

**Professional Development Practices and Needs
to Enhance Responsiveness to Māori and
Pasifika Learners in Tertiary Settings**

**Research completed for the Tertiary Education Commission
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1. Introduction

The research was commissioned by the Tertiary Education Commission (TEC) to contribute to enhancing the delivery of Tertiary Education Strategic Priority Group Frameworks focused on improving outcomes for Māori and Pasifika in tertiary education.

1.1 Research objectives

- To identify tertiary education organisations' core professional development needs to contribute to effective teaching and educational performance for Māori and Pasifika learners.
- To identify aspects of professional development that are important and work to enhance effective teaching and educational performance for Māori and Pasifika learners.

1.2 Rationale

Effective teaching is fundamental to strong outcomes for Māori and Pasifika learners in tertiary settings. This was well established from a recent synthesis of the research and literature about doing better for Māori and Pasifika learners in tertiary settings.¹

New Zealand research conducted over the last 10 years has consistently highlighted that the quality of teaching and the effectiveness of the learning environments facilitated by teaching staff is crucial to Pasifika and Māori learner engagement in tertiary education. As stated by Alton-Lee (2003):

"...high achievement for diverse groups of learners is an outcome of the skilled and cumulative pedagogical actions of teaching in creating and optimising an effective learning environment... Quality teaching influences the quality of student participation, involvement and achievement (including social outcomes)" (p.1-2).

What is missing from the research and literature is an understanding of the nature of professional development available in the tertiary sector that is relevant to enhancing responsiveness to Māori and Pasifika learners. This includes an understanding of the key areas where educators most need professional development support.

Research to gain an understanding of the key professional development needs, and evidence of effective practice was considered fundamental. This research would then inform and enhance the implementation and delivery of the TEC's strategic frameworks aimed at achieving improved educational outcomes for Māori and Pasifika learners.

¹ Chauvel, F. and Rean, J (2012) 'Doing Better for Māori in Tertiary Settings'.
Chauvel, F (2013) 'Doing Better for Pasifika in Tertiary Settings'.

1.3 Approach

The research was undertaken with tertiary education organisations (TEOs) and providers of professional development. TEOs participating in the research have an established and substantial body of Pasifika and/or Māori learners enrolled with their organisations.

The research was with private training establishments (PTEs), industry training organisations (ITOs), wānanga, and institutes of technology and polytechnics (ITPs), rather than universities, as most current research relating to Māori and Pasifika in tertiary education already comes from the university sector.

TEOs whose learners and staff are not exclusively or predominantly Māori and/or Pasifika were invited to participate in the research. This was to enable the research to capture an understanding of the professional development opportunities and needs of non-Māori and non-Pasifika staff who are responsible for the education of Māori and Pasifika learners in tertiary education. Macfarlane (2010) observes:

“A constant reality that continues to challenge educators across the sectors is that the majority of Māori are enrolled in mainstream settings and that the majority of their educators are non-Māori ... [who need to] study and interact with the intricacies of culturally responsive practice and to integrate the newly acquired knowledge into their respective contexts” (p.2).

TEOs predominantly catering for Māori and/or Pasifika learners and those with a predominant or high number of Māori and/or Pasifika staff were also invited to participate.

Information sources used to identify TEOs to participate in the research included: the Ministry of Education’s website: www.whichcoursewhere.co.nz; the TECs ‘youth guarantee provider profiles’ and web pages: <http://www.tec.govt.nz/Tertiary-Sector/Performance-information/Industry-training/>; and <http://pr2012.publications.tec.govt.nz/Wānanga>, and the New Zealand Qualification Authority’s quality assurance reports for individual TEOs. The TEC’s project team and investment teams also had input.

TEOs were asked to provide insights about their professional development provision and needs for both Māori and Pasifika learners. This was to identify whether or not TEOs accessed professional development opportunities targeted at responding specifically to Māori and Pasifika, including distinct components of professional development important for these different learner groups.

Fieldwork involved three core stages: a stocktake; qualitative in-depth interviews; and a targeted research and literature review.

1.4 Stocktake

The stocktake was facilitated by two short questionnaires: one for professional development targeted to responsiveness to Māori, and the other relating to Pasifika. TEOs were invited to complete one or both, depending on their learner populations.

The stocktake focused on obtaining a high level understanding of TEOs core professional development needs and approaches. It was sent to TEOs by email. TEOs were asked to respond by email, but were also given the opportunity to respond by telephone if preferred. All respondents returned the completed questionnaires by email.

Thirty-one stocktake questionnaires were completed by 18 TEOs (see Appendix 1 for respondent details). The 18 TEOs represented:

- 10 PTEs
- four ITPs
- two ITOs
- two wānanga.

Some TEOs completed one questionnaire relating to either professional development for Māori or for Pasifika. Nine TEOs completed both questionnaires. One TEO submitted six questionnaires completed by three different staff.

Of the 31 completed questionnaires:

- 18 were completed about professional development relating to Māori, by eight PTEs, four ITPs, two ITOs and two wānanga
- 13 questionnaires were completed relating to Pasifika, by seven PTEs, two ITPs, one ITO and one wānanga.

1.5 In-depth interviews with TEOs and providers of professional development

A total of 15 in-depth interviews were completed (see Appendix 2):

- Two with providers of professional development.
- 13 with TEOs involving five PTEs, two ITPs, and two ITOs.

Individual interviews were conducted with more than one person at two ITPs. One TEO was interviewed twice at its request. Some interviews involved more than one person.

The interviews with external providers of professional development focused on core factors underlying their programmes and / or approaches considered important to enhancing responsiveness to Māori learners and to Pasifika learners, as well as key needs and ways to enhance professional development opportunities.

The interviews with TEOs expanded on stock-take questionnaire responses and provided in-depth insights about TEOs' professional development experiences and needs. These interviews contributed to understanding key aspects and approaches identified as working well, and important to supporting effective engagement with Māori and Pasifika learners. Key needs and ways to enhance professional development opportunities were also discussed.

All interviews were undertaken in person. Engagement was guided by kaupapa Māori principles identified by Linda Tuhiwai Smith²:

- Aroha ki te tangata (a respect for people).
- Kanohi kitea (the seen face; ie present yourself to people face-to-face).
- Titiro, whakarongo. . . korero (look, listen. . . speak).
- Manaaki ki te tangata (share and host people, be generous).
- Kia tupato (be cautious).
- Kaua e takahia te mana o te tangata (do not trample over the mana of the people).
- Kaua e mahaki (do not flaunt your knowledge).

1.6 Targeted research and literature review

A targeted review of research and literature specifically relating to professional development approaches that support responsiveness to Māori and Pasifika in tertiary education was undertaken, to add insights into the analysis of findings from the stocktake and in-depth interviews.

Specific search terms included: 'professional development and Māori'; 'professional development and Pasifika'; 'professional development and indigenous'; 'professional development and cultural competence', 'professional development and tertiary education'.

Only a very small body of relevant literature was identified and reviewed, and most relates to the secondary school sector. As such, the report does not include a literature review section. Instead, relevant information from the literature has been weaved into the research findings presented in this report.

1.7 Analysis and reporting

Information from all stages of the research was analysed to identify key themes regarding current professional development practices in the tertiary sector to enhance responsiveness to Māori and Pasifika learners, as well as identified professional development needs and gaps and how these might be addressed. Aspects or approaches commonly identified as important to facilitating effective practice for Māori and Pasifika learners in tertiary settings were identified and examples of effective practice highlighted.

Data analysis was undertaken separately for responses relating to Māori and to Pasifika. Results were compared and contrasted. This identified mainly common approaches and needs. Diverged findings are specifically identified in the report. The

² Smith, L.T. (1999). Decolonising methodologies: Research and indigenous peoples. London: Zed Books

analysis also included an examination of any themes or patterns specific to TEO type and for Māori and Pasifika youth.

Two summary reports have been completed presenting the analysis of the stocktake questionnaires relating to professional development for Pasifika, and for Māori.

This report represents the combined findings from all stages of the research. Where individual findings from the stocktake are reported, reference is made to 'respondents' or 'stocktake respondents'. Findings that relate just to the in-depth interviews refer to 'participants' or 'interview participants'.

1.8 Limitations

This research was exploratory in nature (though grounded in an understanding of the importance of this topic). It was conducted without reference to a solid body of background research and literature given the current state of work in this area.

1.9 Summary of findings

“Our achievement is strong for Māori and Pasifika learners but there’s so much more we could be doing if PD was THE focus and better resourced. It’s not about willingness. It’s about resourcing and priorities.” (ITP)

Professional development targeted at responsiveness to Māori and Pasifika learners is of increasing importance for TEOs. Nearly all TEOs involved in the research have recently engaged in such professional development to varying degrees.

Different levels of engagement in professional development

TEOs are at different stages in their professional development approaches, ranging from minimal provision, through to well established, professional development that is embedded organisation-wide. Levels of engagement are strongly influenced by strategic influencers (external and internal) and by how organisation leadership actively demonstrates the importance and relevance of this professional development and the extent to which implementation is supported by organisation values, expectations, structures and processes.

For TEOs who have successfully embedded professional development across their organisations, professional development to enhance teacher responsiveness to Māori and / or Pasifika is required. It is also expected, and should be integrated into all staff activities, and seen by staff as relevant and of value to meeting performance requirements.

Demonstrating the relevance and value of professional development has also been key to the way a number of TEOs have overcome initial resistance to professional development engagement. As has ensuring a safe, supportive environment within which professional development takes place. For some, a key learning has been to engage teaching staff in professional development, and understanding the expectations of the organisation from the beginning of their employment.

Professional development focused on responsiveness to Māori seems to be at a more advanced stage than for Pasifika. Possible reasons include: organisations

having more internal expertise to develop professional development initiatives related to Māori; Māori professional development initiatives having been prioritised due to larger Māori vs. Pasifika student numbers; and external adult education qualifications and training incorporating a focus on Māori but not always Pasifika. Possibly low numbers of Pasifika staff, and notably low numbers of Pasifika in TEO leadership positions has some bearing on this.

Common areas of professional development importance

Common themes emerged from the research about areas of professional development engaged in and considered important. Mostly these were the same in respect of professional development focused on responsiveness to Māori and that focused on Pasifika.

Key areas where TEOs have focused for both Māori and Pasifika are professional development to build foundational knowledge about Māori and Pacific cultures; to understand cultural protocols and context; effective engagement approaches; and relevant teaching tools and strategies; as well as to support self-reflection. These areas were considered to be of utmost importance. Developing capability in numeracy, literacy and assessment was also identified.

The nature of professional development centered on responsiveness to Māori and Pasifika youth was quite varied across TEOs. Common areas included government provided Youth Guarantee workshops, and professional development to enhance relationships and engagement with young learners and their families, and to support literacy and numeracy development.

Internal and external professional development

Professional development targeted to enhancing responsiveness to Māori learners seems to have been more commonly facilitated by TEOs internally. By contrast, professional development targeted to Pasifika learners has more commonly been a mix of internal and external professional development.

Met needs

Nearly all TEOs facilitating professional development targeted to Pasifika identified that their most important professional development needs have been met. However, a number of TEOs identified that their important professional development needs for Māori have not. Mainly this reflects internal difficulties embedding professional development organisation-wide. Challenges accessing external professional development and external opportunities not being contextualised to individual organisations were also key reasons.

There was a shared understanding that professional development provided by external workshops was often not in itself sufficient to influence sustained changes in teaching practice, but these could provide an important and inspirational starting point for internal focus.

Time, budget and opportunity were the main challenges to accessing professional development and significantly impacted on whether or not professional development

was engaged in. Professional development incorporating practical tools and supporting reflection and the sharing of knowledge were identified as having worked particularly well.

Valuing and embedding

Key challenges and positive experiences shaped recommendations for going forward. At one level, this included a focus on facilitating easier access to professional development opportunities. At a strategic level, TEOs see a pressing need for key players to lead a sector-wide response that: identifies important areas to focus professional development initiatives; facilitates sector-wide sharing of strong practice initiatives; supports TEOs to implement and achieve embedded professional development; and demonstrates the importance of professional development to enhance responsiveness to Māori and Pasifika as priority learners.

2. Key findings

2.1 Current professional development practices

Most TEOs participating in the research have recently engaged in professional development activities specifically aimed at enhancing responsiveness to Māori and / or Pasifika learners.

The in-depth interviews identified that TEOs were at different levels in the way in which they engaged in professional development.

Figure 1: Continuum showing different stages of engagement in professional development

PASIFIKA	✓	✓	✓	✓	✓
Professional Development Stages	MINIMAL	MINIMAL BUT DEVELOPING	OCCURRING AND DEVELOPING	EMBEDDED AND ONGOING	NOT SPECIFIC TO MĀORI & PASIFIKA
MAORI			✓	✓	✓

Figure 1 shows TEOs' level of engagement in professional development to enhance responsiveness to Māori and Pasifika ranges from minimal through to embedded and ongoing engagement. Professional development related to Māori appears more advanced than for Pasifika. Professional development related to Māori seems well established, whereas in some TEOs, for Pasifika, there is minimal professional

development occurring. These different stages and levels of engagement are now discussed.

2.1 Strategic influences or drivers shaping professional development engagement

“The government’s identification of priority groups was really good – it makes all of the sector focus on improving for these groups of learners.” (ITP)

Several strategic influencers or drivers were identified as shaping the different stages that TEOs were at in their approaches.

These factors either facilitated the development of professional development, or were factors identified as explaining why professional development was underdeveloped or just developing. They included:

- TEC / government priorities focused on Māori and Pasifika learners
- investment, impetus and importance given to professional development by TEO’s governance and management
- organisation accountability and reporting structures (e.g. clear strategic requirements; external stakeholder advisory group)
- dedicated internal staff appointed to identify professional development needs and to oversee development and implementation
- bi-cultural organisation focus a priority over a multi-cultural one
- organisation mergers / restructures.

A consistent theme across the interviews was that it was essential for organisations’ leadership to value the importance of professional development for Māori and for Pasifika. It was important for TEOs’ leadership to actively demonstrate the importance of this professional development and to drive its implementation and embed it through effective policies and practices.

“It is costly but an important investment. It needs to be driven and expected by governance and management who need to create an understanding of why it is important. You need to have a philosophy, commitment and dedicated resources.” (PTE)

2.2 More established for Māori?

Overall, professional development specifically focused on enhancing responsiveness to Māori seemed to be at a more advanced stage than for Pasifika. For some TEOs, professional development focused on Pasifika learners was at a very developmental phase, or comprised only a very small amount of current or intended activity.

Factors contributing to this focus included organisations having much larger numbers of Māori learners than Pasifika or the capability to provide internal professional

development relating to Māori but not Pasifika – “we don’t really have a Pasifika academic community here” (ITP).

For example, one organisation with a high number of Māori learners and less than 10 percent Pasifika, identified that professional development targeted to engaging Māori was established, but professional development needs were not assessed by Pasifika identity.

Some participants also observed that teaching qualifications (e.g. the National Certificate in Adult Literacy and Numeracy Education) while incorporating a Māori cultural component, have no equivalent in relation to Pasifika.

For a small number of TEOs, the teaching of Pasifika learners is predominantly by Pacific staff in culturally relevant classrooms. Therefore, professional development targeted to engaging Pasifika was not identified as a need.

Possibly low numbers of Pasifika staff, and notably low numbers of Pasifika in TEO leadership positions has some bearing on professional development for Pasifika being less advanced.

Most TEOs participating in the research had between five and 10 percent of Pasifika staff but about half had over 20 percent of Pasifika learners enrolled. Eight of 11 organisations have less than 5 percent of Pasifika staff in senior positions.

TEOs participating in the research had varying numbers of Māori staff. For example, whereas some TEOs have low numbers of Māori (5-10 percent), others have 80-100 percent.

Common challenges were identified to attracting Māori and Pasifika staff. These related to the available pool of people with relevant skills, knowledge and experience, and TEOs having to compete with other providers for the same pool of applicants.

Other challenges identified related more overtly to organisations’ own capability, visibility and attractiveness to Māori and Pasifika. Not knowing how and where to most effectively advertise, narrowly presented job descriptions, not being able to offer an existing environment with a Pacific staff community, nor being able to present the place as attractive to Pacific people, were some other difficult challenges identified.

“It’s about the approach taken by the organization. Job descriptions can’t be standard-like and rigid. They need to show manaaki. We should purposefully seek out those we want to attract and show them what we can offer. Expecting these people to put their hand-up goes against the principal kawa e mahaki - do not flaunt your knowledge”. (ITO)

It was thought that the challenges of offering an attractive environment to Pasifika could only be overcome by developing internal capability, and this required strategic commitment and resourcing. To this end, one ITP identified how it is looking to develop current students into teaching roles.

Another ITP, Whitireia, identified the importance of supporting staff to grow holistically and how this impacts on staff retention. It described how activities were facilitated to support Māori staff as a whānau to develop one of the four dimensions of Māori wellbeing identified in te whare tapa whā each year.

2.3 Professional development focused on content vs. cultural development

Both the stocktake and in-depth interviews showed that for the very small number of organisations with over 50 percent of Māori or Pasifika staff, professional development targeted specifically to cultural understanding has not been a recent focus as this is inherent knowledge.

Rather, a core focus for some of these TEOs has been to develop staff capability in embedding numeracy and literacy and relevant, effective assessment (including naturally occurring assessment).

Another TEO, with less Māori and Pasifika staff and, who does engage in culturally focused professional development, has also taken an embedded approach to providing professional development to build staff capability in numeracy, literacy and assessment. This includes fortnightly internal numeracy and literacy staff tutorials.

One Pasifika TEO has recently supported the development of staff capability to guide learners into education and vocational pathways.

Two TEOs (an ITO and a PTE) whose culturally focused professional development to build knowledge of Te Ao Māori is now well established, have recently extended their focus to supporting the development of teaching and learning resources and assessment materials in Te Reo Māori.³

³ Another two participants recounted several learner success stories demonstrating the important impact of using resources and assessment materials in te reo Māori / learner's first languages, but also the significant resource commitment that needs to be made to support this practice, including the development of staff with the time, confidence and proficiency to develop resources and facilitate assessment in te reo Māori.

2.4 Developing embedded, organisation-wide professional development

Embedding professional development so that all staff and departments engage in it across an organisation is considered crucial to ensuring strong, consistent responsiveness to Māori and Pasifika learners. This was identified as particularly important for large organisations.

However, six TEOs, each with over 1500 learners, have recently grappled with the challenge of not having professional development embedded or being engaged uniformly by staff across their organisations. Some of these TEOs are still grappling with the challenge, whereas others are developing a strategic approach to respond to this challenge.

Grappling with inconsistent up-take or buy-in

Three TEOs who frequently facilitate professional development centered on Māori and / or have some established tools to guide their approaches are however, currently challenged by how they can achieve 'buy-in' or wide, consistent uptake across their organisations.

Their staff are not mandated to engage in professional development. Indeed one participant was adamant that 'requiring' participation was not an approach that would be conducive to learning. Rather it was important that staff wanted to engage in the professional development and they saw its relevance and importance. Therefore, for that TEO, it is about actively offering and promoting the availability of culturally-focused professional development to staff. However, there is resistance by some senior staff to engage in it.

For another TEO the key challenge has been staff buying into its relevance when time is a challenge and when they are already doing an 'okay job'. Therefore, the current focus for that TEO is how to encourage staff to see it as important to their roles and to engage in it despite time challenges.

Strategic approach taken to achieve embedded professional development

Three ITPs and an ITO are currently in the very early stages of planning how they are able to achieve a more systematic professional development approach that will reach and achieve consistency across their large organisations.

They have focused on taking the time to systematically understand where staff are at in terms of their knowledge and needs and to establish organisation processes and guiding principles to support consistent professional development and teaching practice.

One ITP aims to utilise external expertise to provide objective oversight to look across the entire organisation and at what is needed. The intent is to establish systems and processes that will facilitate an organisation focus with professional development consistently centered on core areas of knowledge the organisation

wants to develop. External support is seen as important to ensuring that dedicated time and resource is provided.

Having an organisation-wide view to understand current practices and needs across the organisation is also an identified focus for another ITP who is looking to establish a position for this purpose.

Two other ITPs are currently considering the identification of benchmarks or core competencies (including cultural competencies) that it will expect all staff to demonstrate, with professional development linked to support staff to progress in their demonstration of these competencies.

At the end of 2013 Careerforce ITO, commissioned qualitative research with its Pacific stakeholders. This was to gain a better in-depth understanding of how to increase participation, engagement and completion of its workplace-based qualifications for Pasifika peoples. It is intended that this research will drive the company's implementation of the key findings, including professional development approaches identified. A notable integral facet of this approach is the processes the company has put in place to implement the research and to ensure an embedded, sustainable approach across the organisation.

Careerforce ITO: Embedding Pasifika responsiveness

Pasifika stakeholder research identified some key messages for the ITO, including enhancing learning outcomes for Pasifika and embedding respectful and culturally-appropriate teaching and learning strategies.

As an important starting point, Careerforce is currently using the research findings to map existing activities across the company to inform an understanding of where the company is currently at in order to plan future work going forward.

The company's leadership has demonstrated the importance of this work by its dedication of time and resources. To ensure a consistent, organisation approach, a cross-department project group has been established. The team has an appointed expert with time allocated to collecting and bringing together information about the objectives and work of their individual departments. This approach is seen as fundamental to achieving an embedded, sustainable response across the company.

It is intended that this approach will maintain the work as an ongoing organisation-wide priority and lead to high level of responsiveness to Pasifika that will become business-as-usual practice.

2.5 Well-established, embedded professional development

Four TEOs (each with 750 plus learners) identified that they have an embedded organisation approach to professional development – one specifically in relation to Pasifika, two specifically for Māori and one focused on both Māori and Pasifika.

A key common factor to successfully embedding professional development has been the way each TEO has linked the professional development to established organisation structures, values and principles, that sometimes require, but mostly actively encourage, staff to participate in professional development as part of meeting performance requirements or organisation expectations.

Facilitating structures or processes are:

- staff performance indicators (e.g. relating to te reo Māori, Māori and Pasifika learner achievement outcomes)
- tying professional development progression to advancement within the organisation
- celebrating, awarding and showcasing staff development-related achievements (high achievement for Māori and Pasifika learners)
- professional development facilitated in line with meeting the requirements of an organisation's Pacific strategy
- specific programmes of professional development internally established
- professional development embedded within regular and / or intensive hui and conferences attended by all staff
- staff induction programmes that include components of culturally responsive teaching.

Some of these factors are in line with the observations of Villegas and Lucas (2002) who believe that rewarding engagement in desired professional development and practice is the biggest encouragement to uptake:

“Ultimately, however, the strongest incentive for faculty to seek professional development on issues of diversity is to make such issues central to the institution reward system. This might involve offering awards, formal recognition, and credit toward salary increases for those of us who show a commitment to using culturally responsive strategies in our own teaching. When such a commitment is considered in making tenure and promotion decisions, faculty have an even stronger incentive to seek opportunities to grow in these areas.” (p.195)

Other factors identified accord with Stein and Nelson's (2003) reflections on the importance of organisation expectations and accountability:

“Teachers must believe that serious engagement in their own learning is part and parcel of what it means to be a professional and they must expect to be held accountable for continuously improving instructional practice” (p. 425).

For the TEOs who have successfully embedded professional development across their respective organisations, professional development to enhance teacher performance for Māori and / or Pasifika is required, expected, integrated into activities all staff engage in. Or it is seen by staff as relevant and of value to meeting organisational performance requirements.

This does not mean that professional development is 'forced' upon staff. Rather, it is important that its engagement is facilitated in a supportive, safe and non-threatening way.

Airini, McNaughton, Langley and Saunil. (2007), recounting a project where researchers and university educators worked in partnership to better understand good teaching for Pasifika, describe the importance of professional development that places educators "in non-confrontational situations where, by means of engaging in an ongoing and supportive environment with authentic experiences of others, they can critically reflect on their own theorising and its effect on... Pasifika students' success" (p. 4).

Unitec's Pacific Centre for Teaching, Learning & Research: Reaching across the institution

The Pacific Centre's support for Pasifika students and teachers of Pasifika students stems from the conceptual framework 'Nakuita' (Fijian for octopus) which is focused on reaching out to support departments across the institution.

Professional development is not mandated, but it is offered in a supportive way and to departments whose achievement data indicates support may be required. Achievement data for Pasifika learners is used to identify departments who may have a potential professional development need if results are under organisation benchmarks. Expectations and accountability are set by the institution's Pacific strategy.

The Centre's Director, Linda Aumua, identifies several key factors that have contributed to the wide engagement that the Centre has achieved and which appear as important to facilitating the embedding of professional development to support responsiveness to Pacific learners. These factors include: investing in and building the capability of the right people to facilitate the professional development; proactively identifying where professional development may be needed and offering this in a positive, supportive way, utilising and monitoring achievement data and linking this to strategic priorities.

The Centre attracts and develops Pacific teachers who are able to teach across disciplines and have a wide presence across the institution. They share, model and influence strong teaching practices for Pasifika learners within departments that are being supported. Once capability is built, they then move on to support other departments in the institution.

The relevance of professional development support is demonstrated by improved Pasifika achievement results and which are used to show the difference the professional development support has made for others in the institution.

2.6 Experiencing and responding to resistance

Around three quarters of the TEOs interviewed spontaneously raised and discussed having experienced differing levels of initial staff resistance to engaging in professional development aimed at improving their responsiveness to Māori learners

and to Pasifika learners – though some related this resistance to engaging in professional development in general.

Villegas and Lucas (2002) explain their understanding of the reasons underlying resistance:

“Many of us are reluctant to admit that we may need further professional development...we faculty are seen as experts. We may find it difficult to expose our uncertainties and lack of knowledge because we do not want to be seen as less than competent by our peers... We may fear uncovering some discomfoting attitudes and perceptions if we dig too deeply into our values and beliefs.” (p.195)

Factors underlying resistance

Participants interviewed identified their views on reasons underlying resistance.

- Insecurity that individuals' teaching practice and performance was being critiqued or put under the spotlight.
- Not seeing the need for or relevance of the professional development because teachers were already doing a relatively good job, and particularly if time was already precious.
- Staff in large organisations not having the time to facilitate relationships with students and therefore resistant to professional development focused on teaching approaches promoting this.
- Māori and Pasifika knowledge and worldviews not considered or valued.
- Not seeing professional development aimed specifically at understanding and responding to Māori and Pasifika as relevant or necessary and a lack of understanding around principles of equity vs. equality.

These reasons were also identified by a professional development provider who related the frequent need to address these concerns as a part of professional development workshops.

Some providers recognise the need to provide professional development that develops effective teaching practice, but do not understand what would be different practices for Māori and for Pasifika if effective teaching principles in general (e.g. group learning; relationship-based approach) are embedded.

There is a desire for specific guidance about what specifically should be provided for Māori learners and for Pasifika.

“What does best practice for Māori and Pasifika look like? There is no guidance about what is expected. If we had a set of benchmarks of what is expected to improve Māori and Pacific outcomes we'd do it.” (PTE)

Responding to resistance

In responding to initial staff resistance to professional development, all participants discussed the importance of the approach used to engage staff in professional development.

Participants identified that it was integral that the leadership of the organisation demonstrated the importance of professional development and why it was of value that all staff engaged in it. Therefore, an essential element is that the governance and management of the organisation believes in its importance.

One organisation focuses particularly on achievement data to show both why professional development is important, and to demonstrate the difference it has made for others.

Another TEO identified that initially resistant staff had become enthusiastic participants after seeing the difference it had made to the teaching of other colleagues.

Resistance was seen by some TEOs as stronger if professional development was being introduced to staff that had been with the organisation for some time. They considered that it was important for professional development to be facilitated as part of staff induction. This makes it clear that professional development is expected by the organization from the outset. Professional development occurs before teachers became 'too fixed in their teaching approaches'.

Timperley et al (2007), expanding on this theme, identify how dissonance is created where the focus on professional development diverges from established practices:

“While all professional learners have had experience of being taught and bring with them a set of beliefs and understandings about teaching and learning, the more extensive repertoire of experienced teachers means they have a greater wealth of ideas on which to draw. These ideas may be an asset in terms of acquiring and integrating new knowledge following relatively brief engagement with professional learning opportunities, but this is likely to be the case only when the new information is consistent with current values, beliefs, and practices. When new information challenges previously held beliefs and values, dissonance is created.” (p.13)

Some TEOs identified that it had been important to have the professional development mandated by the governance and management of the organisation, but essential at the same time, to have key people working alongside staff who were seen as supportive equals. Their role was not to push the professional development. Rather they worked diplomatically, gently and alongside staff, supporting them to engage in professional development in a way that was of value and relevance to them.

As Greenhalg et al (2011) identify “[t]utors must be supported to be comfortable in receiving criticism and in critiquing their own practice.” (p.28).

Thus, even if professional development was mandated, it was important that it was approached in a positive, non-threatening way, and seen as supporting strong teaching rather than responding to dissatisfaction with teaching.

“It won’t work if you try to push it down their throats. The approach is very important. What works is open discussion with staff about what you’re trying to do and why you’re trying to do it. You need to know where each individual is at...” (ITO)

Overall, professional development needs to occur in a safe environment that encourages learning, but also openness about challenges experienced.

New Zealand Management Academies: Creating a safe environment for professional development to occur

Creating a safe learning environment for tutors to engage in professional development has been an ongoing focus for New Zealand Management Academies. This has included showing staff that it is okay to have gaps in knowledge and to question and actively participate in professional development training.

A central focus has been the creation of rapport and strong relationships between professional development and teaching staff. Staff who provide professional development sit alongside teaching staff rather than work in separate areas. Discussions are face-to-face and professional development sessions are planned together with staff.

3. How are professional development needs identified?

Professional development needs are identified through a number of interrelated self-assessment mechanisms:

- monitoring of learner achievement and student attendance data analysed by ethnicity and across different departments and programmes
- staff self-identification and feedback
- peer mentoring discussions
- staff appraisal;
- facilitated discussion at national hui and organisation conferences
- teaching observations
- student teaching evaluations.

Many of these mechanisms help to identify a general professional development need in relation to teacher responsiveness to Māori and Pasifika learners. This is then a catalyst to working alongside staff to identify particular areas to be targeted by ongoing professional development.

A small number of TEOs use or are planning to use pre-defined indicators, competencies, or elements of effective teaching practice known to be effective for Māori and Pasifika (e.g. relationship based teaching) to assess the extent to which these are present in teaching and learning and if not, where professional development to support their implementation is required.

Two PTEs described their close use of achievement data to understand how well they are performing for Māori and Pasifika learners and to identify professional development needs. They also described the related importance of having refined the frequency and sophistication of their data analysis over time.

A number of participants identified that professional development was more attractive to staff and seen as relevant if they themselves self-identified a need.

New Zealand Management Academies: Importance of close analysis of achievement data

New Zealand Management Academies identifies that the monitoring of learner achievement and attendance data is integral to its understanding of key teaching and learning needs and professional development responses required, as well as to review the impact of professional development activities.

It has refined its review of learner achievement and attendance data to occur fortnightly. This has enabled any concerns to be dealt with in real time.

Data is reviewed in-depth in a consistent way across the organisation. This is achieved by clear expectations modeled at governance and management levels and the use of tools such as clear KPIs and dashboards to demonstrate progress.

The governance board reviews learner achievement and attendance data at an in-depth level, including drilling down to understand individual learners. Achievement is tracked at an individual learner level and by different learner cohorts.

It closely tracks achievement results for Māori and Pasifika learners on a daily and individual learner basis. KPIs are utilised to support this process. The senior management team reviews outcomes being achieved for Māori and Pasifika across different classes and delivery sites. Māori and Pasifika numeracy and literacy progression is also monitored. This information is collated and is used in real time to identify key areas requiring professional development support.

4. Main professional development focus

Two areas of professional development have been most commonly engaged in recently by TEOs to enhance responsiveness to both Māori and Pasifika learners:

- Enhancing engagement with Māori and Pasifika learners, families and communities.
- Understanding culture and cultural concepts.

Supporting teacher self-reflection and self-assessment has also been a common focus.

“staff developers and teacher educators now almost universally recognise that reflection on practice is a critical element in professional learning and development.” (Prebble et al., 2004, p.32)

These areas align with key broad inter-related categories of professional development that TEOs most commonly identified as of most importance to enhancing responsiveness to both Māori and Pasifika learners.

Figure 2: Most important areas of professional development for Māori and Pasifika

Most important culturally specific PD	Understanding Māori and Pacific cultures and cultural context	Teaching approaches, practices and pedagogy proven to work well for Māori and for Pasifika	Attitudes, assumptions, self-awareness and self-reflection about Māori and Pacific cultures and learners and own culture and values
Most important ‘non-culturally’ specific PD	Capability in numeracy, literacy and assessment		

Predominantly, these areas of professional development center on developing a core or foundational understanding of Māori and Pasifika cultures and cultural context, strong teaching approaches to effectively engage Māori and Pasifika learners and their families, and professional development to facilitate teachers’ own understanding of the assumptions they hold about different cultures and how these impact on their teaching practices.

“The focus for PD should be developing cultural awareness and self-awareness - examining assumptions and stereotypes, valuing different and other experiences. This is about challenging belief systems. Self-awareness is key. How teachers’ view students affects and shapes their approach. Teachers need to develop their confidence and self-awareness to respond in ways that they know are right. Mentors are key to this. You need to start with fundamental values...” (Provider)

Supporting teachers' capability in assessment and to effectively support learners' numeracy and literacy development was a more specific area identified by several TEOs and related both to professional development targeted to responsiveness to Māori and Pasifika, as well as more generally.

As discussed at section 1, for a very small number of participants who have facilitated embedded professional development for some time, their emerging focus differs from this foundational one. It looks at staff development at another level – for example developing teaching and learning materials in te reo Māori.

These key professional development areas that have both dominated TEOs professional development activities and which are seen by TEOs as most important, were also identified as key from a synthesis of the research and literature from the last five years about doing better for Māori in tertiary settings⁴.

4.1 Understanding Māori and Pacific cultures and cultural context

ITO: A focus on tikanga and te reo Māori

For the ITO, supporting staff to understand core principles of tikanga and offering learning in te reo Māori has been a foundational focus.

As a newly merged organisation, the Kaihautu of te Kauta team is taking the time to engage face-to-face with staff to understand their level of existing knowledge in these areas and to gauge their level of comfort to engage in this professional development. This understanding will inform the content of a tikanga-based programme that will be on offer universally to all teams across the country and is considered to be of key importance:

“A key focus will be to get staff to recognise aspects of tikanga and to recognise the need to adapt to different ways. It is important to become more open, conscious, in order to understand difference and to better understand individual learners.”

Comment [LB1]: Reference?

Professional development to support an understanding of Māori and Pasifika cultures, cultural contexts, beliefs, values and identity was most commonly identified as an important area of focus and one commonly engaged in.

At a foundational level, this was considered fundamental to ensuring teachers and other TEO representatives observed key cultural protocols and behaved appropriately, did not exhibit deficit thinking, that they had core tools to effectively engage Māori and Pasifika learners and their families, and through this knowledge, had self-confidence in their approaches.

Participants considered that the development of this knowledge was necessary to understanding and responding to learners as individuals and to adapt teaching to learning needs. It includes the ability to implement preferred learning styles, to help

⁴ Chauvel and Rean, 2012, p.78).

learners set meaningful goals, to effectively engage learners and whānau, and to appropriately understand learners' backgrounds and family environments.

"It is about understanding "the diversity and richness of Pasifika values and behaviour so as to determine the right course of action and engagement. This means understanding the learner, environment, values and drivers"
(PTE)

Building knowledge to establish culturally safe and inclusive learning environments

This TEO has a well-established planned and progressive approach to staff professional development centered on developing cultural responsiveness.

New tutors attend a three-day tutor induction training in their first three months with the organisation and are required to complete the National Certificate in Adult Education and Training (level 4).

In the first six months of employment staff complete unit standard 7091, and establish a culturally safe and inclusive learning environment for adults in New Zealand's cultural setting. This involves completion of a comprehensive workbook containing cultural information and experiences designed to cause significant self-reflection, with Māori and Pasifika values a central focus. A recent development has been ensuring staff are immersed in the workbook by the third month of induction.

The TEO finds that the workbook and unit standard is an excellent resource to build staff knowledge. The completion of the workbook is also reviewed by management and the learning and development manager, and provides fantastic insights into where teachers are at in their thinking, assumptions and knowledge and the extent to which ongoing mentoring and support may be required. Completion of the workbook is linked to regular internal workshops and external presenters designed to continue to build cultural understanding and ongoing reflection.

The organisation facilitates intensive professional development workshops at annual and bi-annual conferences attended by all staff. Dual workshops and reflections relate to the teaching of Māori and Pasifika learners and ensure an equal professional development focus for both learner groups.

Opportunities for staff to build rapport to effectively develop relationships with learners to understand their backgrounds, goals and needs are important to the TEO. It has formalised processes to ensure there is time to build relationships and rapport. Each student is allocated a course tutor at the commencement of their studies. Time is set-aside for the tutor and class to meet each week to come together to get to know one another and to build a 'home environment'. Six weekly 'peer time' is also facilitated for one-to-one meetings between tutors and students.

The importance of teachers learning about individual students and their communities is emphasised by Villegas and Lucas (2002) who identify the need for teachers to understand students' cultural backgrounds (including prevalent values, customary

styles of interaction) in order to ensure the compatibility of cultural demands built into subjects taught. In addition:

“To help students from diverse backgrounds build bridges between home and school, teachers need to know about the lives of the specific children they teach...teachers...should be helped to understand what they need to know about their future students and to develop strategies for familiarizing themselves with those students.” (p. 80) ...“For example, prospective teachers can be given practice conducting home visits during which they interview students’ parents or guardians to build a fuller understanding of their family life” (p. 89).

4.2 Effective teaching approaches, practices and pedagogy

Professional development to support knowledge of effective teaching approaches, practices and pedagogy known to work well to engage Māori was identified by many stocktake respondents as important. It was also identified by a smaller number of respondents completing questionnaires relating to Pasifika.

New Zealand Management Academies: Ongoing focus on effective teaching

New Zealand Management Academies has an established internal intensive tutor induction programme delivered over three days within teachers’ first few weeks with the organisation. Initially the training took an externally provided ‘train the trainer’ approach. However, it is now facilitated by a fulltime internal tutor trainer who also provides ongoing training, mentoring and coaching available for all staff.

The training has evolved to scheduled intensive tutor training delivered every five weeks. Its focus includes broadening understanding and knowledge of teaching and learning strategies, managing classroom diversity, staging lessons, strategies for improving learner engagement and delivering fun and exciting lessons.

The training does not have an exclusively Māori or Pasifika focus but is designed to support staff who teach predominantly Māori and Pasifika learners and is based on what is known to facilitate effective teaching.

A key difference observed as a result of the training is the confidence now exhibited by teaching staff who initially struggled. Teachers who have been with the organisation for some time have been impressed with the quality of teaching emerging and requested the opportunity of the training for themselves. Staff feedback is highly positive. The organisation, with mostly Māori and Pasifika learners, identifies that this training has contributed to increased attendance and course completion rates.

On reflection, the organisation identifies that it had underestimated the importance of such professional development support. However, one year later, it identifies this as one of the best decisions made.

Relationship-based teaching and learning, Māori teaching and learning methodologies, and conceptual models (e.g. Te Whare Tapa Wha), embedding

Mātauranga Māori and Pasifika knowledge and worldviews into the curriculum, and reflective practice, are some of the professional development initiatives engaged in.

Unitec: Embedding Mātauranga Māori into the curriculum

Embedding Mātauranga Māori is a key focus for Unitec. For the last two years it has been providing short courses to provide staff with a basic introduction to te reo Māori, an introduction to tikanga and Mātauranga Māori and an introduction to Kaupapa Māori research.

Unitec's Dean of Teaching & Learning, Mātauranga Māori has recently begun facilitating a session on embedding Mātauranga Māori as part of new teacher induction training for Unitec staff. The Dean has developed a beautifully designed (based on harakeke) interactive board game that provides an engaging, group introduction for staff to understand core principals and elements of both Mātauranga Māori and Te Kotahitanga (the institute's partnership document) and to show easy ways in which these can be introduced to course curriculum.

Beyond this introduction, Kaihautū are available to support faculty to embed Mātauranga Māori into the curriculum on an ongoing basis. Each faculty programme committee has a champion who is the critical conscience of the programme on Mātauranga Māori. A 'Poutama' analysis is undertaken against six different pou (e.g. te reo, te Tiriti o Waitangi) to assess the level that different faculties, departments and programmes are at in terms of implementing and supporting the embedding of Mātauranga Māori into the curriculum.

Comment [LB2]: Subjective

4.3 Shaping self-awareness and attitudes

"it is critical for [teachers] to develop a self-awareness of culture, bias and discriminatory practices as well as to examine the effects of their beliefs, attitudes and expectations... (Killoran et al., 2004, cited in Airini, 2013, p.59).

Professional development in this area related to the importance at a foundational level of raising self-awareness of personal assumptions shaping teaching approaches and examining and stripping away stereotypes about Māori and Pasifika learners. Understanding how one's own culture, values and beliefs influences teaching is an important focus.

This focus aligns well with earlier research. Samu (2006) identified the importance of educators who are able to understand Pasifika learners' diversities, experiences and cultures and to constantly reflect on how well they bridge complex cultural and social difference and adapt their knowledge and practices to respond well to the needs of Pasifika learners.

Teacher self-reflection is well recognised as key (Airini et al., 2010; Spiller, 2012). MacFarlane (2010) refers to earlier research suggesting "teachers must self-reflect in order to be aware of their own beliefs and thereby engage in the art of culturally responsive teaching" (p.4).

Spiller (2012) emphasises the importance of teacher self-reflection and responsiveness to ensuring that teacher's own beliefs or conceptions do not act to impede Pasifika students' learning. Otherwise teacher assumptions and beliefs about 'Pacific culture and learning' can negatively influence classroom relationships and learning.

Villegas and Lucas (2002) propose that learning directly from one's peers about experiences and perceptions that are radically different from one's own, can be a powerful impetus for reflection (p. 34).

An additional focus for some TEOs was professional development to inform teachers about why it was important to develop cultural competence, and to embed Māori and Pasifika knowledge and content in the curriculum.

TEO: Inspiring self-reflection

At its 2013 staff conference, the TEO played the clip of Joshua Iosefo's graduation speech 'Brown Brother' to staff. Following this, Joshua was invited to give a presentation to staff about his experiences and insights.

Staff identified that this had had a big impact on them, challenging their own perceptions, and supporting their regular reflection about how their own culture and assumptions impact on their views and teaching approaches.

4.4 Building numeracy, literacy and assessment capability

For some TEOs an additional key focus has been building numeracy, literacy and assessment capability and combining Māori and Pasifika pedagogies with numeracy, literacy and assessment knowledge.

Two TEOs interviewed stressed the importance of having relevant internal expertise, organisation commitment, and established processes, to enable regular professional development that built staff capability in numeracy, literacy and assessment, and allowed the professional development to be aligned and able to progress alongside the needs of individual staff.

"Staff have gone to workshops but this does not necessarily translate to immediately grasping numeracy and literacy as an embedded model. We want tutors to be skilled in numeracy and literacy and to develop teaching practice in this area." (PTE)

To this end, these TEOs have either purposefully recruited for this expertise or developed key staff, including through professional development support provided by the National Centre of Literacy and Numeracy for Adults and focused on Māori and Pasifika learners.

4.5 Professional development targeted to Māori and Pasifika youth

About half of stocktake respondents identified that they had facilitated professional development specifically focused on teaching Māori and Pasifika youth.

The nature of recent professional development has been quite varied across TEOs, but common areas identified in respect of both Māori and Pasifika youth included:

- Enhancing relationships and engagement with young learners and their families.
- Literacy and numeracy engagement and strategies (including external professional development provided by the National Centre).
- Government provided Youth Guarantee workshops.

Two ITPs who traditionally have educated more mature Māori and Pasifika learners, found that staff self-identified the need for professional development with an influx of young learners. Unused to teaching this growing cohort, they were experiencing significant challenges understanding and responding to their circumstances, backgrounds and behaviours. Both TEOs worked with staff to understand the key challenges that they were experiencing and supported the implementation of professional development staff self-identified as the most useful.

Whitireia: Understanding and responding to the needs of young learners

Whitireia responded to the professional development needs of staff by externally provided two-day 'Response Ability Pathways' (RAP) training – training to support teachers with strengths-based strategies to respond to youth experiencing challenges. This met teachers' needs for practical tools to engage with and respond to learners. The training also included information about brain science and positive psychology. This was seen as particularly valuable in providing staff with the understanding of why young people react as they do, to help them understand young people better, and to have a better ability to respond to their needs. The training is identified as having changed the way in which staff now engage with youth and the nature of pastoral care provided.

A further response undertaken by staff, and supported by the institution, was the establishment of an informal youth support network. Of note was the self-motivation of staff to set up a collegial system of support. One factor considered to underlie this response was the experience staff had developed from the government-funded embedded intensive numeracy and literacy training, and their application of the principles and learning from this, including the ability to self-implement a sustainable approach to embedded support.

5. External or internal professional development?

With the exception of just two TEOs, professional development to enhance responsiveness to Māori has mainly been developed and facilitated internally (external professional development has been engaged in to a lesser extent).

This is different for professional development targeted to Pasifika. By contrast, that professional development has been more commonly a mix of externally and internally facilitated.

The reasons for this difference are not clear, but possible factors might include:

- organisations having the necessary internal capability to deliver internal professional development relating to Māori but not so for Pasifika
- Pasifika external professional development opportunities having been more actively sought out
- Pasifika external professional development opportunities having been more widely communicated or more accessible.

This is surmised from TEO feedback about key reasons for engaging in mainly internal or external professional development.

Primarily, respondents who accessed external professional development indicated that they did so because relevant opportunities were available.

The main external professional development accessed by TEOs has been:

- National Centre of Literacy and Numeracy for Adults workshops, including that focused on Māori and Pasifika learners.
- Ako Aotearoa professional development workshops relating to successful teaching for Māori learners and for Pasifika learners.⁵
- The National Certificate in Adult Literacy and Numeracy Education.
- Resources accessed from Ako Aotearoa and Pathways Awarua.

TEOs who engaged mainly in internal professional development commonly identified that the main reasons for this were because they had relevant internal expertise and were able to engage more staff. For Māori, internal professional development was also commonly identified as more appropriate to the organisation.

One TEO with a high number of Pasifika staff and students specifically valued engaging in both external and internal professional development because of the varying perspectives this could provide.

Another TEO with mostly Pasifika staff and students utilised external professional development (non-cultural) where it had identified that it required external specialist expertise. In that instance professional development was created and tailored as a partnership between the TEO and external organisation.

⁵ For example, 'Kia eke kit e taumata – Success for Māori in tertiary education' delivered by Ngahiwi Apanui and 'Successful Teaching Strategies for Pacific learners' delivered by Sandy Thompson.

6. Who develops, implements and provides professional development focused on Māori and Pasifika?

All TEOs completing the stocktake questionnaires identified that internal Māori staff had a key involvement in the development of internal professional development focused on engaging Māori, and internal Pasifika staff for Pasifika learners.

A couple of TEOs shared how they used student feedback and achievement results to identify effective teachers to contribute to internal professional development aimed at enhancing responsiveness to Māori and Pasifika learners.

It was uncommon for internal Māori or Pasifika staff to develop professional development activities on their own. Rather, these were developed in conjunction with internal non-Māori and non-Pasifika staff, external Māori and Pasifika expertise and / or non-Māori and Pasifika external expertise.

6.1 Recognising staff potential and contribution

There was a small amount of feedback from TEOs about how staff were recognised for their contribution to the development of professional development – one strong example of this is discussed in section 1 in relation to the development of staff and the building of capability as a key component of the Nakuita framework facilitated by Unitec's Pacific Centre.

A key component also of the Nakuita approach is the way in which non-Pasifika teachers are able to observe firsthand the teaching of Pasifika staff to support enhanced responsiveness. Spending time in the classrooms of culturally responsive teachers enables observation of the day-to-day application of desired principles (Villegas and Lucas, 2002).

However, overall, there seemed to be little focus or consideration to date about how specific staff who were known to exhibit strong qualities could be developed and supported in a professional development-related role. Indeed, during one interview, a leader of an organisation thought about the potential of different organisations bringing together a person from each organisation to share professional development learnings and experiences.

Similarly, another participant commented on the untapped potential of organisations / the sector in supporting staff who had received teaching excellence awards or were renowned for their strong practice for Māori and Pasifika, to contribute to the professional development of other tertiary educators.

6.2 Identified attributes important to professional development provision

Several TEOs discussed the importance to staff buy-in of having the right people delivering the professional development or facilitating staff engagement in professional development. Some key attributes identified included people who were

seen to be on an equal level as teaching staff, who were able to establish supportive collegial relationships and who were supportive in their approach.

New Zealand Management Academies, who has a dedicated tutor trainer providing professional development and induction training, identified the following characteristics as important to effective facilitation:

- approachability
- highly knowledgeable in teaching and relevant subject matter
- very collegial
- plans support in conjunction with tutors
- explains the teaching method being demonstrated in-depth (both the theory and practice)
- actively models key principles and teaching approaches (mock lessons)
- always incorporates active tutor participation and discussion.

There was a small amount of comment, and some differing views shared, about whether or not the professional development facilitator needed to be Māori or Pasifika if delivering professional development about understanding cultural context, modeling cultural approaches to teaching and engaging Māori and Pacific learners. One participant spontaneously raised the concern that this professional development should be provided by a Māori or Pasifika facilitator. For others, ethnicity was not a consideration. Rather, what was important was the background, experience and 'heart' of the facilitator.

6.3 Involvement and integration of community

Allen, Taleni and Robertson (2008) reported five palagi teachers' reflections about 'The Pasifika Initiative' – A Professional Development Project for Teachers, based on the philosophy that if teachers are immersed in a culturally different environment than their own, they are more likely to make shifts in their personal beliefs, attitudes and teaching practices. Culture is not understood in the abstract but rather a contextualised understanding is developed through first-hand knowledge and experience.

Through experiencing living in another culture for 10 days in a village in Samoa, Allen et al, discuss how these teachers' first-hand reflective immersion in another culture was effective in improving teachers' understanding of Samoan society, culture and relationships. It led to a greater awareness of students' needs and the impact of teachers' own previous beliefs and much-improved relationships with Samoan families, and facilitated the development of specific teaching strategies drawing on students' knowledge and culturally appropriate resources.

Villegas and Lucas (2002) also observe that direct experience is the most effective way for teachers to learn about students and their communities:

"Learning about life in the communities in which students live as well as how community members perceive schools and what is taught there gives

teachers insight into the ways in which community residents, including the children they teach, make sense of their experiences.” (p. 86)

This research did not identify any similar initiatives being undertaken in the tertiary education environment.

Only a small number of TEOs discussed how their professional development was integrated with Māori and Pasifika communities. This seemed to occur only on a very small scale.

At one level, community members and prominent Māori and Pasifika are invited to share their knowledge with staff at conferences and through the facilitation of workshop sessions.

At another level, staff are immersed first-hand in the cultures of their learners and their communities. One TEO discussed current thinking about immersing non-Pasifika staff in Samoan culture through a visit to a training provider in Samoa. Another TEO holds staff conferences in different Pacific Island nations and facilitates professional development in that context.

TEO: Immersion in cultural context

The TEO holds its national conference every second year in a different Pacific nation. Over four days, staff attend workshops about topics such as Pasifika values and teaching practice and embracing culture in the classroom. Staff visit schools and see firsthand different learning environments in context and the application of key values and teaching approaches.

7. How well have professional development needs been met?

Most TEOs responding to the questionnaire about professional development to support responsiveness to Pasifika, indicated that their important professional development needs (see section 5) are being met.

For one PTE, a lack of available professional development resources to support the teaching of Pasifika in tertiary education was identified, as was limited professional development relevant to learners at higher levels of tertiary study.

“For Pasifika we cobble together solutions due to limited resourcing. Unlike universities we don’t have specific departments focused on accessing and developing research and resources. For Pasifika we grab any research and literature we can find and use these in our discussions. There’s not a lot out there.” (PTE)

By contrast, about half of TEO respondents (eight) stated that important professional development needs focused on Māori were not being met. Internal reasons for this

included the need to achieve broader uptake of professional development across TEOs, and no cultural learning pathway being available.

Some TEOs indicated that external professional development had not met their needs. Reasons included external professional development opportunities not being available locally and not contextualised to the organisation.

7.1 Views about available external professional development

Several participants shared their general views and experiences of external professional development. Most discussed, and had experienced, short workshops that were provided to people who attended from different organisations. Few had external professional development specifically developed for their organisation. Of those who did, the professional development was valued, particularly for its relevance to staff and the organisation.

Perspectives varied. Some valued the workshops they had attended, particularly if it included tools that could be applied in practice.

“Six of our staff went to NZQA numeracy and literacy training. They were very positive about it. It was an eye-opener for them and helped their understanding. It was practical and gave some of the ‘how to’. For example, collecting evidence for assessment”. (PTE)

“Ako Aotearoa PD was very well received by staff. People came back buzzing after the workshop about Pasifika engagement.” (ITP)

Others saw workshops as ‘one-off’s’ that happened infrequently and that their impact was minimal if not tied into well-structured and related professional development facilitated internally.

“The workshops are interesting but we are looking for the next step. If we take a day out we want to come back with something practical.” (PTE)

This picture emerges from the limited literature reviewed. Villegas and Lucas, 2002 identify the value of workshops in their contribution to knowledge development and ideas to develop teaching strategies, whereas Prebble et al (2004) discuss the importance of intensive staff development to effect changes to teaching practice.

“Short training courses are unlikely to lead to significant change in teaching behaviour. They tend to be most effective when used to disseminate information about institutional policy and practice, or to train staff in discrete skills and techniques... Teachers’ conceptions about the nature of teaching and learning are the most important influences on how they teach. Intensive and comprehensive staff development programmes can be effective in transforming teachers’ beliefs about teaching and learning and their teaching practice” (Prebble et al, 2004, p.ix).

There was a shared understanding that professional development provided by external workshops was not in itself sufficient, but provided a starting point for internal focus. External professional development could be a catalyst to internal thinking and discussion and the implementation of internal professional development activities. External speakers talking on specific topics of relevance to an organisation could be highly inspirational for staff and to ongoing action.

A key challenge identified was that it was often not possible for all staff to attend external opportunities, and particularly difficult for fulltime teaching staff who would possibly value the training the most. Professional development not being spread geographically impacted on attendance.

Several TEOs identified that they expected, but sometimes did not receive, tangible and practical tools that they could take from the external professional development and use within their own organisations.

A common issue was that the professional development was not contextualised to different organisations and attendees, and not always relevant. It was delivered without an understanding of who the participants were.

Therefore, overall, external professional development was considered to be of most value if tailored to the organisation, practical, related to themes of direct relevance to staff, and was easily accessible.

7.2 Aspects of PD that have worked particularly well

TEOs identified a number of different areas where professional development was seen to have worked well to enhance teacher or organisation responsiveness to Māori and Pasifika learners. Although these areas varied, it was possible to group them under common umbrella themes identified below. These themes were similar in relation to professional development centered on responsiveness to Māori and to Pasifika learners. The exception was external Pasifika speakers and networking.

Figure 3: Professional development that has worked well

Professional development that has worked well to support responsiveness to Māori	Professional development that has worked well to support responsiveness to Pasifika
Sharing of knowledge internally and with other providers	Internal sharing and training to develop understanding of cultural contexts
Developing foundational cultural knowledge	
Models, methods, resources and tools to support teaching and learning	External professional development focused on tools and approaches to guide teaching and learning
Self-reflection	Self-reflection

	External Pasifika speakers and networking
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Sharing knowledge and practices, self-reflection, and practical tools are valued as having worked well to enhance responsiveness to both Māori and Pasifika learners.

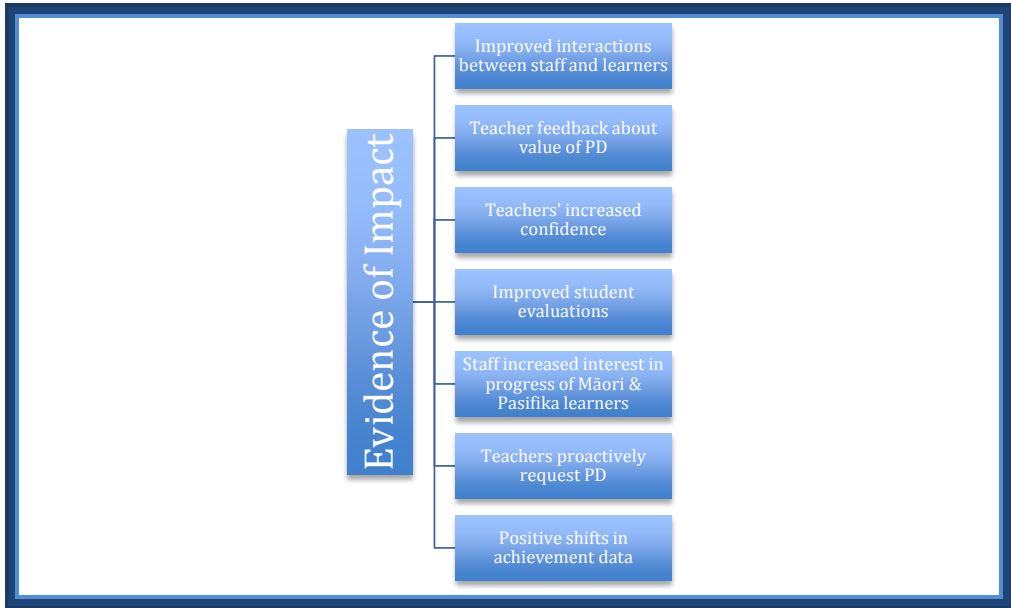
How is ‘good’ professional development understood

Overall, professional development was seen to work well where it had inspired staff, was enjoyed by staff, and had made a difference to thinking and practice in line with desired organisation principles, values and expectations

“We’ve had amazing student evaluations since our induction training. Our newly inducted tutors are outstanding.” (PTE)

As with their identification of professional development needs, TEOs are utilising a number of different self-assessment mechanisms to understand the impact of internal professional development initiatives and to see if professional development is making a positive difference. Key indicators to assess if professional development is having the desired impact are identified as follows.

Figure 4: Indicators of the impact of professional development



Some participants identified that they would like to be able to capture on a longer-term basis, the difference professional development is making in the classroom. Difficulties with attribution was recognised, and that behaviour change and shifts in learner outcomes could take time. Nevertheless, the indicators identified are providing TEOs with short and longer-term measures that are showing the value of professional development engaged in.

8. Key challenges to accessing relevant professional development

Time and budget impacting on professional development uptake were the two key challenges most commonly identified by TEOs completing the stocktake questionnaires in relation to professional development both for Māori and Pasifika.

Not knowing what is available, limited availability of professional development, and lack of available expertise, were also identified, and more commonly in relation to professional development relating to Māori.

Specific challenges were identified depending on an organisation's size. For small organisations, embedding professional development might be less challenging than having available resources to commit to professional development initiatives. By contrast, for large organisations, the need for effective, well-established processes to ensure professional development was occurring consistently and across organisations was a core focus.

"It requires resourcing and dedicated staff but that's not necessarily easy for small organisations. They need funding and support. We saw the need and made the investment. But we could do this because we are a large organisation and it's driven from the top." (PTE)

8.1 Time, budget, opportunity

During participant in-depth interviews, TEOs discussed the time and budget challenges of accessing professional development and which significantly impacted on whether or not professional development was accessed or facilitated.

Several TEOs and professional development providers referred to there being a very tight professional development budget. Professional development could be the first thing cut when resourcing needed to be prioritised.

Often it was difficult for staff to access external professional development if it was not available locally, or if it involved a full-day workshop or was delivered during teaching hours.

"Although the majority of PTEs thought staff development was important there were some limitations to the amount and variety of development that they could offer their tutors. One limitation was the distance staff had to travel to attend courses or conferences" (Marshall, Baldwin & Peach, 2008, p. 53).

Often, areas of professional development had to be prioritised which meant professional development to support important but less pressing aspects of strong practice had to be put on hold, or was slow to be fully developed. The full potential of professional development opportunities to build strong practice could not be realised.

Some other TEOs, discussed the value of being able to access external professional development and the wonderful teaching resources available from Ako Aotearoa and

the numeracy and literacy websites. However, they identified that often they did not have the time or resource to break this information down to make it useable and relevant to the context of their organisations. Staff also had limited time to engage with these resources.

Expanding on this further, an ITO identified that it would really benefit from a corresponding kit-set of information following external workshops so that it could self-facilitate these internally and with organisations providing training. This would help to share important knowledge in a manageable way and to reach people who may not know about, or can't or don't, usually attend external workshops.

9. Minimising key challenges to accessing professional development

Several suggestions were given to minimise the key challenges to accessing professional development.

At a practical level these related to making it easier for teachers to engage in professional development, and for there to be better information more widely communicated about professional development opportunities.

At a strategic level, a sector-wide response was called for. Minimising the challenges came down to the extent to which professional development for Māori and Pasifika was valued, prioritised and deemed important by both TEOs and the government / funders.

Responses related to the need for professional development for Māori and Pasifika to be accepted and embedded by organisations as a key part of everyday practice. This could be supported by the facilitation of greater sector-wide professional development opportunities, resourcing, and the identification of key areas where TEOs and providers should focus their professional development activities.

“It's all interlinked. It starts with funders and resourcing. TEC is seen to invest in what is valued. This is how value is demonstrated. Then it's down to providers. Currently we have no budget to have conversations with other staff to appropriately engage with students and communities to develop PD. What we could do if we had PD funding in our hands...” (Provider)

Specific suggestions are set out in Table 1.

TABLE 1

TEOs

- Free up time and resources to identify what Māori and Pasifika learners' needs are and to develop professional development in response.
- Treat professional development as business-as-usual and embed it as part of organisational culture.

Professional development providers

- Provide free onsite or local workshops run after 3.00pm or 4.00pm or on weekends.

TEOs and funders

- Allocate time and funding to free up teaching time to enable teachers to attend and deliver professional development.

Across sector

- Schedule and widely communicate external professional development workshops or opportunities on different, relevant topics.
- Have information on professional development opportunities provided in a central place such as with a peak body (e.g. ITENZ, ITF or AMPTEE).
- Ensure local provision or support is available to help TEOs develop and implement professional development themselves.
- Ensure that professional development related to cultural competence is seen as important and of value.
- Have a focused, collaborative sectorial approach, resourced and supported by the TEC – as was done with embedding numeracy and literacy.

A number of TEOs discussed the success of the approach the TEC took to embedding literacy and numeracy, and considered a similar approach could be far-reaching in terms of professional development to support enhanced responsiveness to Māori and Pasifika learners.

“Because the TEC funded and supported the assessment tool there was excitement and its value was seen and accepted. But it was only funded initially. And when that was pulled providers started worrying about the costs of it and started questioning what was necessary.” (PTE)

10. Summary of conclusions and sector recommendations

This research has shown that many TEOs are focused on developing staff to ensure responsiveness to Māori and Pasifika learners and have engaged in related professional development at some level. This professional development is recognised and valued as important.

TEOs are at different stages in their professional development delivery, including organisations whose professional development is embedded and well established, and organisations whose professional development is in a developmental stage. Professional development focused on responsiveness to Pasifika learners appears less advanced.

The importance of professional development to enhance responsiveness to Māori and Pasifika learners needs to be actively demonstrated and valued by government and funding agencies. At the same time, it is essential that TEOs' leadership actively demonstrate that professional development focused on Māori and Pasifika is valued, important and expected, and its implementation is driven from the top.

Implementing key principles, processes and structures to achieve consistent, embedded professional development focused on responsiveness to Māori and Pasifika is important but also challenging, particularly for larger organisations.

Professional development that is required or an integral part of organisational activities, has enabled several TEOs to embed professional development consistently across their organisations. This professional development is enjoyed and valued by staff, is seen as effective, and is provided in a supportive way.

10.1 Recommendations for and from the sector

Recommendations to better support the embedding of professional development focused on enhancing responsiveness to Māori and Pasifika learners stem from the premise that 1) this professional development is important and that 2) a strong, sectorial response is a core part of demonstrating that Māori and Pasifika learners are a priority.

To drive the consistent, widespread embedding of professional development to enhance responsiveness to Māori and Pasifika learners, the following recommendations have been proposed by the TEOs and providers who participated in this research:

- Targeted funding should be allocated by government.
- All adult teaching qualifications and courses should be reviewed (e.g. National Certificate in Adult Literacy and Numeracy Education) to ensure they contain a specific focus or streams relating to both Māori and Pasifika learners.

- Consideration needs to be given to how the sector can support the development of teachers already recognised as providing quality education for Māori and for Pasifika.
- External professional development needs to be delivered in ways that make it easier for teaching staff to attend, and tools should be provided to support different TEOs to practically implement the professional development on a micro-level within their own organisations.
- The sharing of good practice professional development initiatives should be encouraged. Good practice initiatives should be widely captured, shared and disseminated.
- TEOs should be provided with clear and consistent guidance about what is expected in terms of strong teaching practice and professional development for Māori and for Pasifika learners.
- A collaborative sectorial response to key areas needing development should be supported and developed, with its roll out funded by the TEC – similar to the approach taken to literacy and numeracy embedding. TEOs should be supported and encouraged to establish communities of practice centered on effective professional development for Māori and Pasifika.

“There needs to be a collaborative approach so we can effectively work together and share what we are doing. Establish communities of practice. We just need someone to organise it. Bring together groups of 3-4 like-minded organisations. It happens all the time in the school sector, for example, ICT cluster groups. It just takes one of us to play the leader. The biggest gap is resource. If someone like TEC or MoE could facilitate it or nut out what it could look like it would be a great way forward...” (ITP)

Appendix 1: Stocktake respondents

Organisation	Respondent	Role	Focus
Careerforce ITO	Dr. Nicky Murray	Research Manager	Māori and Pasifika
Eastern Institute of Technology	Claire Hague	Deputy Chief Executive	Māori and Pasifika
Martin Hautus	Pulotu Selio Solomon	Chief Executive	Pasifika
NZ Institute of Sport	Taulalo Fiso	Strategic Director	Pasifika
NZ Management of Academies	Annette Tofaeono Charlotte Cogel	LLN Facilitators	Māori and Pasifika
People Potential	Bronwyn Ronayne	Chief Executive	Māori
Primary ITO	Kevin Bryant	Chief Executive	Māori
Sir George Seymour	Nicole Domett	Chief Executive	Māori and Pasifika
Te Tari Puna o Aotearoa/ NZ Childcare Assoc.	Jane Ewens	Director, Education	Māori and Pasifika
Te Wānanga o Aotearoa	Theresa Aucamp	Human Resources Training and Development Manager	Māori and Pasifika
Turanga Ararau	Hannah Hohapata	Quality Developer	Māori

Organisation	Respondent	Role	Focus
Unitec	Dr Teorongonui Josie Keelan	Dean, Teaching & Learning, Mātauranga Māori	Māori
Te Whare Wānanga o Awanuiarangi	Dr. Cheryl Stephens	Executive Dean, Academic Director National Institute of Māori Education	Māori
Whitireia	Willis Katene Warren Thompson	Director, Te Manawa/ Dean, Te Wānanga Māori Human Resources Manager & Professional Development Facilitator	Māori and Pasifika
Workforce Development	Anne Greenhalg	National Foundation Learning Manager	Māori and Pasifika

Appendix 2: In-depth interview participants

Organisation	Participant	Role	Focus
Ako Aotearoa	Ngahiwi Apanui	Kaihautū Māori Professional Development Facilitator	Māori
Careerforce ITO	Dr. Nicky Murray Joel Rewa Morgan	Research Manager Business Development Consultant	Māori and Pasifika
Eastern Institute of Technology	Claire Hague	Deputy Chief Executive	Māori and Pasifika
Martin Hautus, The Pacific Peoples Learning Centre	Pulotu Selio Solomon	Chief Executive	Pasifika
NZ Management Academies	Nimi Kaur Annette Tofaeono Charlotte Cogel	Director, Academic Quality LLN Facilitators	Māori and Pasifika
Primary ITO	Peter MacGregor	Kaihautu, Te Kauta team	Māori
Sir George Seymour	Deborah Dove	Learning & Development Manager	Māori and Pasifika
Te Tari Puna o Aotearoa/ NZ Childcare Assoc.	Jane Ewens	Director, Education	Māori and Pasifika

Organisation	Participant	Role	Focus
Turanga Ararau	Sharon Maynard Hannah Hohapata	Manager Quality Developer	Māori
Unitec	Linda Aumua	Director, Pacific Centre	Pasifika
Unitec	Sandy Thompson	Professional Development Facilitator for Ako Aotearoa Lecturer, Programme Leader, Community and Health Services	Pasifika
Unitec	Dr Teorongonui Josie Keelan	Dean, Teaching & Learning, Mātauranga Māori	Māori
Whitireia	Warren Thompson Willis Katene	Human Resources Manager & Professional Development facilitator Director, Te Manawa Dean, Te Wānanga Māori	Māori and Pasifika
Workforce Development	Anne Greenhalg	National Foundation Learning Manager	Māori and Pasifika

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