

## Course Director's Report

Written by: Caroline Mareko

Title: Engaged as Pasifika Leaders

Dates: Wednesday 11 July – Friday 13 July 2018

Venue: Quality Comfort Hotel, Cuba Street, Wellington



- **Planning Committee**

**Lealamanu'a Aiga Caroline Mareko:** Caroline has taught for 18 years in Porirua primary schools. She left the classroom to be a Pasifika Education Coordinator for the Ministry of Education to oversee Pasifika Education across the Central South region from ECE to Tertiary and engage with all the Pasifika Community Groups. Caroline left the Ministry to be a Review Officer in the Central Region for the Education Review Office. Caroline is currently the Senior Manager Communities & Participation for He Whanau Manaaki o Tararua Free Kindergarten Association. She has worked for the Association for 8 years.

**Karl Vasau**

Karl Anthony Vasau is of Niuean, Samoan, Tongan and European descent and was born in Auckland. He has held a number of teaching and principal positions in Auckland and Wellington and is currently the principal of Rowandale School, a decile 1 school in Manurewa. Karl believes that Pasifika people have a huge role to play in education especially as teachers. The best teachers for our students are the best teachers and if the best teacher is also a Pasifika teacher then our children are destined to succeed.

	<p><b>Fisiena Lupo-Samoa:</b> My name is Fisiena Lupo-Samoa. This is my grand-daughter Jayelle. I am a NZ Niuean. I have been in the primary education sector for 18+years and always taught in the Porirua area teaching Year 3 – 6 and Year 7 – 8. My career has included time spent as a Library Teacher, Relieving Teacher, Senior Teacher, Associate Teacher, Acting Principal, Science Teacher, a member of the 2010 Year 4 NEMP team, the task force that produced the Vagahau Niue language resource and the Ka Mau Te Wehi Māori resource and facilitated the Pasifika Teacher Aide Project offered by Auckland University. I teach full-time at Holy Family School, Porirua, Wellington.</p> <p><b>Amanda Williams</b> Amanda Williams is of Niuean and Palagi decent. She has held a variety of leadership roles over the last decade and continues to share her knowledge with those she works alongside. She has taught in South Auckland, the UK and predominantly in Porirua. Amanda is an active member of NZEI Te Riu Roa and is passionate about supporting and advocating for Pasifika education and achievement. Amanda is Assistant Principal at Rangikura School in Porirua where she has been in leadership for the past four years.</p>
<ul style="list-style-type: none"> <li>• <b>TRCC Committee and Staff Involvement</b></li> </ul>	<p>Initial meeting to discuss the flyer and revise the programme as the committee takes into account the last course participant's evaluations, presentations and speakers that will be suitable given the current climate in leadership in education. After that, it was communication via email and telephone to organise and confirm the venue, presenters, participant's information, budget, travel and accommodation, the MC's notes and run sheet for smooth operation. The staff helped with follow ups on putting out promotional flyers, confirming with presenters and participant registrations.</p> <p>The runsheet for organisation and implementation created to include all completed tasks leading up to the course, tasks during the course and afterwards.</p>
<ul style="list-style-type: none"> <li>• <b>Course Objectives</b></li> </ul>	<p>A Pasifika leadership course for Pasifika teachers with leadership responsibilities in Primary and Secondary Schools</p> <p>This course aims to develop your:</p> <ul style="list-style-type: none"> <li>• Understanding of the theory behind successful leadership <i>Leadership models, Leading learning, Collaboration, Resilient leadership, Roles &amp; Relationships, Managing change</i></li> <li>• Pasifika Leadership <i>Pasifika models of leadership, culturally responsive practice and community engagement, Mentoring, Pasifika Education Plan</i> and explore how this relates to your educational journey in leadership.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>An assessment of how effective you think the course was in meeting the course</b></li> </ul>	<p>The presenters and presentations were relevant, related and effective to the course objectives as planned by the committee. Course presenters were well briefed on the objectives to link with their presentation session. Their presentations and key messages exceeded all expectations for the participants to connect to and take away to consider for their leadership</p>

<b>objectives</b>	plans and development.
<ul style="list-style-type: none"> <li>• Data gathered against the MoE Criteria chosen and any shift that occurred or didn't, reflecting on why / why not, where to from here</li> </ul>	<p><b>29 attended the course. 25 answered the pre-course survey and 26 the post course survey. The following data summary is based on the 22 participants who completed both surveys.</b></p> <p><b>Overall from the participant's responses, their understanding and knowledge of leadership increased to significant rates from pre course to post course.</b></p> <p><b>As to how effective the course was to the participants it got a very high rating. We hope that the effectiveness of the course contributes to their leadership journey and achieving the goals they have set for themselves.</b></p> <p><b>Reflective responses on how participants found the course valuable:</b></p> <ul style="list-style-type: none"> <li>• Hearing influential people from similar walks of life share their journeys to/through leadership.</li> <li>• Sharing our experiences with others and having them think critically about where you are and giving you encouragement and feedback.</li> <li>• Having programme directors who were passionate about great Pasifika leaders and sharing their experiences.</li> <li>• Having an environment that was genuine and real and that people feel comfortable sharing in.</li> <li>• Networking and Te Kotahitanga Workshop</li> <li>• Roles relationships and managing change</li> <li>• Talanoa sessions</li> <li>• Pasifika educators from all over NZ in a positive and inspiring learning environment, and being able to network and connect with them.</li> </ul> <p><b>Recommendations for the next Course:</b></p> <ul style="list-style-type: none"> <li>• Do the same thing – winning combination</li> <li>• Important and helpful to encourage our Pasifika community to change their mind set in aspiring to leadership and make a difference to our future and upcoming generation of learners.</li> <li>• Power point handouts to participants before the presentation to write notes</li> <li>• Possibly running the course in Auckland</li> <li>• That the course have some workshop sessions</li> </ul>
<ul style="list-style-type: none"> <li>• General Comments on the programme</li> </ul>	<p><b>Each time we run Actively Engaged as Pasifika Leaders we review the key topics of the programme we want to cover against the course objectives. We also looked at the appropriate presenters to share their story applicable to the key topics. We believe that we are on the mark with how the programme is arranged and delivered by the presenters. Karl being the MC makes it work and weaves his knowledge and experiences of leadership through the programme. It is also important to have good presenters and presentations that have clear messages and ideas for participants to make note of.</b></p>
<ul style="list-style-type: none"> <li>• Presenters – an abstract of each presentation</li> </ul>	<p><b>Pasifika Leadership Models 1 -</b>  <b>"Effective use of your school "village" to foster and encourage Pasifika student success"</b>  <b>Ainsley Sauvao, St Patrick's College, Kilbirnie</b>  <b>At St Patrick's College in Kilbirnie, we run a successful Home-School</b></p>

Partnership programme which involves staff, students, parents, families, BOT members and Old Boys contributing to each session (evening) encouraging, supporting and motivating students, their families and teachers to work collaboratively to ensure student success in a holistic sense. It really does take a village to raise a child and at St Pat's, we are committed to supporting Pasifika students and their families to have positive experiences during their son's time at the college in order to achieve successful educational outcomes for the students. Our school and cultural values play a vital role in these experiences and I will also talk about some of the success stories and challenges we've faced during my 24 years being part of our village at St Patrick's College.

#### **Pasifika Leadership Models 2 -**

**Co-creating a society where we all benefit from the full potential of each other. What's your why?**

**Jason Ataera – Principal, Tairangi School, Porirua**

My presentation will touch on a number of areas, unpacking together what it means to be seen as a successful leader in an indigenous people's context and how modern leadership practices are beginning to see the value of traditional leadership values.

I would like us to use this information to unpack why we do what we do and set you a challenge to complete during your conference stay here in Wellington to share with the group and take back to your school.

#### **Presenter Bio:**

*I am a proud father of three, husband, son, brother, nephew, cousin and friend. Cook Islander, Maori, Scottish, Irish and kiwi, sometimes football ref or coach, hoping my son will play rugby again one day.*

*I have been in education for over 15 years. I spent 3 years as a principal in our village in Rarotonga where my grandfather taught when he was 18 and was one of the first of his descendants to return to the Cooks and build our home.*

*Having spent time in Full primary and Intermediate contexts, as well as Normal School networks, I am now the Principal of Tairangi School in Porirua East here in Wellington.*

#### **Panel of Presenters**

##### **1. Anastasia Aukuso-Lolo (Deputy Principal, Berhampore School)**

**Workshop Title: Pasifika leadership in resilience mode**

#### **Workshop blurb:**

"Life is just like a game. First you have to learn the rules of the game, and then play it better than anyone else." Albert Einstein

Anastasia Aukuso-Lolo, Deputy Principal and new entrant teacher at Berhampore School will share her journey and experiences of being a senior leader in her school. She will share some highlights and some challenges of what it means to be a Pasifika person in her role and what navigating the 'rules of the game' in her context has looked like.

##### **2. Amanda Williams (Assistant Principal, Rangikura School)**

Amanda Williams is currently an Assistant Principal at Rangikura School in Porirua. She has been in various leadership roles for over a decade.

Amanda wears many hats as a leader, she is an active member of the NZEI

	<p>and is part of the National Komiti Pasifika Leadership Caucus, Regional Vice-President of the Wellington Komiti Pasifika branch and an NZEI worksite representative for her school. Her workshop will discuss her role as a leader, what this looks like and how she has continuously developed her leadership style. Amanda will share her thoughts and beliefs on how you can achieve leadership as part of your educational journey and what she sees are the key things to achieving this role.</p> <p><b>3. Inspiring Others to Act - Sinapi Taeao (Sacred Heart College)</b></p> <p>Leaders search for opportunities to change the status quo and they seek out ways to improve the organization or community. In doing so, they experiment and take risks. And because leaders know that risk taking involves mistakes, they accept disappointments as learning opportunities. Sinapi Taeao, a Mathematics and Religious Studies teacher at Sacred Heart College will talk about her learning and challenges as a Pasifika teacher and the mentorship of young Pacific women within a secondary school that is predominantly Westernised. She will also talk about her leadership experience within the Hutt Valley community and the teachers union.</p> <p><b>Relationship Based Learning</b>  <b>Jenna Crowley</b>  This session explores what it means to lead the learning of others through culturally responsive practices.</p> <p><b>Mentoring</b>  <b>Dr Cherie Chu, Victoria University of Wellington</b>  My parents came to Aotearoa/New Zealand as immigrants from Faa'a Tahiti and Canton China. They married at a young age. My parents had had very little schooling with my father only reaching standard four. My mother had never been to school. After living in Auckland for many years, my parents and my five siblings moved to Wellington where I was born several years later. My brothers and sisters had completed their school years and I was the 'baby' of the family. My schooling experience up to the intermediate years (aged 11) was the highlight of my education. However, the college years were a period of turmoil for me, as I did not enjoy the style of school I was at. For me being the youngest, learning was extremely significant as I had my parents and older brothers and sisters to learn from. This is where I learnt my culture, language, values, and beliefs that have provided me with the necessary foundations for developing other relationships, especially mentorship.</p> <p><b>Melini Fasavalu, Principal of Waimahia Intermediate School</b>  <b>Pillars of Influence: Looking at her own leadership journey re applying culturally responsive pedagogy in her new setting.</b></p>
<ul style="list-style-type: none"> <li>• A summary of your reflections on presenters, what they</li> </ul>	<p><b>Rev. Falkland Liuvaie opens the course with devotions relevant to the course title on leadership.</b></p>

offered and how they were received



- **Brush away the dust when faced with adversity**
- **Footprints - Bitterness can often eat away at you**
- **You all have the authority to teach and bless your children yourself everyday!**

**TRCC Liaison - Monnie Mercury (TRCC)**



- **TRCC has been going for 70 years**
- **Teachers running courses for teachers funded by the NZ Government**
- **Committee Members are made up of union and MOE representatives**
- **Mix of Sector/ Residential course run during the school holidays**
- **Part of your registration fee covers a Travel subsidy**
- **Huge opportunity for teachers to Networking**
- **If you have ideas for PLD put forward a proposal online on the TRCC website**



### Life Journeys - Karl Vasau (PEC)



Participants were then asked to visually depict and draw their lives and education journey leading up to this point and time. It needed to include information that they could use to introduce themselves to the other participants as an introduction activity. Here are photos of the participants presenting their posters and introducing themselves ...

### Currently Whats on Top - Karl Vasau (PEC)



In their Talanoa groups we then got the participants to discuss things that were on top for them and related these to the following key questions and themes. They then wrote on post it notes and added to our Talanoa Wall.

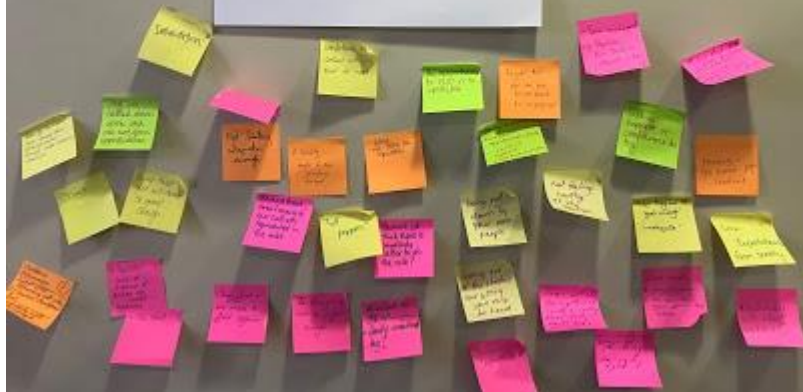
What are ways schools and centres can embrace Pacific culture and Heritage?



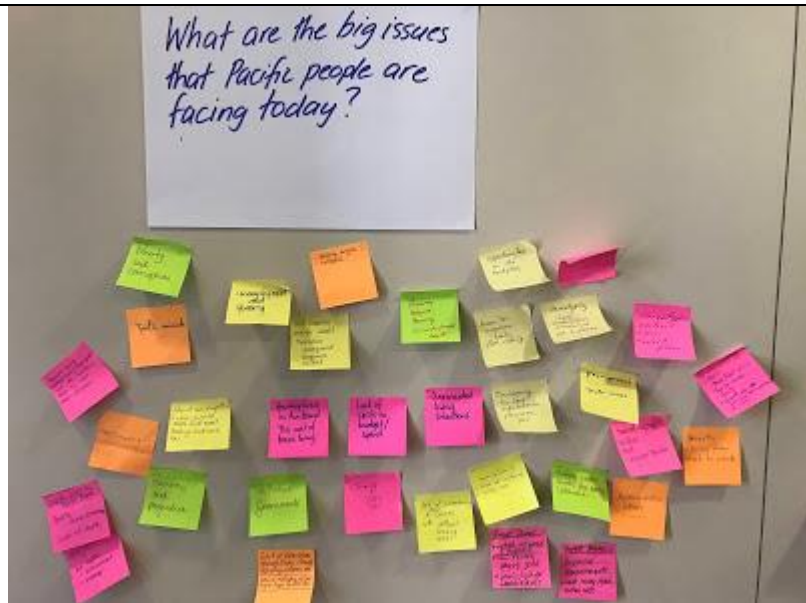
What does success look like for Pacific Children?



Why do you think Pacific Teachers are reluctant to step up to leadership?







**Keynote Speaker 1: Pasifika Leadership Model - Ainsley Sauvao (St Patricks College)**



- It takes a village to raise a child
- Pasifika Coordinator and TiC Poly Club at St Patricks College
- If connections are not there you cannot raise your students achievements
- Leaders who feel love and empathy for Pasifika students and families will work
- Home School Partnership - Bringing families and staff together - village contributes and is actively involved

- BOT need to be visible and present
- Family input - food a massive part of that
- Boys feel valued, appreciated, school is part of their village to help shape them
- Opportunity to show leadership, what family is about
- It's not about the destination it's about the journey
- Strive to achieve excellence

**Keynote Speaker 2: Pasifika Leadership Model - Jason Ataera (Principal Tairangi School)**



- What does the word Pasifika mean to you?
- Sometimes used as a label, a generic term to put all Pacific people into one box, food, laughter, diversity,
- But it also binds us together/ makes us stronger
- Make sure it doesn't diminish our individual identity
- We need to ensure we celebrate the similarities but also the differences
- We can build off our unique differences
- Sometimes the problem lies with a tension between generations
- While we go in search for knowledgeable people they don't have the contextual knowledge and understanding - our experts are here already
- How often do you allow your parents to give what they want to give rather than what you want them to give?
- When do you get your hands dirty doing someone else's job?
- Humility in self and Pride in others
- How do you let a community show their PRIDE in you as you show humility
- If you try something and get it wrong and don't do anything about it that's failure
- How do you demonstrate the importance of non pasifika staff at your school?
- If you can't get someone to engage in their own culture how can you expect them to engage in another culture?
- What is your why?

- If you want people to engage with you with their hearts tell them your why
- If the education in your school or classroom is not good enough for your own kids, then its not good enough for our students.



#### **Day Two- 12/07/18**

#### **Opening Prayer - Mormon Community**

Morning devotion and prayers were led by the Mormon members of our conference.



**Workshop 1: Pasifika Leadership in Action - Anastasia Aukuso-Lolo (Deputy Principal Berhampore School)**



- Important to sometimes look at understanding the different Personality Traits/ types there are in your teams to strengthen your working together - Alison Mooney
- Success for one means success for all
- People with opinions are good
- Within the leadership space knowing your staff is vital
- When thinking about working as a team understanding that my strengths add to our teams success
- We have an ethic of care - she/ he knows that you LOVE her/ him
- We have a big role of building students confidence
- How do we make it better for you?
- Say what I want, mean what I say - Actions speak
- Teu Le Va - nurture the space between us / relationships



**Workshop 2: Pasifika Leadership in Action - Amanda Williams  
(Assistant Principal Rangikura School)**



- Values - What are your personal values and how do they relate to the school values?
- What is your own vision and how does it relate to the school's vision?
- Important to want the best for our kids and see the potential in teachers
- Importance of the need in developing your leadership style
- Passion and drive and commitment for what I do
- Fake it till you make it
- PLD/ Upskilling myself
- You need to get your foot in the door ...
- Accepting the disappointments - and creating a plan to move on
- Belief in the vision - needs to be a given - if not there evaluate your purpose
- Children first/ community relationships
- Cup of tea policy - let's have a chat
- Mentoring and growing other leaders
- People who question are the ones who start making changes
- I believe in hard work/ drive/ resilient/ I CAN DO THIS!

**Workshop 3: Pasifika Leadership in Action - Sinapi Taeao - Maths Teacher Sacred Heart College**



- We want our students to be leaders in the future but actually they are leaders now
- Servant leadership is important as Pasifika Leaders
- Unofficial Pacific Liaison teacher schools
- All our students are all our responsibility
- Relationships are important
- If you have the heart to teach, you can teach our students
- "Big Sister Programme"





### Keynote Speaker 3: Relationship Based Learning - Jenna Crowley Cognition Education



- What is your why statement?
- <http://bit.ly/cognitiontrcc>
- Culture Counts - Relationships Based Learning
- That leader who can: make a significant difference for Maori, Pasifika minoritised and all students
- What do we believe makes a significant difference?
- What do you know works best for Pasifika? How do you know it makes a difference?
- What makes the biggest difference is the relationships and connections
- Voice data is really important
- What we want for Pacific students is not only cultural knowledge but academic success
- Minoritised (Action of systems making you feel Marginalised), Agentic, Marginalised (Feeling of being left out), Deficit Thinking, Indigenous, Discursive (Practices), Discourses (Stories), Disparities, Inequity (not getting what is needed)
- Why are pasifika students not getting same outcomes as other students ... explain the disparity
- We are the adults in the relationships and we need to go more than halfway
- Takes 5 seconds to build a relationship
- Relationships Scale vs Teaching Skills Scale
- Want to be in the North East quadrant - high teaching knowledge and strong relationships
- Who we have to be and what we have to do?
- Part 1 - Creating an extended family like context
- Part 2 - Interacting in ways that promote learning
- Part 3 - Know your impact, evaluating student progress by using voice
- What is it like to be a learner in your school?
- What do these experiences mean to you as the learner?
- What would you say to your teachers so that they can better help you with your learning?

- What are the five top features of an ideal teacher?
- What are the five top teaching strategies?
- Rejecting Deficit explanations/ Caring for and Nurturing their students/ Voicing and Demonstrating high expectations/ Ensuring all students can learn/ Knowing what students need to learn
- High expectations - Looks like, sounds like, feels like (Y Chart)
- On the back - What words come out of students mouths when they know the teacher has high expectations - Teacher script
- Discursive Practices - Drawing on students prior learning/ Using formative assessment - feedback/ Using formative assessment - Feedforward/ Using Co-construction process/ Using power-sharing strategies - up to 50% of this and you will get massive acceleration in achievement
- Types of Feedback - Praise or self-feedback, task feedback, process feedback and self-regulation feedback
- What does effective feedback sound like?



**Keynote Speaker 4: Pasifika Mentoring - Dr Cherie Maria Chu (Victoria University)**

- Mentoring/ Mentorship
- Different examples of mentoring from families/ parents/ friends
- Context - how do we understand our contexts?
- Who is around us, who is working with us?
- Guiding, supporting, see for you, potential, foresite, role model, questions and challenges you, asks the hard questions, its about growth and enabling

- Why is it not comfortable sometimes? - vulnerable, ok to make a mistake
- Who can facilitate and provide mentorship in our life?
- Are mentors and coaches easy to find?
- It's through the building of the relationship
- 'Friend-toring' - our commonality bring us together - interested in you as a whole person - knowing you beyond the school walls
- The need, context and people will drive the starting point ... start with what we have
- Adding value - not so much the success
- Knowing the relationship or barrier
- Partake in the silence that's where the learning takes place
- Entry point for change is through the heart

#### **Conference Dinner:**

We ended day two with a really yummy dinner together and enjoyed a whole lot of fun with a "Kareoke Machine"...





**Day Three - 13/07/18**

**Opening Prayer - Catholic Community**

Morning devotion and prayers were led by the Catholic members of our conference.





**Keynote Speaker 5: Pillars of Influence - Melini Fasavalu (Principal Waimahia Intermediate)**



- We are all products of "migrant dreams"
- A season for everything
- Reflection is important because as a leader we often get bogged down and need time to think and review
- Positional Leadership - Task Oriented
- Juggling and balancing my job
- Leadership is about leading from within and leading the team
- What is your scope of influence -
- Leadership is influence, nothing more and nothing less - John C Maxwell
- Influence as a leader is important but being influenced as a leader is equally important
- Leading people - rewarding but very challenging,
- Leading learning - culturally responsive pedagogy, integrated

- curriculum, privileging indigenous knowledge
- Leadership Theory - o Le ala i Le Pule o Le tautua - helps me remember my why
- Theory + Practice = Praxis
- Constantly reminded about the people I was serving
- Theory will really back you - evidence based data
- Vision - for the kind of leader I aspire to be
- Who are you as a leader?
- Very careful with words - words have power to inspire and also hurt
- Change doesn't happen overnight it starts with a seed and you water, nurture and grow the seed
- The latter rain - torrential rain
- Rain vs Reign
- You don't get to decide how long a season is ...
- Work every opportunity within your scope of influence ...
- Surround yourself with leaders who will challenge and support you ...
- Learners are learners ... good teaching is good learning ...
- Look after yourself ...


**Action Plan session: Caroline Mareko (PEC)**



- Network building is essential - investments, loans, deposits, withdrawals when needed
- Leadership Development Plan
- Make a list of traits of a good leader
- SMART Goals - Specific - Who, what, where, when, why and which, Measurable - concrete criteria for measurement, Attainable - what conditions would have to exist to accomplish my goal, Realistic - things you believe that can be accomplished, Timely - specific time frame

Here are photos of our participants in their table groups engaging in Talanoa on various topics and themes related to the conference content:



	
<ul style="list-style-type: none"> <li>• Responses gathered in the reflection tool against the RTC's chosen by the Committee, at the course and 6 weeks post course, reflection on outcomes and where to from here</li> </ul>	<p>29 attended the course. 25 answered the pre-course survey and 26 the post course survey. The following data summary is based on the 22 participants who completed both surveys.</p> <p>Overall from the participant's responses, their understanding and knowledge of leadership increased to significant rates from pre course to post course.</p> <p>As to how effective the course was to the participants it got a very high rating. We hope that the effectiveness of the course contributes to their leadership journey and achieving the goals they have set for themselves.</p> <p>Reflective responses on how participants found the course valuable:</p> <ul style="list-style-type: none"> <li>• Hearing influential people from similar walks of life share their journeys to/through leadership.</li> <li>• Sharing our experiences with others and having them think critically about where you are and giving you encouragement and feedback.</li> <li>• Having programme directors who were passionate about great Pasifika leaders and sharing their experiences.</li> <li>• Having an environment that was genuine and real and that people feel comfortable sharing in.</li> <li>• Networking and Te Kotahitanga Workshop</li> <li>• Roles relationships and managing change</li> <li>• Talanoa sessions</li> <li>• Pasifika educators from all over NZ in a positive and inspiring learning environment, and being able to network and connect with them.</li> </ul> <p><b>Recommendations for the next Course:</b></p> <ul style="list-style-type: none"> <li>• Do the same thing – winning combination</li> <li>• Important and helpful to encourage our Pasifika community to change their mind set in aspiring to leadership and make a difference to our future and upcoming generation of learners.</li> <li>• Powerpoint handouts to participants before the presentation to write notes</li> <li>• Possibly running the course in Auckland</li> <li>• That the course have some workshop sessions</li> </ul>
<ul style="list-style-type: none"> <li>• discuss the digital learning space and the virtual professional learning community that you chose to support or create –</li> </ul>	<p>Karl has developed over the last number of courses a blog for participants to download notes and photos from the courses but also to engage with others and the committee.</p> <p>Participants from this year's courses and previous courses keep in touch either on the blog or on face book.</p>

reflect on this process, what was successful, what wasn't.	
<ul style="list-style-type: none"> <li>• Suggestions e.g. implications and recommendations for future courses.</li> </ul>	<p>That this course to develop Pasifika leadership continue through TRCC. MOE has disestablished aspiring leadership courses but not only that their courses didn't engage many aspiring Pasifika leaders from the primary and secondary sectors.</p> <p>If MOE decides to run leadership programmes that Actively Engage as Pasifika Leaders be considered a component of the programme.</p>