



# Engaging with Pasifika Learners

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**Dame Mira Szászy Research Centre**

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Video available to Business School staff via this link in L Drive  
L:\temp\DMSRC\DMSRC - Aug - Sept 2020 Seminars\4 Aug  
Seminar - Engaging with Māori and Pasifika Learners





# Engaging with Pasifika Learners

- Background – who are Business School students?
- Equity in education Aotearoa/New Zealand
- Pillars for Pasifika Learners Success  
Key themes from Ako Aotearoa Research
- University resources and support

**Table 3: Faculty domestic undergraduate EFTS by ethnic group (as a percentage)**

Ethnic Group	Arts	B&E	CAI	EDSW	Engineering	Law	Medical & Health Sciences	Science
Māori	10.70	6.53	7.56	18.60	5.09	10.76	10.25	6.39
Pacific	16.20	9.04	8.38	23.19	4.66	10.64	8.46	8.57
Asian	25.90	45.73	35.63	16.43	50.79	32.92	45.28	44.50
MELAA	2.90	2.66	2.69	2.30	2.71	3.11	3.96	3.44
Pākehā/ European	43.08	35.19	45.09	38.28	36.15	40.76	30.92	36.03
Other	1.19	0.86	0.64	1.20	0.60	1.81	1.13	1.06

Source: SMR Headcount and EFTS 5 year Detailed

## **Action Plan for Pacific Education 2020-2030**

<https://www.education.govt.nz/our-work/overall-strategies-and-policies/pasifika-education-plan-2013-2017/>

**Tim Fowler, Chief Executive of the Tertiary Education Commission (TEC)** <https://www.tec.govt.nz/news-and-consultations/archived-news/maori-and-pasifika-achievement-learner-success-issue/>





NEW ZEALAND

## Big read: The gap between the rich and poor at university

15 Sep, 2018 5:00am

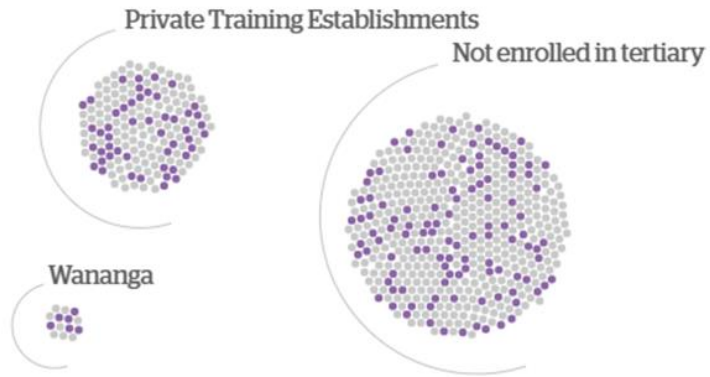
© 19 minutes to read

"We talk about increasing Māori and Pacific participation at university, but actually the underlying issue is socio-economics," Alan France, a sociology professor at the University of Auckland says. "It's money. It's class. It's privilege. And we need to bring that into the open."

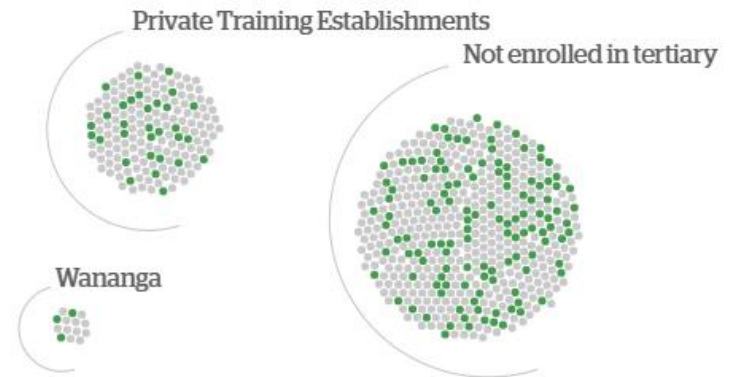
Also see: Thrupp, M. (2008). Some inconvenient truths about education in Aotearoa-New Zealand. In S. St John, & D. Wynd (Eds.), *Left behind: How social & income inequalities damage New Zealand children* (pp. 109-119). Child Poverty Action Group Inc.

<https://researchcommons.waikato.ac.nz/handle/10289/3869>





For students from the **most deprived 30%** of schools, however, only 17% entered university.

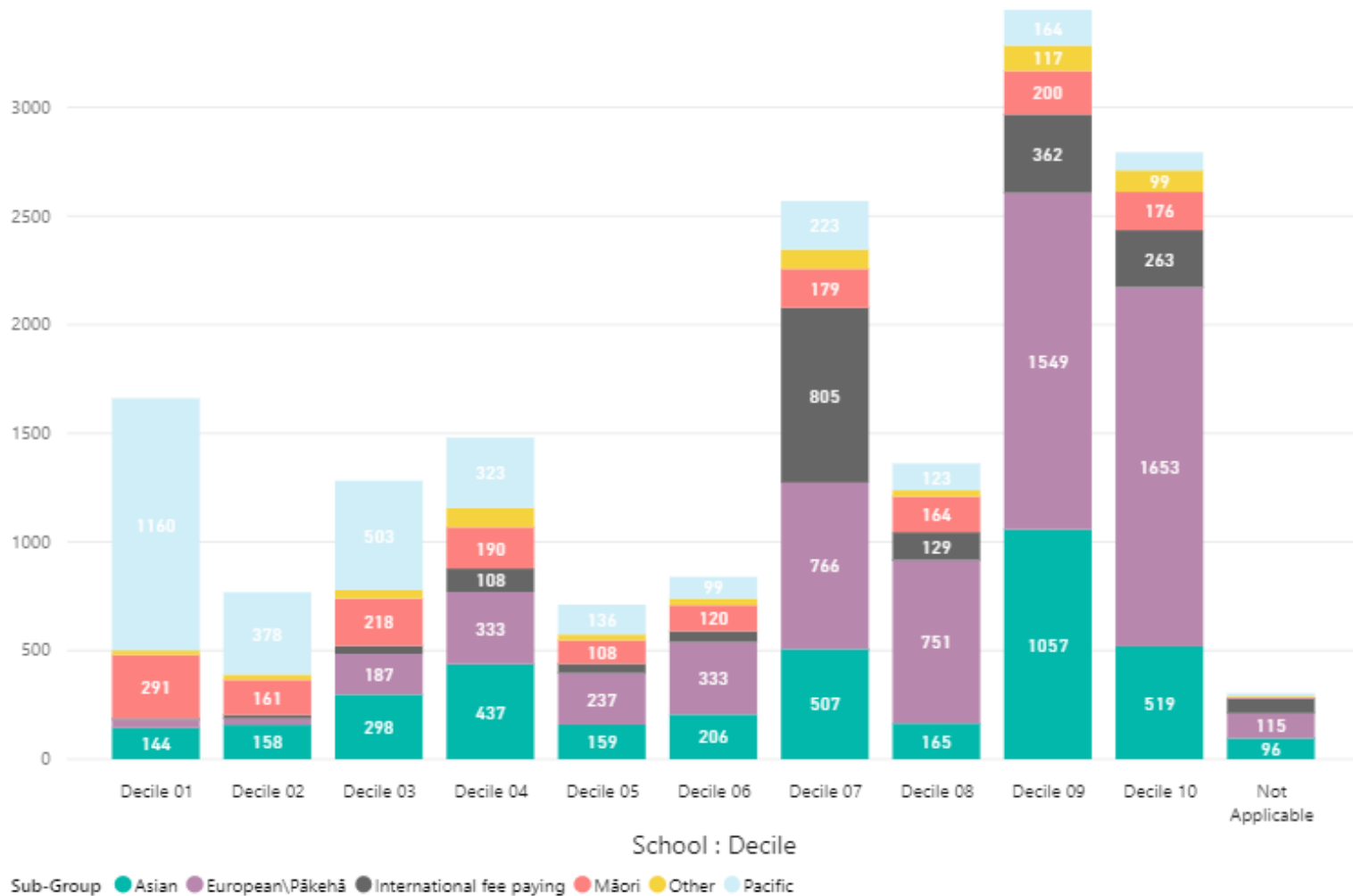


For students from the **least deprived 30%** of schools, nearly 50% entered university.

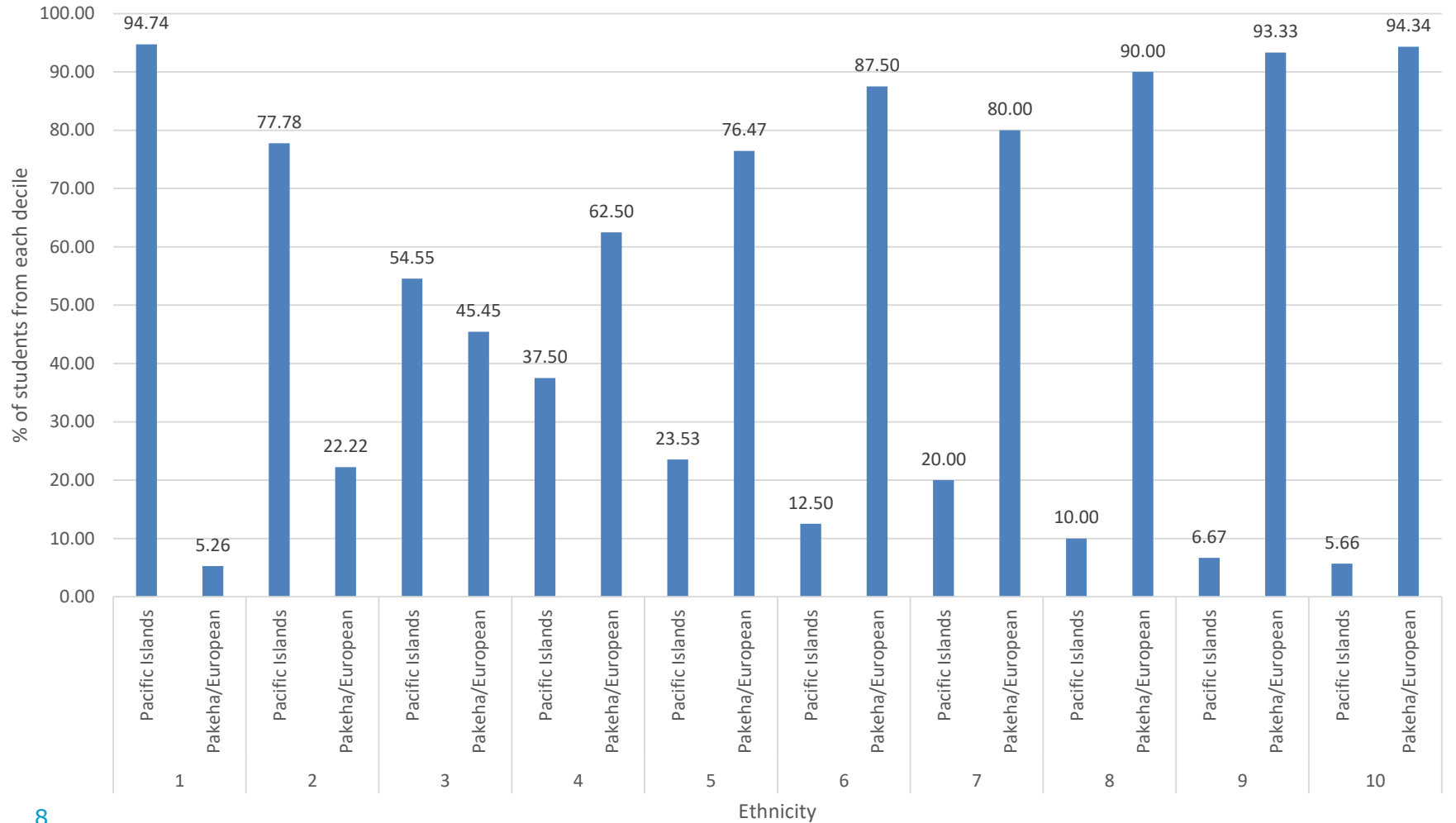
Source: Big read: The gap between the rich and poor at university, NZ Herald

# Students

Filtered by | Year: 2019 | Year Level: Year 13 | Regional Council: Auckland Region



# % OF PACIFIC & NZ EURO/PAKEHA TAKEN FROM EACH DECILE LEVEL UABS 2020 UNDERGRADUATE COHORT (\$1)





<https://www.auckland.ac.nz/en/on-campus/student-support/personal-support/support-pacific-students.html>

## Support for Pacific students

We value all our Pacific students and your families, and we will do everything we can to help you achieve.

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Faculty support >

Meet your Pacific Equity Adviser >

Pacific prospectus >

Tuākana >



**Welcome from Damon Salesa**



## Success in Tertiary Education for Pasifika: Highlights from Ako Aotearoa-supported research

<https://ako.ac.nz/assets/reports/Synthesis-reports/SYNTHESIS-REPORT-Success-for-Pasifika-in-tertiary-education-Highlights-from-Ako-Aotearoa-supported-research.pdf>

This report provides a summary of the recurrent themes on what leads to improved outcomes for Pasifika learners in tertiary education, from research undertaken through Ako Aotearoa-funded projects between 2008 and 2013.

<i>Pillars for Pasifika Learners Success: A Holistic Learning Environment</i>		
<i>Key themes in the Ako Aotearoa-supported research projects</i>		
<i>People</i>	<i>Place</i>	<i>Practices and Pedagogies</i>
Organisational leadership Teachers who are culturally aware, knowledgeable, empathetic and responsive Teachers who are welcoming and ensure learners feel a sense of belonging Teachers who are subject matter and teaching experts Teachers who are caring and respectful Teachers who set high standards, expect students to achieve, and support students to do this Strong relationships between students and teachers, and between students and students Students who are motivated	Pacific spaces Pacific artefacts Family-like learning environment	Academic and pastoral support/mentoring Strong connection with families and communities Collaborative approaches to curriculum Curriculum content and pedagogies take account of culture Use of Pacific languages Understanding and meeting individual needs Small classes/group learning
<b>AUTHENTIC ORGANISATIONAL POLICIES AND VALUES</b>		

## **The Business School has three main activities to improve participation and achievement of Pacific learners:**

**Academic support provided to all Māori and Pacific students via Tuākana and cohorts at stage one.**

**He Tuākana is a tutorial and mentoring programme for undergraduate and postgraduate Māori and Pacific students at the Business School. Please visit the website to learn more**

<https://www.auckland.ac.nz/en/business/study-with-us/maori-and-pacific/he-tuakana.html>

Contacts are:

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- Lisa Filitonga – l.filitonga@auckland.ac.nz
- Willie Uili – w.uili@auckland.ac.nz

**Networking and social events are also run to supplement and/or align with the support provided by the Student Academic and Student Development teams.**

