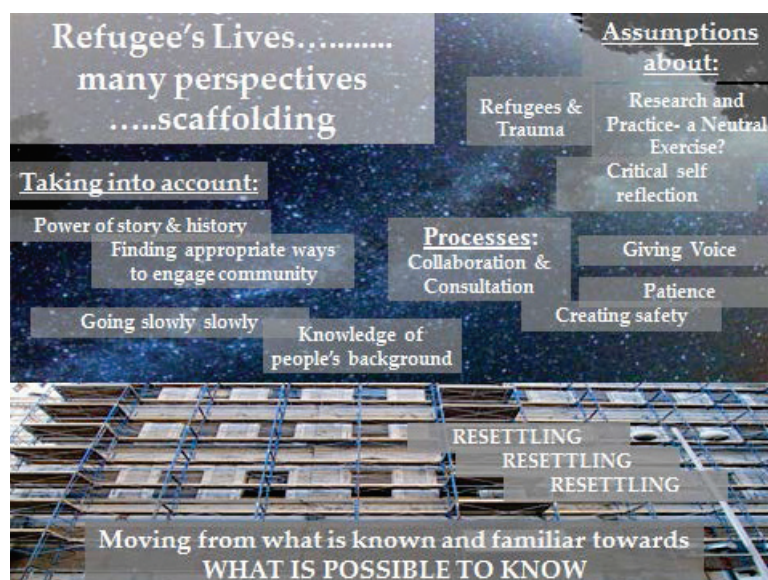


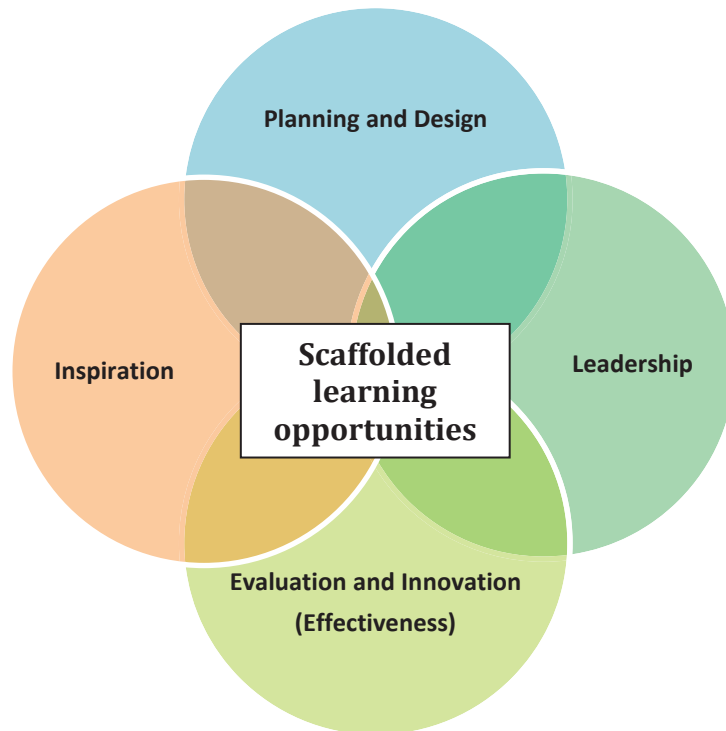
I think of scaffolding in educational contexts as ensuring that students are able to safely achieve higher

levels of learning in accessible ways. I apply the principles illustrated in this diagram to scaffold students' understanding of important social issues (addiction, mental health, poverty, for example) which are often grounded in uncritical assumptions.

Jay introduced different cultural aspects and raised issues about discrimination and prejudice. Before he showed a video clip on heroin addiction, I had had my own assumptions about these people but I changed my point of view after watching this and discussing this issue during class.'

YTHWORK 253, 2013





In the sections that follow, I unpack the ways in which I scaffold learning in different domains so that students are supported and inspired to embrace their imaginations and shift from what is known and familiar to what might be possible for social work practice.



Course Number	% of Students who Agree and Strongly Agree																				Total
	2012					2013					2014					2015					
	113	253	432	732	214	113	253	432	732	719	113	253	432	732	113	214	432	732	721		
The lecturer used educational technologies in ways that supported my learning	100	100	100	100	98	97	100	100	100	100	97	100	100	100	93	100	100	100	100	99.2	

I encourage students to be open to new learning and ways of knowing (including themselves) but that this must be done in safe ways.

Our students bring with them rich and varied lived experiences that shape who they are and how they see the world. For some, it may be adversity that brings them to social work and a desire to enact change. For others, it may be a spiritual calling, an influential person in their lives, or some other formative experience that draws them to work with others. These powerful experiences shape professional practice and need a conscious examination and open reflexivity. Empathy is crucial in such exercises. Whilst this is a skill that is difficult to instil, it is possible to create class environments where students are more open to different perspectives and ways of knowing.



I achieve this by role-modelling safe discussion spaces throughout my courses, starting with the recognition that good people may have oppressive beliefs. I work with my students to help them understand that attacking another's views, beliefs or values with an 'anti-discriminatory machine gun' will only encourage more walls to be built, resulting in fewer opportunities for engagement. Through my teaching in the classroom, I aspire to create the context where often untested, unexamined and uncritical assumptions about difference can be voiced, but also scaffolded to new ways of understanding. This is achieved through a process of mutual respect and the power of story that connects the human dimension and associated outcomes of such beliefs. When students present contested ideas (and sometimes perspectives I personally do not agree with) I open the conversation again noting the spirit of constructive contestation and multiple ways of knowing.

Jay's lecture style was always very relatable and easy to understand. The mood of the class always felt extremely friendly and helpful. This made approaching challenging tasks much less intimidating.

SOCWORK 721A, 2015

Coming to class 20 minutes early gives me the opportunity to get to know and build rapport with students in the lecture room. I learn the name of every student in my class – even in large courses with 100 students. Students note that they appreciate not just being another face in the crowd, and I find that this encourages student participation.

This is the first time where I engaged and contributed so much). Thanks Jay for breaking that barrier and for the invite to comment in class ☺



SOCWORK 113, 2015

I really appreciated the fact Jay tries to get to know everyone as people and not just students – he walks the social work talk.

SOCWORK 721A, 2015

The centrality of story and scaffolding to my teaching is perhaps best exemplified by *SOCWORK 113 – Culture and Diversity*, a first year Bachelor of Social Work course (80 students) that I designed and have delivered for the last six years. For their first assignment, students deliver a ten minute presentation to 6-8 classmates entitled: *Nō hea koe* (where I am from and who am I). This is an opportunity for each student to reflect upon and articulate where their values come from. It is also an opportunity for them to hear from their peers and appreciate the multiple ways of knowing and creating meaning in the world.

Before presenting this assignment, my first lectures encourage students to consider their own backgrounds and histories and how these might inform 'common sense' or particular value bases.

<p>Social Work...</p> <p>Which Way ?????</p>  <p><i>Alice: Will you tell me please, which way I ought to go from here?</i></p> <p><i>Cheshire Cat: That depends a great deal on where you want to get to.</i></p> <p><i>Alice: I don't much care...</i></p> <p><i>Cheshire Cat: Then it doesn't much matter where you go.</i></p> <p><small>(Lewis Carroll: Alice in Wonderland)</small></p>	<p># Use of Self</p>  <p>As a social worker, you are your most important resource.</p>
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For example, I employ the metaphor of suitcases to ask students to consider what they carry with them, what aspects might be useful for social work practice, and what aspects might need to be repacked or reconsidered all together. I emphasise that as social workers they are their own most important resource – this requires an honest engagement of self and often untested assumptions. These reflexive exercises can be very confronting as it may be the first time that students have had to critically consider their views on sexuality, gender diversity, disability, religion, race and many others. But in another sense, this can be very affirming of the important histories and values that they carry with them. An openness and understanding of self-awareness is a crucial step in working with difference and sustaining oneself as a practitioner.



*** Collaborative Practice**

* 'E kore te Totara e tu noa i te parae, engari me tu i te wao'

* *The Totara does not stand alone on the plain, but stands in the forest.*

My favourite part of the class was listening to other people's seminar presentations. It helped me to engage with the learning and understand how values will affect our practice

SOCWORK 113, 2013

Having to think who I am and using my own experiences was really helpful to my learning because it allowed me to have ground knowledge in a tangible and personal way

SOCWORK 113, 2015



After students have engaged with their own histories and what it might mean to work with various forms of diversity, I encourage them to extend their thinking to how they might operationalise anti-discriminatory practice in their work. This involves consideration of how they can incorporate principles of human rights and social justice into their engagements with people and the organisations they work for.

This is supported by engagement with case studies, as well as the stories of guest speakers, including people who identify as refugees, gender queer, or as having lived experiences of disability and mental health concerns. In addition to offering new perspectives on the complexities of living in diverse societies, guest lectures are an opportunity for students to continue the safe discussion spaces we have modelled during the course.

The different lecturers that presented were also useful as we were able to hear different perspectives and stories.

SOCWORK 113, 2011

The guest speakers were awesome! They added so much to my understanding and appreciation of diversity

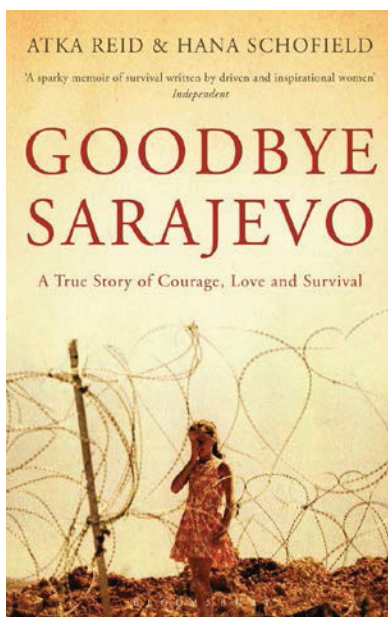
SOCWORK 113, 2015

I still think about the culture and diversity course from our 1st year today and think about how far I have come and how well I know myself compared to then

Undergraduate forum for graduating cohort of SOCWORK 113, 2014

Inspiration: Experiential Learning & Assessing Student Learning

I aim to inspire students to reach their fullest potential and consider what castles they might build in the sky. A teacher is not the sole repository of information and I believe that all students have valuable knowledge to contribute. I strive to create experiential and critically reflective classroom environments where students contribute their own knowledge, experiences and perspectives alongside those of others.



One example is a postgraduate course on migration that I designed and coordinated, which involved students reading an internationally acclaimed book by two women who wrote about their experience of coming to New Zealand as refugees from Sarajevo. As an assignment, students had to relate the theoretical material we covered in the course to this book (an exercise which encouraged them to reflect on the importance of the story to their learning). We then had the opportunity to spend the afternoon with the two authors talking about forced migration experiences, forms of resilience and issues of identity in resettlement contexts. Students were required to reflect on how these stories related to their own values and histories to consider the implications for professional practice.

The use of the guest speakers was interesting... It has affirmed existing skills and knowledge and provided further frameworks to think about practice when working with migrants and refugees.

SOCWORK 752, 2011

In the *Youth Justice: Issues and Strategies* course that I co-designed with a colleague, we developed an experiential role play of a Family Group Conference (FGC) where we have an actual Youth Court Judge, police aid, FGC coordinator and lawyer attend and act out a pre-scripted case study. The students either represent the victim, offender or the families of the associated parties and are free to act however they choose. The associated interaction and unfolding dynamics provide a basis for understanding how restorative justice for young people operates in New Zealand and to feel the associated emotions when serious offending has occurred.

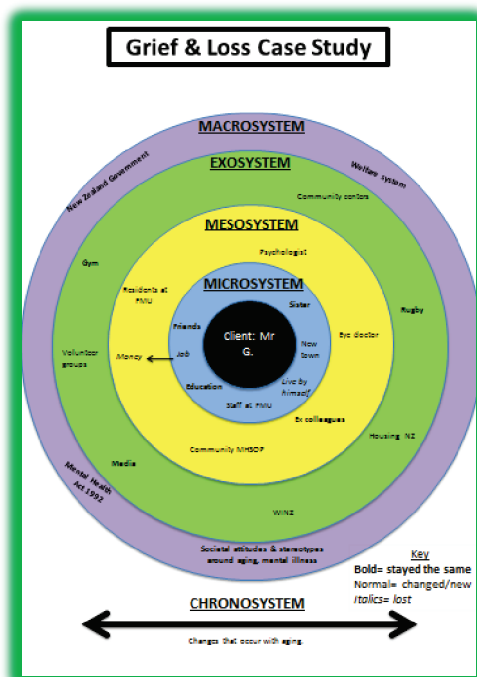
In the Addictions and Youth course, I incorporate experiential exercises learned while working with at risk youth to model ways of facilitating serious conversations with young

people that are engaging, inclusive and challenging. I contributed to the development of an off-site one day experiential activity in Cornwall Park and other interactive activities like “speed dating” conversations to explore ethical dilemmas in youth work practice. These opportunities provide experiential learning and forums to speak with current practitioners to best understand the complexities of contemporary social work practice.

These forms of experiential learning extend far beyond textbook knowledge. They scaffold students to move from what is known and familiar about forced migration, violent offending or other significant social issues to what might be possible to know.

My commitment to experiential learning and the power of story are strongly exemplified in the postgraduate course that I developed and designed entitled: *Working with Loss and Grief* which enrolls students with backgrounds in social work, nursing, counselling and emergency management. While the course is rich in theory, the two major assignments require students to relate their knowledge base to practice.

In their first assignment, the students write a major paper and present a poster about their field placement experiences of working with loss in a specific area of practice. This may be in relation to foster care, alcohol and drug, family violence, mental health, community development and many others. The visual impact of the posters shows other students the various ways that loss intersects with all forms of social work practice.



Left: Student depiction of how one loss event from a client she worked with can relate to many when examined holistically. Right: Student presentation of her work with clients at the burn unit at Middlemore Hospital

Loss & Grief in Mental Health Services for Older People (MHSOP)

A lot of losses that people experience in their lives could be classified as disenfranchised. Disenfranchised grief is grief that is not recognised. This can be for many reasons such as the loss is not recognised, the griever is not recognised, certain situations surrounding the loss, how someone grieves may not be socially recognised and finally the relationship may not be recognised. In MHSOP disenfranchised grief is experienced in many ways for different clients especially through the losses associated with a mental illness or diagnosis of a dementia which are often not socially accepted as a loss (Doka, 2002).

Role of social workers and other health professionals

1. Acknowledge the loss (to counter disenfranchised grief).
2. Listen to the clients and express empathy.
3. Support the clients to work through their grief.
4. Connect clients with social support or services that can provide support (e.g. Alzheimer's Australia).
5. Provide tips and medication to live with diagnosed mental illness/dementia.
6. Encourage and support goals associated with the layers of loss.
7. Make sure their basic needs are being met (e.g. food bags).

Layers of loss (Wuesthoff, 1993)

1. Primary loss
2. Secondary loss
3. Tertiary loss
4. Quaternary loss
5. Quintessential loss
6. Sextessential loss

How individuals experience and deal with loss & grief is different for each individual.

As the elderly population is growing and living longer the number of people diagnosed with dementia is set to double by 2020. Additionally people are living longer so people will live longer with the disease and therefore will experience prolonged loss (event AD, n.d.).

Grief and Loss in an Acute Hospital Setting

Disenfranchised Grief

Definition: Grief that results when a person experiences a significant loss and the resultant grief is not openly acknowledged, socially validated, or publicly mourned (Doka, 2002).

Typology:

- The relationship is not recognised
- The loss is not acknowledged
- The griever is excluded
- Circumstances of the death
- The ways an individual grieves
- Atypical typologies

Examples:

- Agnes → Elderly woman's wife passed away and relatives disenfranchised his grief by suggesting her death was easier to accept due to the long life she had lived and terminal nature of her health condition.
- Self disenfranchised grief → A woman whose husband was in a coma in ICU, she discarded the fact she needed to hide her grief to stay strong for her children.

Layers of Loss (Wuesthoff, 1993)

Layers:

1. Primary – specific loss incident
2. Secondary – associated losses
3. Tertiary – indirect losses to life or self
4. Quaternary – loss of self
5. Quintessential – loss to the self
6. Sextessential – loss to the self

Note of a social worker

- Provide support for the patient and the family
- Ussner (2008) found while working in a hospital setting the opportunities to support are limited. "Patients' simple words of sympathy, being able to listen and provide information, are useful ways of interacting with families" (p.66)
- Provide support in a culturally sensitive way
 - to encourage information sharing
 - to ensure the family/parents understands the information
 - to voice families concerns and fears
 - to validate families emotions

Trends in society

- Culture → Living in a multicultural society means we have to be sensitive to different cultures ways of experiencing grief
- Agnes → Patients who pass away in the ICU are predominantly elderly people
- Agnes in society means those people and their families are often less resources as it is seen that the death is expected

Left: Student's experience of working with older people and how dementia can impact a person and their family in multiple ways. Right: Student's application of loss and grief theory to an acute hospital setting and working with multi-disciplinary teams

Working with those bereaved by suicide in a New Zealand mental health setting

Disenfranchised grief

Although the person experiences the grief, their grief is not openly acknowledged, socially validated or publicly observed.

There are two types of grief disenfranchisement which are relevant to those bereaved by suicide:

1. **The griever is excluded:** This occurs when the griever is considered not socially capable of grief. For instance people may feel that they have a duty to protect children, the elderly or the disabled community from the news of a suicide.
2. **The circumstances of the loss means that the grief is disenfranchised:** There tends to be a social silence around the topic of suicide. It is believed that this is because the topic can be more anxiety provoking for society than other accidental or natural forms of death. Within some cultures and religions suicide is a forbidden act, meaning the community may be less likely to reach out to the bereaved.

Implications of disenfranchised grief

- It has been found that children often develop feelings of responsibility and insecurity when they lose someone close to them. When the lines of communication are closed down with children, they may not receive the information they need to challenge their perception that the loss was somehow their fault.
- It has been found that people can experience a more complex grief when their loss is disenfranchised.
- The social stigma around suicide may mean that people feel out of their depth to provide support to the bereaved and instead withdraw from the family or do not acknowledge their loss.

Those who are left behind

Current estimates are that approximately 500 New Zealanders die from suicide each year. In 2011 males were three times more likely than females to commit suicide, with young Maori men being the most highly represented group among suicide victims. Attached to each of these statistics will be a significant group of friends and whānau in New Zealand who are left to bare the weight of their loss.

Those who are bereaved by suicide may present to mental health services for some of the following reasons:

- Mourners generally experience higher levels of suicidal ideation than the general population
- Research has identified that those who lose someone to suicide are more likely to experience complicated grief than mourners of a natural death.
- Some mourners may develop anxiety, depression, post-traumatic stress disorder, drug or alcohol use, suicidal behaviour or ideation following their loss.

Reaching out: a Social Work response

Working with suicide survivors in the mental health sector

- Mental health services acknowledge the impact of suicide on the wider community. When a survivor of suicide presents to mental health services, Social Workers seek to provide support both to the individual and their whānau.
- Social Workers try to combat the stigma and isolation suicide survivors confront following their loss by reconnecting survivors with their community.
- Social Workers access therapeutic support for suicide survivors to give them the space and time to process their grief and loss, including therapeutic services for children.
- Social Workers also seek to give the family time to grieve which may involve accessing social supports to give parents some time out.
- Social Workers seek to provide practical supports for the family where necessary to ease situational stressors.
- Social Workers seek to normalise survivors experiences of grief and loss.
- Social Workers provide additional mental health related supports for survivors and are trained to assess for risk of suicidal behaviour during this challenging time.
- Social workers can access culturally appropriate support services for clients.

How can I help?

Offering support to survivors

- End the silence: any support is better than no support. Being there to listen can make all the difference.
- Offering practical support can be helpful when someone is grieving such as offering meals or helping to look after children.
- Supporting survivors through anniversaries of the loss as well as significant events.
- Informing survivors of the phone lines listed below or accessing resources for survivors through spinz.org.nz

SUPPORT LINES: Lifeline 0800 543 354 • Depression Helpline 0800 111 757 • Suicide Crisis Helpline 0508 828 865 • Youthline 0800 376 633 • Kidsline 0800 54 37 54 • OUTline 0800 688 5463 • Samaritans 0800 726 666 •

Student poster of supporting people bereaved by suicide

Students value the relevance of these assignments to their current practice. By presenting this work to their peers, it also connects other students to the various ways that loss intersects with human experience. The Loss and Grief course has been the only elective within the entire social work curriculum that has needed a cap because of its popularity.

Inspirational – it helped me as a therapist

SOCHTLH 432, 2012

The subject was fascinating. The lectures were amazing. I am a learner that learns from visual and hearing content – this was well done and it worked for me.

SOCHTLH 432, 2012

Jay's creative lectures and insightful lectures and PowerPoints – it was the best paper that I have ever been a part of. It made a difference to my life.

SOCHTLH 432, 2011

Teaching a course on loss and grief means that our personal histories inevitably coincide with the associated content. We have all experienced loss and this includes me. Not all forms of social work practice are appropriate for everyone. The power of our loss histories alongside the various ways that people make meaning and, at times, transcend them, heralds an important aspect of social work education.

I just wanted to thank you again for your support and guidance - whilst I have been unsure at times about front-line social work, I am excited by both these possibilities....

Master of Social Work graduate, email correspondence, 2015

Student engagement is often best achieved when they can see how material being covered relates in some way to their life. Their voices are indispensable to my teaching as it brings multi-storied narratives and alternative knowledges to the fore.

This course is so beneficial – I feel that it should be compulsory for all counselling and social work students. I wish I had this knowledge 10 years ago when I started practicing.

SOCHTLH 432, 2012

One of the best courses that I have done doing social work. I learnt so much that it will help me through life personally and professionally.

SOCHTLH 432, 2012

Evaluating Learning & Teaching Innovation

The first step I take in preparing to teach is to formulate clearly defined student learning outcomes. These outcomes must be realistic without being overly modest, strike an appropriate balance between promoting high quality scholarship and retaining vocational relevance. I encourage students' critical thinking skills and facilitate learning through providing constructive feedback on paper assignments, class discussions and individual consultations.

Jay was the most encouraging, positive, considerate lecturer that I have ever had. Along with everything he taught us from the course, he was also an incredible role model and showed us what it means to always be considerate towards others. He always listened to students' questions and very helpfully acknowledged and engaged with them. He also truly made an effort to get to know all students, which was hugely appreciated by us all.

SOCWORK 214, 2014

I consult regularly with colleagues on teaching methods, curriculum development and lesson plans. Ultimately, being intellectually flexible and sufficiently open-minded to alter teaching practices and assessment methods is crucial to improving overall effectiveness. I have a sincere commitment towards student evaluation of my teaching, which plays an integral role in giving students a voice and identifying areas where my teaching can be improved and made most relevant.

I have had the opportunity to co teach with Dr Jay Marlowe in five distinct papers to date. In all instances I have found him to be organised, focused and very student centred in his teaching style. He works hard to establish a good relationship with his students based on mutual respect. He is serious about the feedback he receives and always incorporates it into the next round of teaching. Jay is devoted to putting together creative assessments that engage the students in their learning. Jay is also encouraging of students and their research interests, often mentoring them into research and writing for publications. He is an enthusiastic learner and teacher and demonstrates the process of ako in all he does. He really enjoys teaching, and it shows, both to his colleagues and his students.

Dr. Barbara Staniforth, Social Work Programme Leader (2011-2016)

Below is a summary of the last question for the lecturer and course student evaluations that asks students to provide an overall assessment of their learning experience. As is evidenced below, my lecturer and course evaluations show nearly 100% of students either agree or strongly agree that my teaching and courses delivered were of high quality across all undergraduate and postgraduate courses.

Course Number	% of Students who Agree and Strongly Agree														
	2010							2011							
	113	215	253	317	432	433	732	113	752	253	432	433	732	733	
LS09 Overall, the lecturer was an effective teacher	97.4	92.1	91.7	100	100	100	100	98.2	94	100	100	100	100	100	98.1
CS10 Overall, I was satisfied with the quality of this course	94.9		100	100	100	100	100	93	80	100	100	100	100	100	97.5

Course Number →	% of Students who Agree and Strongly Agree																			
	2012					2013					2014				2015					
	113	253	432	732	214	113	253	432	732	719	113	253	432	732	113	214	432		732	721
Overall, the lecturer was an effective teacher	100	100	100	100	95	97	100	100	100	100	93	100	100	100	93	100	100	100	100	98.8
Overall, I was satisfied with the quality of this course	95.5	100	100	100	91	98	92	95	100	100	100	94	100	100	95	100	100	100	100	97.9

Across all of University evaluations of teaching, student responses (rated from 1.0- strongly disagree to 5.0- strongly agree) to the questions *overall, the lecturer was an effective teacher* has a mean score of 4.75 and *overall, I was satisfied with the quality of this course* has a mean score of 4.58.

My international and intercultural experiences give life to some aspects of working with diversity, but it is the contributions that students provide that really bring a classroom to life. Listening to students' ideas enables me to identify any gaps in student learning that can be addressed before assessable work is due. But more importantly than this, it is their voices and ideas that will construct the future castles in the sky whether at local, regional, national or international levels.

Jay strongly encouraged class participation which greatly helped in regards to my learning, as well as creating stronger relationships with my peers. Jay was an amazing lecturer! I can honestly say I looked forward to each lecture each week and I am sad to see this course ending.

2014

Whilst all evaluations of my teaching evidence effective teaching, I am open to student feedback and continually look for ways to improve my teaching and the content delivered to a diverse student body. Our school has one of the highest proportions of Pacific students in the University; remaining self-reflexive about my teaching helps to ensure that I am employing the best possible strategies for engaging students with the class material.

When I first came to New Zealand, my student evaluations reflected a desire for more Māori and Pacific-based content and application. In response, I have collaboratively worked on making my course content more responsive to Māori and Pacific worldviews. One way in which I have done so is by incorporating marae days on some of my courses that specifically focus on bi-cultural commitments in social work. I have worked with our Pacific Academic Support Service to provide better support for our students – particularly those just starting university. I have also participated in Whānau and Aiga nights where our faculty meet our Māori and Pacific students’ families as a form of whanaungatanga. This enables me to monitor signs of disengagement and identify students who might be at risk academically early on in their programme of study. I work closely with our student services to connect at-risk students to the support that they need and to address factors that create barriers to their success.

Fa'afetai tele lava, thank you for your warmth, humour, your respectful manner in engaging and empowering students of all ethnicities, your personal stories that grounded the academic knowledge and your professionalism.

SOCWORK 113, 2012

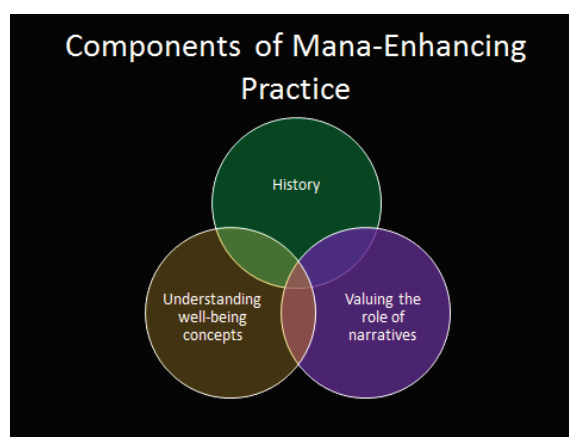
Partnership, Participation and Protection

Although relatively new to New Zealand, I take care to respect the Treaty of Waitangi as the founding document of New Zealand and my teaching acknowledges its influences on current political and professional discourses. Again, I focus my students on recognising the multiple stories that exist in our world – some of these are privileged, others ignored and there are also understandings that are disenfranchised. Below is an example of two PowerPoint slides I show to my class. First I ask students, “Where are we?” The inevitable answer is almost always Australia and New Zealand. I transition to the following slide with silence as a map of Aboriginal Australia and the numerous Iwi of New Zealand come into view.



SOCWORK 113 and SOCWORK 732: Slide from Culture and Diversity and Working with Loss and Grief

I emphasise the relevance of the Treaty principles of *partnership, participation and protection* to the provision of social and health-related services. These principles reinforce the notions of self-determination, cultural recognition and respect as core service values. In my teaching, I ensure that considerations of the Treaty and a commitment to biculturalism are not just a ‘tack on’ lecture at the end of a course. I try to incorporate how different social work theories and these associated whakapapa intersect with Māori worldviews, tikanga and lived experiences. I draw upon the Māori social worker Leyland Ruwhiu’s (2013) writing on three components of mana enhancing practices: (1) history; (2) understanding well-being concepts; and (3) valuing the role of narratives. Again, some stories are told more readily than others and students must be equipped to conduct an analysis of why this might be so.



SOCWORK 214: Slides from different lectures of Social Work Theories incorporating a bi-cultural focus

I am aware that a bi-cultural commitment means it is simply not enough to rely on someone else to deliver this content. This means that whilst I have worked to engage with Māori colleagues and kaumatua to inform my courses, I am also committed to addressing this content in collaborative ways myself. My pepeha at the beginning of this nomination is one signal of my commitment to bi-culturalism in my teaching. It represents a commitment to understand and act to inform professional praxis. These values are ones that I hold dear and my use of the Treaty represents an on-going area of my professional development.

Leadership in Equity, Student Support & Research



Of critical importance to me is the recognition that tertiary students are embarking on a journey that does not end with study. The students I teach will go on to become New Zealand's future social work practitioners and educators, as well as the voice that responds to concerns

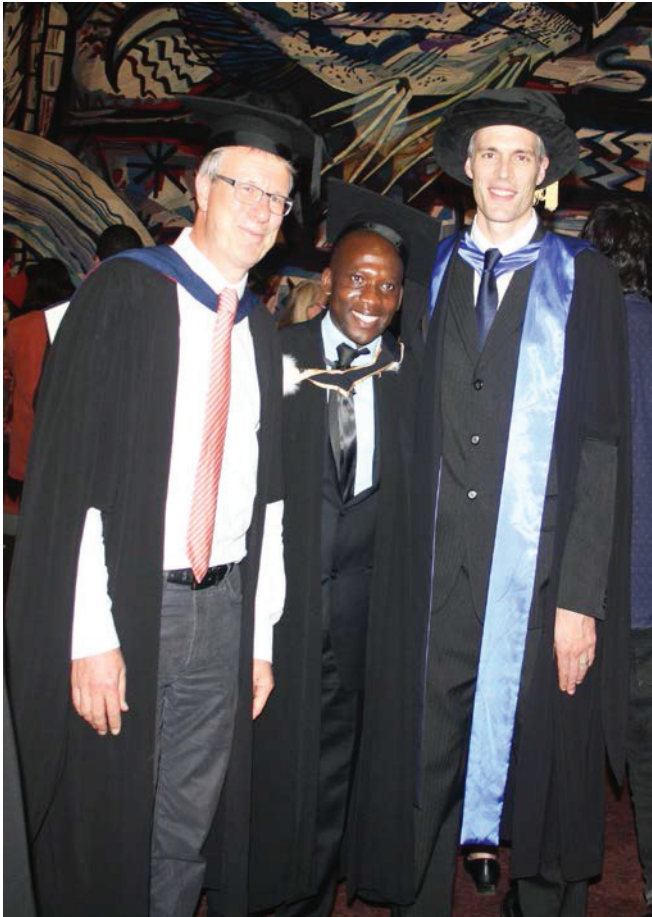
relating to social justice and human rights. As programme leader during the development of the Master of Social Work (Professional), I was responsible for designing the curriculum in collaboration with other Faculty colleagues. My aim in developing this curriculum was to embed the ideas of scaffolding across an entire two year programme that helped students to develop new understandings of self, society, social policy and the implications of working with diverse populations. This programme was New Zealand's first two-year masters degree for students seeking to become qualified social workers and is still going strong into its fifth year.

My commitment to supporting student learning extends to considerations of equity and the very different educational experiences that some of our students have had. I assumed a leadership role in advocating for the recognition of students from refugee backgrounds as a University equity group. Following the success of the initiative, I have been an active contributor to both Faculty and University equity meetings investigating how best to assist this diverse group of students. Key initiatives I have participated in include an alumni appeal that raised more than \$50,000 for undergraduate scholarships for students from refugee backgrounds. I have also organised academic representatives for an advisory group for refugee-background students across every faculty in our University that helps ensure that diverse programmes from education, engineering, the arts and sciences are responsive to and aware of refugee-background students.

In the New Zealand context Jay continues to make an almost unique contribution to the ways in which refugees are understood, represented, empowered and supported. Unsurprisingly, Jay is held in great respect by many people across the very diverse refugee communities and he has a leadership role regarding the many ways in which effective research and teaching can make discernible and real differences to the lives and aspirations of some of our most vulnerable citizens and communities.

Dr Terrence O'Neill, Director of Student Equity, University of Auckland

Outside of the University, I have been a board member of the Auckland Refugee Community Coalition that works with 19 different refugee-background communities and has a focus on supporting people into tertiary study. Writing newspaper editorials and speaking on the radio has allowed me to communicate with the wider public about important issues for refugee settlement in Aotearoa New Zealand.



With my assistance, more than twenty refugee-background students have published peer-reviewed papers. Many of these students used this opportunity for scholarships where several have gone onto medical school, doctoral study (with scholarships) and other postgraduate pathways in public health and education. Two others have published their forced migration stories as books which I edited. I have also guest edited a special issue of *Kotuitui* (an open access social science journal edited by the Royal Society) on refugee settlement in New Zealand. Every paper had a refugee-background author who co-published with a senior academic. These commitments relate back to my own aims for building community capacities for students from refugee backgrounds and

elevating their stories as part of their own educational experiences.

I just want to thank you for your support during my studies at the University of Auckland. Your encouragement and lectures shaped me and helped understand the meaning of social work. It is also an opportunity to inform you that I am employed by Child, Youth and Family as a Care and Protection Social Worker. Thanks for being one of best lecturers. You have inspired, encouraged me to do social work and made the person I am today.

Bachelor of Social Work graduate from a refugee background, 2013

The recognition that student achievement and learning do not occur in a vacuum is central to my teaching and leadership roles. Effective teaching requires a holistic appreciation of the environments in which students live and thrive which may include considerations of culture, spirituality, social affiliations and various life circumstances. I have been an academic advisor for our Bachelor of Social Work students since being appointed to the University of Auckland seven years ago.

The Head of School noted my holistic support of students in his support statement for my University of Auckland Teaching Excellence Award in 2013:

Jay has now supervised several summer scholars and is active in supporting students to secure funding via diverse sources (internal and external). He organised a school event for staff and students to recognise the achievements of a dying student which was a beautiful recognition of her contributions in our school and her family noted how much it meant to them as well. These commitments extend well beyond the classroom and demonstrate social work ethics and professionalism to our students.

I also mentor several early career academics in their teaching. New colleagues have shared the following comments regarding this experience:

Jay's reputation as an innovative and successful educator is well known in our school (and beyond), and for this reason I was partnered to co-teach with Jay in my first semester as a new lecturer. The experience was exemplary; Jay modelled effective use of technology, a balance of co-construction and content in a first year course, a warm yet demanding standard, and an openness to feedback and student voice that was inspiring.

2015

... as my academic mentor, Jay has supported me with planning and design for learning by helping me formulate teaching development goals and offering recommendations for more engaging, interactive and achievable assessments and classroom activities.

2016

There is a strong nexus between my teaching and research. I have published seven peer reviewed articles in internationally recognised journals evaluating teaching interventions in a social work programme and diversity inclusion initiatives at the tertiary level. These publications reflect my contributions to the scholarship of teaching and learning and have informed the delivery of our field practice paper.

I use my research on how refugees respond to trauma to ask students questions about related assumptions in professional practice. My research with refugees and people affected by the Canterbury earthquakes is presented to get students to think about the complexities of ensuring disaster recovery with culturally and linguistically diverse populations and helps to critique the assumption that refugees are necessarily vulnerable. Again, the importance of people's stories are central in unpacking untested or unexamined assumptions about trauma, refugees, disasters, mental health and many other issues related to forced migration. Feedback from colleagues at the University of Auckland and at other institutions indicates that my teaching contributions (which are often linked to my research) are highly valued and have relevance in other professional disciplines.

Thank you so much for coming to speak with my students. They were quite blown away. Their perspectives on mental health are really being extended. Your session connected very well to the discussions we had the day before and led beautifully in to the next session on the language of critical theory.

University of Auckland Lecturer, School of Nursing, 2011

My ability to convey research into everyday language and the implications for professional practice has also meant that I have been asked to present my work to groups such as the United Nations, Immigration New Zealand, Red Cross and numerous non-government organisations.



From Known and Familiar to What Might be Possible to Know



A possibility focus in tertiary education requires open dialogue with students, families and communities. It necessitates the recognition that learning occurs well beyond the classroom and that education can take us to places and understandings not previously imagined. One such example is a former student whose 300-page life story of forced migration and

resettlement I helped to structure and edit. Once the story was finalised, he unexpectedly discovered that his sister and mother were still alive in Uganda after being separated from them 26 years ago. With the university press, I organised for two copies of the book to be bound so that he could take them to his family and show them his story. Other graduates from refugee backgrounds that I have worked alongside note how their tertiary education has opened new pathways of hope and a means to transcend past traumas associated with forced migration as individuals, families and communities.

After talking with you [Jay] about my aspiration, you encouraged and advised me to start the social work program. You also strengthened my resilience by giving hope to work hard, seek support when I required it, work towards my goals, overcome the learning obstacles and achieve my potential.

Bachelor of Social Work graduate from a refugee background, January 2017

I believe that tertiary education connects people. It promotes understanding, tolerance and a capacity to critique taken for granted assumptions about our society. Inculcating a possibility focus in our current and future students feels more pressing than ever with the challenges facing the world today. I would like to conclude with a whakataukī from Mate, a prominent woman in the field of indigenous education:

E kore te tōtara e tu noa ke te parae engari me tu ki roto i te wao.

(The totara is not found growing in open country but only in the heart of the forest)



I like to think of the picture of seeds above as a metaphor for the presence of many knowledges. Everyone has something to offer if they are provided the space and opportunity to grow. In this sense, tertiary teaching is about learning collaboratively, engaging in constructive critique and imagining what might be possible in our work.



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