



Auckland UniServices Limited

Success for all: Improving Māori and Pasifika student success in degree-level studies

**Milestone report 8
December 2009**

AUCKLAND UNISERVICES LIMITED
A wholly owned company of
THE UNIVERSITY OF AUCKLAND

Prepared for:	Prepared by:
NZCER Teaching and Learning Research Initiative PO Box 3237 WELLINGTON	Airini, Deidre Brown, Elana Curtis, Odie Johnson, Fred Luatua, Mona O'Shea, Te Oti Rakena, Gillian Reynolds, Pale Sauni, Angie Smith, To'aiga Su'a Huirua, Matt Tarawa, Meryl Ulugia-Pua.

Date: 21 December 2009

Acknowledgements

This large, multi-year project relied on the expertise, advice, time and good will of many people. We wish to acknowledge the important contributions that so many within university education and wider afield have made to the successful completion of the research project. It is hoped that this project inform and influence decision making and practices aimed at supporting the achievement of Māori and Pasifika students in tertiary education.

We particularly acknowledge the Māori and Pasifika students who contributed their experiences and voices to this research. You are the reason why we do this research, why we look at our teaching and organisational practices, and do believe it is possible to find answers to our questions about how teaching in universities can help Māori and Pasifika student success in degree-level studies. Thank you for the ways in which you inspire and inform us.

We also acknowledge all those who have contributed during the many stages of the research project - whether as team members in the early stages, advisors, interviewers, reviewers; informal and formal contributors. Thank you to you all.

As part of the education research community, and ‘guardians’ for the Ministry of Education’s Teaching and Learning Research Initiative (TLRI), the New Zealand Council for Educational Research has been enabling, and insightful. Particular and sincere thanks go to Robin Baker for her mentorship and steady encouragement.

Contents

Acknowledgements	2
1. Introduction	4
1.1 Purpose	
1.2 Project assumptions	
2. How the project was conducted	5
2.1 Project phases	
2.2 Data collection and analysis	
2.2.1 Research method	
2.2.2 Research methodology	
2.2.3 Data collection sites	
2.2.4 Participants and incidents	
3. Summary of findings	10
3.1 Specific Findings	
4. The <i>Success for All</i> Interventions	11
4.1 The Centre's interventions	
4.2 Faculty 1 interventions	
4.3 Faculty 2 interventions	
4.4 Faculty 3 interventions	
4.5 Can interventions influence student views on what teaching practices help or hinder success?	
5. The QTTe Toolkit	16
5.1 Use best practices for teaching & learning	
5.2 Demonstrate content knowledge	
5.3 Use culturally appropriate practices, content, & staff	
5.4 Support the confidence, mana, & empowerment of the learner	
5.5 Grow independent learners	
5.6 Nurture interdependence between peers	
5.7 Promote professional relationships	
5.8 Provide resources for quality teaching	
5.9 Create a place to belong & thrive	
6. Implications: What does this mean for teaching in universities?	20
7. Conclusion	21
7.1 The research method	
7.2 What can the findings tell us?	
8. Finally....	23
References	25
Appendices	26
1. NZARE 2008 Phase 1 Conference paper	
2. <i>Success for All</i> research dissemination	

Tables and Figures

Table 1: <i>Success for All</i> Ethnicity of participants	8
Table 2: <i>Success for All</i> : Summary of analysis	8
Table 3: <i>Success for All</i> dissemination 2007-2009	57
Figure 1: QTTe Toolkit of Promising Practices	10

1. Introduction

The *Success for All* project sought to examine the ways in which non-lecture teaching and learning helps or hinders Māori student and Pasifika student success in preparing for or completing degree-level studies. Good practice was to be identified. This report is a summary of detailed technical reports from UniServices prepared by the *Success for All* research team.

1.1 Purpose

The purpose was four-fold:

- identify international best practice in non-lecture teaching and learning in tertiary settings;
- deliver high quality research on the nature of non-lecture teaching and learning practices that help or hinder Māori and Pasifika student success in preparing for or completing degree-level study;
- identify factors in non-lecture teaching and learning that help and hinder Māori and Pasifika student success; and
- produce practical programmes for tertiary institutions on how to identify what helps and hinders Māori and Pasifika student success in degree-level studies, and how to develop effective programmes in non-lecture settings to harness strengths and address barriers. Emphasis will be placed on the successful development of partnerships between educators, and research that is inclusive of Māori and Pasifika expertise.

The research questions that emerged from the research project purpose fell into two core questions and two associated questions:

Core questions

- What teaching practices in non-lecture contexts help or hinder Māori and Pasifika success in degree-level study?
- What changes does research in this area suggest are needed to teaching and university practices in order to best support Māori and Pasifika success in degree-level studies?

Associated questions

- Can such changes have an impact on what students say about what teaching practices in non-lecture contexts help or hinder Māori and Pasifika success in degree-level study?
- What does ‘success’ mean in pre-degree and degree-level study - from Māori, and Pasifika perspectives?

Findings would contribute to understanding how to best teach and organise teaching to ensure best possible success for Māori and Pasifika in degree-level studies. The challenge was twofold: First, ‘success’ in degree level studies is yet to be understood from the perspective of Māori and Pasifika learners. Second, while evidence had been gathered about lecture-based learning in higher education, little was known about non-lecture teaching activities (with less than fifty students) that complement traditional en masse teaching, & their impact on indigenous and minority student success. Without these understandings we cannot be sure that our teaching approaches are delivering success for our students. *Success for All* was a TLRI-funded University of Auckland multi-academic and service centre research project that attempted to address these challenges, based on extensive interviews with Māori and Pasifika students (using the critical incident technique), and implementing interventions in non-lecture settings, based on the analysis of student accounts of what teaching helped or hindered their success.

Success for All was designed so that researchers and educator-researchers work together over two years to better understand teaching and learning in non-lecture contexts, use evidence to enhance their practices, and influence good practice through the development of the Quality

Tertiary Teaching (QTTe) Toolkit of 'promising practices' (Parker, 2007; Airini et al, in press).

1.2 Project assumptions

Four assumptions underpinned the *Success for All* research.

Success is more than we think: 'Success' includes movement towards and achievement of pass grades or higher, a sense of accomplishment and fulfilling personally important goals, and participation in ways that provide opportunities for a student to explore and sustain their holistic growth. The concept of 'success' is a broad one that links with individual and community notions of potential, effort, and achievement overtime.

Non-lecture teaching happens and is important: Teaching and learning in degree-level studies happens in mass lectures to 50 or more students, and in complementary non-lecture settings of less than 50 and as small as one-to-one. Adult education teaching can require new kinds of relationships between educator and learning, and new attitudes to teaching that maximise learning in non-lecture settings.

Professional development happens best through partnerships for informed practice: Māori students' and Pasifika students' success needs professional development that places university educators in non-confrontational situations where, by means of engaging in an on-going and supportive environment with authentic experiences of others, they can critically reflect on their own theorizing and its impact on Māori students' and Pasifika students' success. In this project, researchers and university educators worked in partnership to better understand and describe good teaching.

Good teaching is helped by university staff understanding their students: Māori and Pasifika peoples are distinct population groups with both overlapping and unique educational priorities. Research needs to recognize that Māori and Pasifika peoples take different routes into university education, with different attributes and issues, at both the individual student and group levels. This project recognised that there is diversity both within and between Māori and Pasifika.

2. How the project was conducted

2.1 Project phases

The *Success for All* project was conducted in three Phases:

- Phase 1: In the first part of the *Success for All* project we undertook interviews to record incidents of helpful/ hindering teaching in four University sites (The Centre, and Faculties 1, 2, 3 (see below for more detail) (Phase 1: 2007- Oct-Dec),
- Phase 2: Interventions in each of the four sites to enhance teaching based on the data from the first interviews (Phase 2: June-Sept 2008),
- Phase 3: A second set of interviews (Phase 3: 2008 -Oct-Dec) to again record incidents of helpful/ hindering teaching and see if there was any difference in what was reported.

2.2 Data Collection and Analysis

- Phase 1 - Refer to Milestone 2 and Appendix 1 in this Milestone report (December, 2009) for detail
- Phase 2 - Refer to Section 4 for detail
- Phase 3 - Refer to Sections 3-7 in this Milestone report (December, 2009) for detail.

2.2.1 Research Method

- Refer to Milestones 1, 2, 5, 7 for detail

As an established form of narrative inquiry, the Critical Incident Technique was used in this project to chronicle the lived experience of Māori and Pasifika students preparing for or completing degree-level studies. Bishop and Glynn (1999) and others have shown that narrative inquiry in schooling settings provides a means for higher levels of authenticity and accuracy in the representation of Māori and Pasifika student experiences. The students are able to “talk their truths rather than present the ‘official’ versions” (Bishop, 1998; Stucki, Kahu, Jenkins, Bruce-Ferguson, and Kane, 2004). We wanted to pursue such ‘truths’ in the university context and also chose narrative inquiry.

As conceptualized originally, a critical incident is one that makes a significant contribution to an activity or phenomenon and is associated with outcomes (Flanagan, 1954). The resultant student ‘stories’ in this project were collaboratively grouped by similarity into categories. These were tested for trustworthiness and then used in the development of the QTTe Toolkit of promising practices.

Participants from each of the four areas explored in this project were asked:

- Can you describe a time when the teaching and learning practices in (careers advice (The Centre), academic support (Faculty One), pre-degree studies (Faculty Two), studio and performance (Faculty Three)), have helped (or hindered) your success in degree-level studies?

2.2.2 Research Methodology

A key distinguishing element in this project was the integration of Kaupapa Māori Research and Pasifika Research methodologies and analytical frameworks. As a result, the project’s focus was not on blaming students, and identifying changes students need to make, but rather on workforce development and organisational change; asking ‘What more can we, from within universities, do to enable our Māori and Pasifika students to fulfil their potential?’

Māori Research Protocols

‘Kaupapa Māori Research’ is now a well-established academic discipline and research methodology (see for example, Smith, 1999). Kaupapa Māori Research locates Māori at the centre of enquiry. It has of necessity an understanding of the social, economic, political and systemic influences on expanding or limiting Māori outcomes and is able to use a wide variety of research methods as tools (Curtis, 2007).

Pasifika Research Protocols

‘Pasifika research’ is concerned with the well-being and empowerment of Pasifika peoples within New Zealand (Anae, Coxon, Mara, Wendt-Samu & Finau, 2001; Health Research Council, 2004). Fundamental to Pasifika Research is an acknowledgement of the tangata whenua status of Māori and an affirmation of the teina-tuākana (kinship with certain roles) relationship of Pasifika and Māori within the Aotearoa New Zealand context; and ancient whānaungatanga (extended family relationship), of tuākana-teina within the Pacific region (HRC, 2004). Ethnic-specific differences within the grouping ‘Pasifika’ are respected, along with the central importance of principled relationships to all ethical research practice.

What practices were used to support Māori and Pasifika research protocols?

The research team developed explicit, shared practices aligned with each of the stages of the research project.

In the design of the research project four practices were applied. There was explicit commitment to Māori and Pasifika research methodology in all documentation (expression of interest, funding proposal, ethics application). Researchers with Māori and Pasifika expertise were included in the research team. Māori and Pasifika team members were included at every level of decision-making. An additional benefit of this approach was the growing of Māori and Pasifika researchers – both at emerging and active stages. Finally the group agreed to a set of project principles from the outset to guide practices, including publication protocols.

Once the research project started five further practices were put into action. First there was open access to all project information (including finances) and second the opportunity for involvement in project planning and implementation. Most significantly, the ‘Give Way Rule’ was developed. This rule was applied during the analysis of transcripts in particular when the project team discussed the categorisation of critical incidents from Māori or Pasifika participants. We anticipated there would be times when we would not reach consensus. Where this happened we would note the range of views in the discussion, and then ‘give way’ to the researchers who held the Māori or Pasifika expertise, depending on the ethnicity of the participant. This was a highly active and engaged process in which we would discuss all perspectives as we endeavoured to reach consensus, and even challenge the viewpoints of the researcher(s) who had cultural affinity with the participant. The purpose of such discussions was to ensure the analysis was trustworthy’ meaning that it could be justified according to the evidence from the interviews. Fourth, only Māori and Pasifika interviewers were recruited and trained, specifically to work with Māori or Pasifika participants. Finally, participants were provided with the opportunity to be interviewed in te reo Māori and Pacific nation languages.

Report writing and dissemination has been shaped by practices to support project commitment to Māori and Pasifika research protocols. First, we have agreed that project members with Māori and Pasifika expertise and ethnicity are to lead writing and presentations. Second, a project publication advisory group comprising project members with Māori and Pasifika expertise has been established to receive, approve, and monitor requests for use of project data for publications and dissemination.

2.2.3 Data Collection Sites

The range of initiatives that provided data for this project gave a rare opportunity for in-depth teaching studies in university settings. This adds to the existing (and limited) knowledge on what is quality teaching in non-lecture contexts, and what ‘success’ means in pre-degree and degree-level study – from Māori, and Pasifika perspectives.

Data was collected at the following four sites in a single University setting:

The Centre: Teaching and learning activities in university careers education. Evidence suggests that quality careers education can positively influence student success including motivation and sense of purpose in their studies. A feature of the Centre was that they were in contact with students from across the University; and while Māori and Pasifika were present amongst their student clients, staffing at the Centre had limited, if any, Māori and Pasifika expertise to draw upon.

Faculty One: Teaching and learning practices in intensive academic support provided by specialists in Pasifika academic support, with one or more Pasifika students; and pastoral and academic mentoring with one Pasifika student or a small group of Pasifika students.

Faculty Two: Teaching and learning practices in foundation education focused on ensuring Māori and Pasifika student are successful within a pre-degree level qualification (the Certificate in Health Sciences¹) that prepares students for degree-level studies in the health professions. Pastoral and academic support practices associated with preparing Māori and Pasifika students for success included peer support, tutoring and mentoring at both an individual and group level.

Faculty Three: Teaching and learning to improve academic outcomes for Māori students and Pasifika students in studio and performance core-papers. Māori and students and Pasifika students described experiences in these papers in Architecture and Planning

¹ The Certificate in Health Sciences is a one-year programme which prepares Māori and Pacific students for degree-level tertiary study in the health professions. The programme is designed to enable students to bridge the gap between secondary school studies and university. Students are introduced to concepts in physics, chemistry, social science, human biology, Māori health, Pacific health, and academic and professional development.

(studio), Fine Arts (studio), Music (performance) and Dance (performance) in Faculty Three. Although pass rates were good for Māori and Pasifika Faculty Three students when compared to lecture-based majors, achievement was markedly lower when compared to other cultural and ethnic groups within the Faculty.

2.2.4 Participants and incidents

In total the project interviewed 92 participants and analysed over 1900 incidents where Māori and Pasifika students have described times when the teaching approach has helped or hindered their success in degree-level studies. As shown in Table 1, 26% of all participants were Māori, 74% Pasifika. Participation by ethnicity was affected by the Pasifika-only focus of Faculty 1. Even when this was taken into account and Faculty 1 participants removed from calculations, Pasifika participation in this study remained higher (64% of participants, excluding Faculty 1) than Māori participation (36% of participants, excluding Faculty 1). This is despite actual numbers of Māori and Pasifika students in the Centre and the Faculties being similar.

Table 1: *Success for All* Ethnicity of participants

Ethnicity	Centre		Faculty 1		Faculty 2		Faculty 3		Total	Total Māori	Total Pasifika	% Māori	% Pasifika
	M	P	M	P	M	P	M	P					
Phase 1	1	7	0	16	4	9	7	9	53	12	41	23	77
Phase 3	1	5	0	10	7	8	4	4	39	12	27	31	69
TOTAL	2	12	0	26	11	17	11	13	92	24	68	26	74

Between four to twenty-four categories of helpful or hindering teaching practices were identified in each of the project sites of tertiary teaching. Each category was moderated within each project group (through each project group reaching a consensus on category identification and description) and discussed within the project team as a whole and some amendments made as a result.

Table 2: *Success for All*: Summary of analysis

Success for all					
15-May-09					
Phase 1	Participants	Incidents	Categories	Subcategories	Av. No. of incidents
The Centre	8	71	3	8	
Faculty 1	16	518	7	22	
Faculty 2	13	247	11	18	
Faculty 3	16	87	15	31	
Sub-total	53	923	36	79	17
Phase 3	Participants	Incidents	Categories	Subcategories	Av. No. of incidents
The Centre	6	278	4	25	
Faculty 1	10	81	5	13	
Faculty 2	15	551	10	18	
Faculty 3	8	119	24	87	
Sub-total	39	1029	43	143	26
TOTAL	92	1952			22
	Participants	Incidents	Categories	Subcategories	Av. No. of incidents

3. Summary of Findings

Success

Good teaching is a combination of practices that help holistic and academic success, however there is evidence that educators who focus on students achieving pass (or higher grades) are viewed as the most helpful and most effective. Such focus will combine generic skills in teaching with helping learners to be both independent and interdependent, and successful in university settings yet culturally strong.

Professional development

Effective workforce development occurs where there is an ongoing relationship between teaching staff and researchers, a positive environment that esteems the work and importance of the tertiary educator, collective (individual and organisational) effort for student success, and evidence of ways students perceive that teaching can help or hinder their success.

University educators want explicit information on how their teaching helps or hinders the success of their Māori and Pasifika students. They have views that can contribute to enhanced practice, professional development, and organisational change aimed at Māori and Pasifika student success.

There is a need for induction and professional development for tertiary educators of Māori and Pasifika students.

Non-lecture teaching

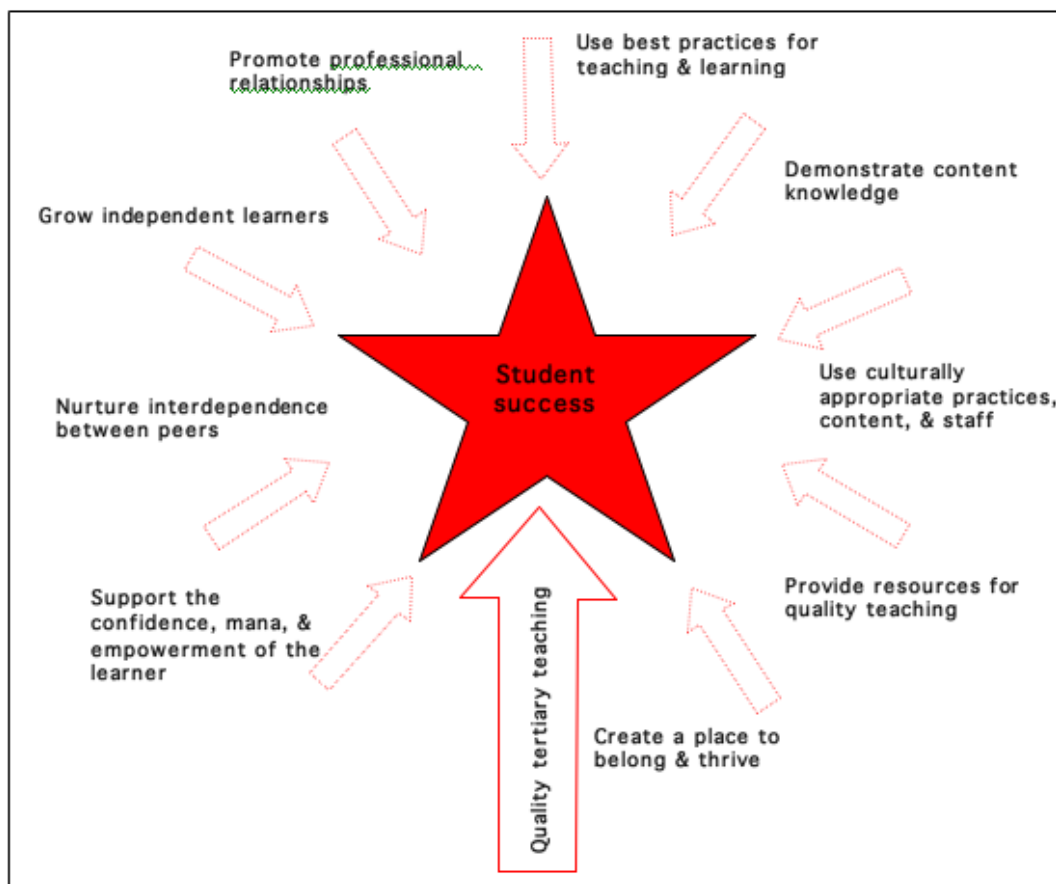
Quality tertiary teaching in non-lecture settings can be described: About 1900 unique accounts of times where Māori and Pasifika students reported the teaching has helped or hindered their success in degree-level studies were collected. From Phase 1 we developed a profile of good practice for each of the four sites for teaching plus some overarching themes. This was revisited and refined following the analysis of Phase 3 findings. The resulting QTTE toolkit of nine promising practices is illustrated in Figure 1 and described later in this report (see Section 5).

Non-lecture teaching is influential: Students can detail ways in which teaching in smaller contexts (less than 50 students) has helped or hindered their success in university studies. They have distinct views of good practice in non-lecture teaching; for example they want educators who make sure the students understand class material before moving on to further material, as well as clarity about assignments, challenging academic work in lessons that promote learning not “wasting time”, and teaching practices that develop their independence as learners.

Non-lecture teaching across the University has shared and unique features: What students report as good practice in non-lecture teaching can vary across university settings. The accounts from Māori and Pasifika students suggest that quality tertiary teaching will reflect both unique contexts of study *and* shared approaches to teaching. The shared elements make up a QTTE Toolkit of promising practices from the *Success for all* research.

Interventions can help student success: There is evidence that the *Success for All* teaching interventions positively influenced teachers and students. Teachers had an increased student focus and engagement in a critique of their teaching practices. Students amended their views of what is good practice in non-lecture teaching (see ‘Interventions’ section below), and the perceptions of potential for success held by those in student cohorts turned from negative to positive.

Figure 1: QTTE Toolkit of Promising Practices



University staff understanding their students

Culture matters: Findings from this project support the view that there is a need to use culturally appropriate, non-racist teaching approaches aimed at supporting academic success. Some tertiary educators were reported as using practices that contribute to students internalising racism. Students spoke of not being worthy to be at university, being reliant upon God (or others) to help them succeed, and failing to ‘represent’ (their communities) well enough as students. Alternatively students described practices where their cultural pride and mana were included positively in classes or activities, and as a result, strengthened. Such practices were identified as helping success in university studies. Tertiary teaching practices that perpetuate ongoing colonisation/racism of indigenous and Pasifika rights and potential were rejected by students as hindering their success (Curtis, Townsend, Savage, Airini, 2009). A key to educators working effectively with Māori and Pasifika students is having a non-blaming approach towards students, in which the focus is on what changes can the university (as educators and as an organisation) make to support student success.

Responding to Māori and Pasifika diversity matters: Students from each population group commented on factors affecting their success being different from those in other population groups. There is evidence that Māori and Pasifika student success is helped when university educators are both proficient in generically effective practices and responsive to the unique learner dimensions of Māori and Pasifika students. Greater understanding of differential practices and goals for either Māori or Pasifika students is needed to ensure most effective teaching practices occur.

Language matters: Educators use language that helps or hinders student success. Helpful language is inclusive (‘we’, ‘us’, ‘our’), and not exclusive (‘they’, ‘them’) (see also Alton-Lee, 2002). In some cases (notably, with Pasifika students) tertiary educators who were bilingual were

identified as particularly effective. These educators were able to converse with the students in their heritage, increasing understanding of new academic concepts. Good tertiary educators ensure being bilingual is not an impediment to success.

Professional relationship matters. The dual dimensions of positive professional relations and being responsive to the attributes and resources/ experiences of students were identified as being characteristic of good teachers. From this strongly supportive, empathetic, rigorous and academically challenging base students saw themselves as being set up for success in their studies, risk taking in learning, and critical engagement.

3.1 Specific Findings

- There are some differences in the views of Māori and Pasifika students of helpful and hindering teaching practices; and differences across disciplines and work contexts.
- Faculty 1 (which had Pasifika participants only) highlighted the importance of good practice nurturing the lagona.
- Judgments about good teaching need to be made over more than one year. One reason for this is that there are substantial effects associated with individual educators, and cohorts.
- It is important to examine how qualitative evidence from this project aligns with quantitative data about success in courses.
- Educators have consistent and coherent approaches to their teaching practices, whether or not they are helpful or hindering.

4. The Success for All Interventions

The interventions undertaken in Phase 2 answered two research questions: firstly about changes research suggests are needed to teaching and university practices in order to best support Māori and Pasifika success in degree-level studies; and secondly whether such changes can have an impact on what students say about what teaching practices in non-lecture contexts help or hinder Māori and Pasifika success in degree-level study.

In general the interventions in *Success for All* occurred in three broad areas: staff and teaching, students and learning, organisational practices and planning. Priorities in each area determined which of the three areas were focused on in any of the project groups. For example, in response to Phase 1 data The Centre's intervention aimed at increasing awareness of the services it provides, and greater resourcing of services for Māori and Pasifika students. Consequently The Centre focused on increasing staff expertise for working with Māori and Pasifika students, and raising awareness of The Centre and how it can help support success through participating in University student gatherings, and a Success-focused poster series of Māori and Pasifika role models. Faculty 1's focus was on increased success by Pasifika students in that Faculty. Their interventions included staff training outside the research team, continuation and promotion of practices being used by the Pasifika academic support team, and at an organisational level: use of the research findings to inform the development of Faculty planning and budgets.

The interventions in each of the four project sites are described below.

4.1 The Centre's interventions

The Centre's interventions aimed to amend organisational practices and resources to better support Māori and Pasifika students through increased awareness of and increase participation in the services available through Centre's career services:

Staff and teaching:

- Team training on Treaty of Waitangi

- Training session to advise / update staff of the *Success for all* research, aims and preliminary findings.

Students and learning:

Posters were created that celebrated Māori and Pasifika success and provide resources that encourage and inspire Māori and Pasifika students and their whānau, support them in career planning, and underpin students' retention and success in education and their transition to work. To provide resources for Māori and Pasifika whānau in their own languages all of the Māori posters were translated into Te Reo Māori and all of the Pasifika role models' posters were translated into the different Pacific languages. The project was launched and the posters blessed at the University marae and fale, in a unique event that honoured the role models in culturally relevant ways.]. The posters were distributed throughout the University and into schools and workplaces.

Organisational practices and planning

Marketing of services at the Centre: Presentations were made to intending students in the year preceding studies and during student orientation. The aim was to make information about the Centre and its services memorable, entertaining and informative.

Informal marketing and promotion of the services at the Centre: This was undertaken through an increased presence in University activities (such as participation in University-based Kapa Haka group practices), profiling the services during informal networking, and advertising at the student hostel.

Personnel: A Māori careers consultant and Pasifika careers consultant were appointed. These appointments provided a 'familiar face' for Māori and Pasifika students, to encourage their use of the Centre's services as well as contacts for employers wanting to target Māori and Pasifika students for work experience, internships or a career within their organisation.

4.2 Faculty 1 interventions

Faculty 1's interventions aimed to address matters raised by the *Success for All* Phase 1 research, to support Pasifika students to be successful in the Faculty 1 environment. Through the Phase 1 findings the research team from Faculty 1 further developed an earlier theory underpinning their teaching and learning approaches with Pasifika students: the Theory of Success. According to this theory, all Pasifika students have the potential to succeed. The role of the tertiary educator is to work with that potential, and to enable the student to pursue their success with confidence in themselves, independent skills, and awareness of their networks to support. In this way, the theory is an idea of the tertiary educator and institution providing an environment and experiences that 'just add water' to the seed of potential that is in every Pasifika student.

Staff and teaching:

As partners in the research project, the *Success for All* Faculty 1 team members integrated their increased awareness of successful teaching strategies into their contact with students. Professional development was supported through talanoa/ discussion sessions on the research and findings, and sharing of times when they as educators put into practice the helpful strategies described by participants in Phase 1. Collaborative planning followed for a staff seminar on the research and findings, working with a small group of volunteer lecturers from outside the Faculty 1 *Success for All* team.

Students and learning:

The Faculty 1 team actively sought to raise student awareness and use of Phase 1 success learning strategies in the QTTe toolkit through initiatives such as QTTe Toolkit resources and handouts to be used in sessions and independently, and discussing the success learning strategies with students during small group and one-to-one sessions.

Organisational practices and planning

Quality assurance: The findings were included in quality assurance processes, as indicators for assessing the effectiveness of the practices in Faculty 1's services.

Annual and semester planning: Formal planning included initiatives and the allocation of resources consistent with the Phase 1 findings, e.g. preparation of QTTe Toolkit resources for students, professional development for staff.

Location of service: The relocation of the Faculty 1 *Success for All* group to a more visible, positive site was explored.

Other interventions were ongoing and dynamic, rather than timetabled. They happened as part of the day-to-day encounters between staff and students. The research data became an explicit part of the language and practices of the Faculty 1 *Success for All* group. Finding that the research participants valued their practices and having evidence of their effectiveness was of importance to the staff. The research findings were reflective of their practices as tertiary educators and in turn became part of the ongoing life of the practices. As partners in the research the staff had been immersed in the participants' transcripts. They found themselves able to name good practices and provide stories to include in their formal and informal time with students. Overall there was an increased awareness amongst the staff of what students perceive to be helpful or hindering practices in the Pasifika student success services in Faculty 1. This influenced how staff and student interacted, student awareness of helpful/hindering practices, and increased the esteem within the staff themselves of their current practices.

4.3 Faculty 2 interventions

The interventions in Faculty 2 aimed to address issues of concern raised by the research findings highlighting the need to create CertHSc students who are independent learners so that they will be successful in the OLY1 environment.

Staff and teaching

- Presentation of research findings: All CertHSc staff were invited to attend a presentation of the research findings and a discussion on the proposed intervention. Two sessions were held for Course Co-ordinators and Tutors prior to Semester 2 starting in 2008.
- Reduced staff "availability" in Semester 2: Students were encouraged to communicate (email/phone) with academic staff to book appointments within these office hours in the first instance or if they would like extra time with staff outside of the office hours. This required CertHSc teaching staff to also defer students to these office hours when requests for additional help were received and to actively reduce their on-call availability.
- Reduced pastoral support in Semester 2: In conjunction with reducing availability of teaching staff, pastoral support was provided via the MAPAS Co-ordinator who also had reduced on-call availability and aimed to make students more proactive in their help seeking behaviour. Pastoral support was readily available, however students were expected to initiate their engagement with the MAPAS Co-ordinator regarding any personal issues that required support.

Students and learning

- Orientation: A Semester 2 re-orientation was put in place to outline to the students how Semester 2 would be different to Semester 1 (i.e. office hours, encouraging independent learning by the students). This included a cohort lunch on the first day of the semester with all CertHSc staff available to give a brief introduction to their semester 2 course and the timetable in general.
- 3-week intensive: This initiative was begun in Semester 1 (immediately following completion of Phase 1 analysis) and continued in Semester 2. Students were divided into groups and mentored by an academic staff member through the first three (or more) weeks. Issues covered in this intervention included reviewing how the students

are coping with the workload/new office hours and encouraging navigation via email/phone to request help during office hours (general promotion of the need for them to be independent learners this semester in preparation for OLY1).

- Academic 1:1 meetings with students: Each student was offered a 1:1 interview with an academic staff member to review their results from semester 1, set goals for the semester (i.e. pass all papers, improve GPA, move from B+ average to A+ average etc).
- Planning for Semester 1 2009: There was an early introduction of communication and professionalism, teaching students to communicate their issues/problems effectively through multiple media i.e. how to email a lecturer/tutor so they can understand the student's issue and respond accordingly. Planning included encouraging independent learning skills such as how to create study groups, time management, and coping skills.

Organisational changes: CertHSc programme structure

- Creation of set office hours in CertHSc timetable (Semester 2 2008). Set office hours were inserted into the timetable for CertHSc teaching staff to be available to address student questions/concerns on a regular/weekly basis.
- Experience degree lecture (Semester 1 2009). It was recognised that there was the potential for the class to experience a large degree-level lecture, experience taking notes and explore issues about being in that environment etc (to be a component within a CertHSc course).

Other interventions were ongoing, rather than timetabled, and included general changes such as how staff and student interact, student expectations of staff, identifying differences between expectations of workload/difficulty of CertHSc level study and first year University courses, as well as multiple approaches to encourage independent learning.

4.4 Faculty 3 interventions

The focal point of Faculty 3's involvement in the *Success for All* research was its Māori and Pasifika students. The research was viewed as a cycle in which the Māori and Pasifika students are the source of the data and ends with a quality-assured studio-based learning environment for Māori and Pasifika students. In this way, the cycle is one of the Tuākana/Teina model in practice. The aim for Faculty 3's interventions was to enhance teaching and learning in the studio environment in order to raise Māori and Pasifika student achievement rates to at least equal those of other cultural and ethnic groups. Faculty 3 developed and adopted a Theory of Maramatanga (illumination). This was founded on a commitment to transferring models of engagement so that teaching and learning is not about delivery of information, but creating an environment that allows the student to deliver.

Staff and teaching:

Guidelines for best practice in the studio environment for Faculty 3 tutors: Tutors active in the Faculty 3 studio disciplines are often artist practitioners who have rarely received formal training in studio pedagogy, and have little in the way of evidence-based research to support their teaching. This intervention focused on providing a framework of best practice models identified by Faculty 3 Māori and Pasifika students as having helped them to succeed. The Faculty 3 intervention also included information on teaching practice that has hindered Faculty 3 students' success.

Living in two worlds: Faculty 3 had few Māori or Pasifika tutors. Student narratives identified lack of tutor understanding around what Māori and Pasifika Peoples value and therefore what external influences have impact on their academic success. Using the student narratives as interventions Faculty 3 tutors were introduced to the cultural complexities of living in two worlds.

Dynamic, organic integration of Phase 1 findings: The Phase 1 data gathered by the Faculty 3 team was seen to be 'weaving' through the Faculty in a fluid and holistic way. Narratives were used by the team at an organisational level to provide culturally appropriate perspectives on

Māori and Pasifika student achievement. Team members used their own studios to implement models developed from the narrative categories and transform discipline appropriate models gathered from cross-discipline data.

*Organisational changes and planning: Tuākana*²

The *Success for All* data gathered in the Faculty identified *Peer interaction* and *Cultural networking* among the categories with the highest incidents of success. The Tuākana mentoring programme increased its activities and visibility in 2008 and deliberately increased the number of Pasifika mentors, so that the mentorship grew to stand at 50% Māori and 50% Pasifika. In 2009 the narratives were used in Tuākana training, and mentors were encouraged to collaborate with studio tutors. The following modifications were planned:

- Development of Tuākana -operated, Faculty-wide database that tracks student's progress through their degree.
- Implementation of Tuākana-tutor office hours for each Faculty 3 programme.
- Faculty 3 Thaana Research Assistants' Workshop (delivered in conjunction with the Student Learning Centre): This trained high-achieving or promising Māori and Pasifika students as research assistances using Kaupapa Māori Research methodologies. The workshop 'rewards' students by identifying their potential, highlights their achievements within the research culture of the Faculty, and provides them with the skills necessary to succeed in postgraduate studies.
- Authentic Stories, the effectiveness of this methodology.
- Sub-textual nuance, which was seen as flawed in Western Methodology, was embraced in this project.

4. 5 Can interventions influence student views on what teaching practices help or hinder success?

There is some evidence the interventions changed the teaching and learning environments to such an extent that students adjusted their views of what teaching practices help their success. Changes were apparent between the types of incidents that dominated in Phase 1 and Phase 3. By Phase 3 the order had changed for what mattered most to the students:

- *Readiness then teaching*: In Phase 1 what mattered was being ready as students for tertiary study. In Phase 3 what also mattered was good teaching and learning.
- *Holistic approaches then pragmatics*: In Phase 1, students emphasised teaching approaches that were holistic, supporting both the academic and affective, cultural and pastoral aspects of being a learner. In Phase 3 the incidents also emphasised the ways in which teaching was helpful when practical (e.g. providing academic literacy skills), while still retaining culturally appropriate and specific practices.

On reflection in the period after the interventions it was apparent that some interventions might not be immediately realised. Critical factors affecting realisation included the breadth and depth of interventions, whether the focus was on teaching, students or organisational changes. A key challenge is to continue the resourcing of interventions long enough to bring about the needed

² The Tuākana mentoring programme is a University Equal Opportunities initiative designed to help support Māori and Pacific students in their first year of study at The University of Auckland. Tuākana are senior Māori and Pacific students, who have received training on how to be effective mentors to their teina (mentees). The mentoring pairs (one tuākana, one teina) meet regularly to discuss any problems or issues the teina may be having. The aim of the programme is to help Māori and Pacific students focus on achieving well in the University, build skills that will be helpful beyond university and encourage students to undertake academic work that is supportive of their identity. See: <http://www.creative.auckland.ac.nz/uoa/home/about/tuakana-teina-programme>

changes to support student success. Sustained change may mean seeking policies and strategic objectives explicit for Māori and Pasifika needs, and policy-based funding.

5. The QTTe Toolkit

Four research sites were established to answer questions about good tertiary teaching practice with Māori and Pasifika students for achieving success in preparing for or undertaking degree-level studies.

In-depth analyses of the critical incident interviews were completed, with checks undertaken to test the trustworthiness of the analysis. These checks were consistent with CIT, as well as Kaupapa Māori Research and Pasifika methodologies.

Five general hypotheses were developed from evidence gathered in Phase 1, namely:

- Pursue best practice
- Demonstrate knowledge
- Use culturally appropriate practices, content, & staff
- Support the confidence, mana, & empowerment of the learner
- Grow independent learners

The hypotheses were tested and evaluated through the Phase 2 interventions and subsequent Phase 3 interviews at each of the project's research sites. This resulted in a refinement of the initial set of practices, further practices being added, and the development of the nine-point QTTe Toolkit of promising practices:

- Use best practices for teaching & learning
- Demonstrate content knowledge
- Use culturally appropriate practices, content, & staff
- Support the confidence, mana, & empowerment of the learner
- Grow independent learners
- Nurture interdependence between peers
- Promote professional relationships
- Provide resources for quality teaching
- Create a place to belong & thrive

The examination of evidence did not mean the research sites were compared directly, rather the data from each contributed to this emerging model of quality tertiary teaching in non-lecture settings. Individual and collective attributes were linked to the original set of hypotheses. The 'emergent' model of promising practices is used to propose answers to the question of 'What teaching practices in non-lecture contexts help or hinder Māori and Pasifika success in degree-level study?' An explanation of each practice follows.

5.1 Use best practices for teaching & learning

Quality tertiary teaching uses the best known practices focused on student success (including social outcomes) and facilitates high levels of outcomes for Māori and Pasifika students. Such educators understand learning in that particular area of study, are flexible, active encourage and scaffold student learning, and do not unnecessarily frustrate students. Participants in this research were able to identify practices perceived to help or hinder develop student knowledge, to provide a learning environment, or to support student success.

Examples:

(Helpful)

Trigger: You know, like [Referring to the lecturer] class and like, you know, has all these little different ways of, instead of reading a book. Action: he'll like cut out little bits of pieces of paper where you have to sort of organise them together. So it sort of makes you have to read it in order to putting them there and it feels like that, those, you could do the exact same thing just by reading the book, you know, or, and little tricks like that. Outcome: it's like it makes it fun and it gets you up and you're doing things.

(Hindering)

Trigger: you have to just learn about artists that have been dead for a couple of centuries. Action: Most of the courses normally are like two hours long and two hours of sitting down watching videos is, the lights dimmed, it's gonna help you go to sleep.... I mean not that it's just watching video but I always need to be up and doing things all the time. Most of the time we do it so I wouldn't wanna say it's really, really bad, you know.... that's just their teaching style. Outcome: just sitting there listening can be quite boring, uninteresting.... I just don't take it in sometimes and not learning.

(Hindering)

Trigger: I don't like some of the tutorials. How some of the teachers teach in tutorials. Action: He's like not talkative. He doesn't explain that well. When I ask him a question he'll be like 'That's just how it is' or he won't go in depth like most lecturers and teachers. Outcome: And he'll just tell us... explain... expect us to understand. And it sux because you're just sitting in there knowing... wasting your time. Further.

5.2 Demonstrate content knowledge

The technical and personal knowledge that an educator has of the area they are teaching can help (if the knowledge is strong) or hinder (if the knowledge is weak) student success. Participants referred to the way in which the educator's knowledge encouraged confidence as a student; that they believed it was possible to do well in a course; and that they were enabled to develop their own knowledge in the area being studied.

Example: (Helpful)

Trigger: I remember one time the tutor everyone was really quiet and he was trying to teach us, go through the lecture with us. **Action:** so what he does was he went through what each one meant, how they related to each other and how they make each other work. Yeah and he went through that whole process and he made sure that we understood before we moved on so if you understood that, we moved on and as we moved on he gradually built on what we knew previously. **Outcome:** In that 45 minutes I knew three-quarters of that one paper.

5.3 Use culturally appropriate practices, content, & staff

This research showed that **Māori** and Pasifika students perceived their success in studies to be linked to experiences in which tertiary educators facilitated learning through creating effective links between university studies and culture. Diversity is valued. Similarly, ineffective links were unhelpful and a barrier to success.

Example:

(Helpful)

Trigger: You know I'd rather have a Pacific Island person critique my work than a Pakeha one to be honest, you know; Action: like at least they've got a sense of what I'm on about, even if it's not exactly, even if they don't really understand Maori things, they've got an idea of something other than Pakeha culture. And actually we were, everyone was really excited in the second half of the year because the two, there's these two new Asian tutors in Digital Media. One is Chinese and I don't know if the other one is Chinese or not but they're both Asian, and one is an older man and he just has that old, wise, Chinese look about him. Outcome: And everyone, even the Pakeha students, were really excited because you're getting someone who's coming in who's got another perspective other than the Kiwi, New Zealand, Pakeha perspective coming and looking at your work, and that's what you want. So just a bit of diversity, it doesn't have to be a Maori person, just someone who has an understanding of culture other than mainstream Pakeha understanding.

(Helpful)

Trigger: Well we had a cultural paper and it was the time where we, it was a weekend, it was for assessments but we slept over at the marae, the university one. Action: the purpose of that was to educate us about Māori and Pacific Island culture, we were discussing the traditional aspects of our past people kind of thing. Outcome: It was fun, like being part of MAPAS, that was probably the weekend where we actually strongly identified ourselves with our culture

(Hindering)

..Without really realising it... I think [the lecturer] thought he/she was doing the best for us, but coming from a British educational background (which doesn't work well necessarily), um, you know, [with] New Zealand, Maori, Pacific Island students, because it is foreign. Oh, so they are bringing all these ideas, all these ways of teaching, all these pedagogies that don't suit well... the way that [the lecturer] taught, like; it was already decided like what we were going to learn, rather than letting that happen in the moment and within the experience of the class.

5.4 Support the confidence, mana, & empowerment of the learner

The research indicated that student success grows where teaching practices motivate students, and respect and affirm student identity and intellect. High expectations operate in alliance with quality teaching practices and a focus on student achievement.

Example: (Hindering)

Trigger: Cause Māori people and Pacific people are quite protective I suppose of their culture or whatever, or their way of expressing culture. Action: the fact that I was shot down in such a brutal way [in a studio crit] so many times when I was just simply trying to illustrate these things that are normal to me, was quite difficult. Outcome: I mean it will lead to me being unsure of myself and my beliefs. It made me question myself and what I was trying to achieve because they were all questioning me and so it just lead to this whole (unclear) confusion for me, that restricted me in more ways than just university.

5.5 Grow independent learners

A commitment to teach in ways that develop independence is a commitment to student success. The research showed that independence can be developed through specific and relevant feedback, a planned approach to students' academic skill development, confidence building through progressively challenging studies and/or students' strong sense of involvement in goal setting, targeted and scheduled intensive academic support, and opportunities for critical thinking, and self-regulation. A further research-based characteristic of independent learners was that they remained in touch with others; and often motivated by those others – whether friends, family or communities. Quality tertiary teaching supports 'independence' not 'isolation'.

Examples:

(Helpful)

Trigger: I don't know of practices as such but I think I think of um a very important thing is that like our tutors and like our lecturers within our course tend to kind of have a lot of faith in us like they actually want us to succeed. **Action:** like its not like school where they just want you to pass so they can look good you know, and like they make it clear that if you need help you can go to anyone you want. **Outcome:** so I think I really just kind of have a balance between like supporting us in giving us our own individual sort of way of doing things.

5.6 Nurture interdependence between peers

Research based tertiary teaching practices create environments that encourage collaborative, peer interaction supportive of academic success. Group work (in pairs and larger) happens to support the learning and success for all. Students help each other to succeed in their studies.

Examples: (Helpful)

Trigger: there was another paper that we did in the first semester that was the history of western music so that was a more writing based paper like we did a lot of essays and that kind of stuff. And one of the assignments was a group assignment. Action: you could choose a recording, they gave to you a list of recordings to choose from and it ranged from like Bach to Michael Jackson and that kind of stuff.... We had to go on to Google docs or Google groups or something and we also had to start a forum on Cecil and like yeah, have a discussion with the members of our group

and we had to each pose a question and each pose an answer to one of those questions just to get us all- Outcome: I just like working with other people and cos sometimes if I do something myself I'm not sure what other people will think about it so if I'm like working on something with someone else then I just feel a bit more secure (unclear) confident that I'm on the right track..... I was really happy with my mark and then cos it was group work but then you had to do your individual essays so it was, yeah, an individual mark as well.

5.7 Promote professional relationships

Quality tertiary teaching supports success through maintaining a clear delineation between educator and learner. The tertiary educator accepts and promotes understanding of their role as educator. For some this means a role comprising both leadership and service to students. Friendship is not helpful for student success; being approachable and attentive though, are.

Example:

(Helpful)

Trigger: Well most of the teachers are really like approachable um oh I think all of them are actually. **Action:** They're really yeah like bend over backwards for us if we want something. Oh this was last semester anyway. They really help us with like office hours they're really helpful. They used to come down and see us instead of us going to them which is what's happening this semester but I think it was really cool they went out of their way to help us. **Outcome:** last semester they were really, really helpful. So they're trying to not do that so much this semester which is good to try and get us more independent and being able to do stuff by ourselves because that's how it'll be next year.

5.8 Provide resources for quality teaching

Student success requires resources that support quality teaching. The research identified key resources of educators with relevant cultural and educational expertise, materials and equipment to support the teaching activities within a particular area of study. As a result, (and sometimes without using available resources, but simply knowing they are accessible) the students felt increased confidence in their ability to succeed.

Example: (Helpful)

Trigger: I think it also comes back to support. **Action:** cause that's a huge level of support right there (Faculty 3 research assistant workshop), and the tutors....., they all, you could tell they all really care about what you are going to become and who you are and all this kind of thing and that's really important to me because, especially with, I think with people who are trying to achieve something that's quite radical perhaps, or evolved or whatever, you need people who believe in you and that's been a huge issue for me. **Outcome:** I know that I would be able to seek those people out and I wouldn't have a problem expressing any worries to them or, and I know that they'd be able to understand as well.

5.9 Create a place to belong & thrive

The research showed that Māori and Pasifika student success is associated with having a place to gather together informally and formally, to study and interact. Such spaces created havens in which minority culture, language and identity could be the norm, and learning, support, and success could occur through the lens of culture, language and identity. Without space, the possibility to succeed was undermined and students felt stressed, isolated, and lacking in confidence.

Examples:

(Helpful)

Trigger: Yes the CertHSc room. **Action:** Well for me just having the CertHSc room is always somewhere to go like you know and be surrounded by your friends, your peers, like people you feel comfortable with, like there's always the library but I always find I need to talk or read my work out loud, something you can't do in the library. **Outcome:** so the CertHSc room is always good like there's tables and chairs in there to study on and there's also computers so you've got nothing to worry about, you can just go in there and just do your thing.

(Helpful)

I would just describe the whole experience that I had here [in the Centre facility] as the uplifting bit, every time I spoke to someone I was really lucky...when you get encouragement like I did you get quite excited...It was just

uplifting and helped my spirits and that's all part of the bigger picture...it was more of a spiritual thing more than anything else.

6. Implications: What does this mean for teaching in universities?

The general and specific summaries of results in Section 3 above contain implications for universities. These fall into three major groupings:

- Implications for the development and use of evidence for improving teaching and learning practices in universities. For example:
 - The capacity and capability of University Departments, Faculties and Service Groups to collect and keep good records on how their practices help or hinder student success is a pressing need.
 - Resourcing to achieve the capacity and capability is needed: workforce development programmes, staff and relevant expertise.
 - Combining qualitative and quantitative evidence to better understand what teaching does help or hinder student success; and how these practices impact on Māori and Pasifika students.
- Implications for the *Success for All* research. For example:
 - To better understand the common and unique features of good teaching, more research is needed on the features of non-lecture teaching in programmes not currently featured in the *Success for All* research. Of particular interest are those programmes that are more effective with Māori and Pasifika students.
 - Wider data is needed in order to understand teaching practices and their impact on student success. In particular, both student and educator views on what teaching helps or hinders is needed, along with both qualitative and quantitative data regarding success rates and impact factors.
 - Research partnerships between educators and researchers in research can positively influence tertiary teaching. The concept of research as an evidence-based, professional learning, applied process has been developed through this project. Research-that-creates-community has been described in earlier work on research in school settings (Airini, 2010) . *Success for All* highlights the relevance of such an approach by tertiary educators (both academic and general staff) into their own university settings. The notion of research as a learning community denotes the interdependence of the research endeavour and the tertiary educator in optimising student success. It also indicates how student success is linked to tertiary educators getting close (through research) to student experience and student learning. Finally through having a team of both academic and general staff involved in educational encounters with students, this research was unusual and non-traditional, yet also practical and real to the actual world of University.
- Implications for the development of good practice in non-lecture settings in Universities. For example:
 - Research-based information is foundational for good tertiary teaching practices.
 - Good practice needs tertiary educators willing to develop their practices.
 - A commitment to locating students, in particular, Māori and Pasifika students, at the centre of good practice initiatives is needed if success for all is to be achieved. Success for all means forgoing equality for equity

- The development of the QTTe Toolkit of promising practices means helpful practices can now be described in relation to four university teaching contexts. The *Success for All* research can provide tertiary educators with examples of helpful and/ or hindering practices in each of the nine areas, and thereby illustrate the tools-in-action. In addition, the Phase 2 interventions provide examples of what directive actions individuals and organizations might take to improve practices, with the aim of supporting student success. Professional development can be informed by accounts of student experiences in each of those contexts. Finally, the QTTe provides Māori and Pasifika accounts, thereby informing studies into indigenous and minority student experience, while also expanding the general body of knowledge into quality teaching in tertiary education.

7. Conclusion

The purpose of *Success for All* research is to contribute to ongoing, evidence-based and evolving dialogue about tertiary teaching amongst policy makers, educators and researchers that can inform planning and practices, and optimise Māori and Pasifika student success in New Zealand universities. While evidence has been gathered about lecture-based learning in university education, little is known about non-lecture teaching activities that complement traditional en masse teaching & their impact on Māori and Pasifika student success. This report describes findings from the *Success for All* research investigating what teaching practices in non-lecture contexts help or hinder Māori and Pasifika success in preparing for or completing degree-level study. Two sets of observations can be made at this stage in the research process – one about the research method itself, and the second about the findings.

7.1 The research method

Putting Māori and Pasifika realities at the centre of research

The integration of Kaupapa Māori Research and Pasifika Research protocols means explicitly advocating research from Māori and Pasifika realities. As a research method, the Critical Incidents Technique was effective in enabling indigenous and minority group perspectives to be elicited. This is important as *Success for All* is directly connected to Māori and Pasifika philosophies and principles. It assumes the validity of Māori and Pasifika peoples and knowledge, the importance of Māori and Pasifika languages and cultures; and the importance of the pursuit of leadership by Māori and Pasifika peoples for one's own cultural well being. This is leading to new research processes and new findings.

The concept of 'culturally responsive research' is central to the *Success for All* methodology. This frame rejects notions of 'normal' or 'culturally neutral' research. Diversity and equity are central to the research endeavor and central to the focus of quality teaching in universities in Aotearoa New Zealand . It is fundamental to the approaches taken to research in New Zealand tertiary education that it honours Articles 2 and 3 of the Treaty of Waitangi, and pursues equitable outcomes for all.

As indicated by Curtis (2007), the traditional positivist approach to research, where dispassionate objectivity is paramount, is not the only 'true' way to make sense of the world. Other approaches to research are not only appropriate but desirable and represent valid ways in which one can structure one's world and hence one's study of it. The integration of Kaupapa Māori Research and Pasifika research protocols directly challenges Western notions of what does, and does not, constitute appropriate research. Māori and Pasifika are brought from the margin to the centre; centralising Māori and Pasifika concerns and approaches, so that Māori and Pasifika ways of knowing and therefore researching may be validated.

A key challenge is communicating new findings that are potentially culture- and site- specific. The team is challenged to produce information that can be useful in improving teaching

practices by all educators working with indigenous and minority students. At the same time, there may be findings that are particular to Māori and Pasifika realities and interventions. For the *Success for All* findings to be applied to greatest effect ways need to be found to communicate culturally imbedded findings widely and also to Māori and Pasifika specifically. This research has commented on how to research in culturally responsive and relevant ways for innovative outcomes.

Learning from extracts, themes, and linkages

It is difficult to know how well an interview extract can do in communicating the full experience of a student. The reporting of the research requires the cutting of small elements from an overall story. This helps in deriving categories essential to developing professional development programmes. The team's intention is that this practice is to be continued; the principle being that the extracts are the medium towards improved practice and not the message. What is also apparent however is that a single category may not fully describe the nature of the student experience or outcomes. Students link outcomes in one category (such as Clarity and Action) with outcomes in another (such as Independence). The team was interested in ways to communicate overarching themes from individual student interviews, which necessarily means publishing larger sections of the transcript; and the communication of linkages between categories. At times, the interconnections between one part of a student's interview, and others made it difficult to isolate the critical incident. Student accounts of what help and hinder success could be more akin to an orchestral score than a few bars of music from one instrument. A remaining challenge is how to represent these full accounts in research papers.

Working with the generic and contextualised

A particular focus of tertiary teaching has been applied in this research. Our field of study was four areas in which tertiary teaching occurs in one New Zealand university. This means that the discussion in this report is context focused. The context and process of one New Zealand institution's efforts in tertiary teaching have been described. The nine research-based characteristics of quality teaching derived from this research are generic in that they reflect principles derived from research across a range of university settings. How these apply in practice is, however, dependent on the particular area of study, and the experience, expertise, knowledge and needs of the students in those particular contexts.

7.2 What can the findings tell us?

Research to improve university practices and outcomes

The *Success for All* findings illustrate the positive influence of non-lecture based teaching and learning on student outcomes. They also indicate areas in which students can see (and suggest) room for improvement. Each participant has confirmed the importance of non-lecture based teaching for their success and can describe helpful or unhelpful features and experiences in these contexts. A key task for this project has been to explore the relevance of this information to all aspects of teaching in university education and necessary changes. In addition to enhancing professional practice through describing a Quality Tertiary Teaching Toolkit and associated professional development, there may be a role for this information in decision-making about resourcing at an organizational level and in national education policy development (see Alton-Lee, 2007). Further research could introduce mixed methods - undertaking quantitative studies into student success in degree-level studies tracking measurable variables (such as training in tertiary teaching, years teaching, student evaluation scores, student success rates, etc), while exploring student experience further (such as diverse Māori and Pasifika groups - by age band, nation of origin; and other discipline areas). There is also the potential for international comparative studies into student accounts of what teaching practices in non-lecture contexts help or hinder success in preparing for or completing degree-level study; and comparative study into quality teaching in non-lecture and lecture based settings. Similarly, there is a potential need for gender-based research into student accounts of what

teaching practices in higher education help or hinder success in degree-level study. For example, over many decades the role of women in social reform, especially through education, has been recorded and commented upon (see hooks, 1998; Alipia et al. 2005). We are yet to fully understand or recognise the role of gender in the reform of higher education practices.

Rethink and reaffirm definitions of 'student support'

The findings clearly signal that student success is about more than the grade. This is not new to many, however what emerged from the findings is that consideration of the wider concepts of success may be significantly important in the achievement of grades-based success. While some may think of academic support as being distinct from 'pastoral' support, these findings suggest that there is no clear distinction. Indeed, attempts to do so could eliminate the very essence of the approaches students have identified as being crucial to their ability to pass, stay on for more courses, and ultimately, to graduate. The findings suggest that a new vocabulary for academic support, arising from student understandings of success is needed.

Connoisseurship and quality tertiary teaching

The *Success for All* research process showed the benefits of 'knowing' in both particular and holistic ways. In analysing the student accounts and developing then evaluating the interventions, we drew on a level of perception and interpretation that added meaning and understanding not immediately apparent to those unfamiliar with a term, experience, or feeling being described in a transcript. We identified this kind of 'knowing' as 'Researcher Connoisseurship'.

Coming from the Latin *cognoscere* (to know) (Eisner 1998: 6) connoisseurship involves the ability to see, not merely to look (Infed, undated).. This meant that the Researcher Connoisseur was able to name and appreciate different dimensions of situations and experiences, and the ways in which they related to one to another. To do this required drawing upon, and using, a wide array of information, placing experiences and understandings in a wider context, and connecting them with values and culture. Interwoven with this was the ability and need to critique. This shifted connoisseurship private intuition and appreciation to the public realm. In *Success for All* we found our skilled researcher connoisseurs can make what is seen and known privately, vivid to others. In this way what is known becomes more acute, more refined; and potentially more truthful than previously possible.

8. Finally.....

Arguably, it is 'simple' to work out how to best teach in university settings to support Māori and Pasifika student success. Students can be exceptional advisors to educators. This results in an investigation that is explicit, evidential, and potentially inspirational about what makes a difference in education. It is also of an applied nature that supports enhanced professional practices through partnership between researchers and practitioners. In total the research process is both simple and intricate, clear and nuanced.

Yet despite our best efforts to support improved Māori and Pasifika success, we still have more to know and discover. What is yet to be told in full is the way in which researchers and policy makers might best work together to accelerate sustainable education gains for Māori and Pasifika; to develop a national strategic research plan for Māori and Pasifika in tertiary education, linking institutions educators, researchers and communities; and growing capacity and capability for high quality, relevant research and development. Nor do we know enough yet about the diverse experiences within this heterogeneous group of 'Pasifika peoples'. Interdisciplinary, mixed methods, astute, methodologically sound research is needed to open the way to more reliable and valid knowledge about what more tertiary educators and their organisations can do to make that needed difference.

A big lesson from the *Success for all* research is that positive change does happen. This is a lesson about opportunities made from different forms of partnership - some formal, some evolving, some informal; some about qualitative knowledge creation, some about linking research and strategy. It seems that the best work in quality tertiary teaching for Māori and Pasifika success will indeed be remarkably 'simple' when done well, integrating critical components and also courage. The best work we can do is both evidential and aspirational; supporting good professional practices as educators and researchers. It will also be planned, rationalizing some areas to focus on a few priorities; creating teams working together to agreed goals; and intervening to make the kinds of differences that endure. The quest for quality tertiary teaching and success for all takes us away from the status quo. This quest for quality tertiary teaching and success for all means change.

References

- Airini. (2010). Research that creates community. In T. Huber-Warring. (2010). *Storied Inquiries in International Landscapes: An anthology of educational research*. Arizona, USA: IAP Inc.
- Airini, Toso, M., Sauni, L., Leaupepe, M., Pua, V. & Tuafuti, P. (in press). "The road belongs to me": Promising practices in distance education. In J. Jesson, V. Carpenter, M. McLean, M. Stephenson, & Airini. (Eds). (in press). *University teaching reconsidered: justice, practice, inquiry*. Dunmore Press.
- Alipia, T., Gill, T., Seaborne, T. Tuafuti, P. Airini., Jesson, J. (2005). *Ia Sua le Áva ae Toto le Áta: Stories from the Heart: What helps Pasifika students succeed in initial teacher education*. Auckland, New Zealand: University of Auckland, Faculty of Education.
- Alton-Lee, A. (2002). *Quality teaching for diverse learners. Best evidence synthesis*. Wellington. New Zealand: Ministry of Education.
- Alton-Lee, A. (2007). *It's time for a new learning agenda in policy, research and practice in education: Making a bigger difference in desired educational outcomes for diverse learners through collaborative culture of inquiry and development*. Paper presented to the Pacific Circle Consortium conference. Hawai'i, USA.
- Anae, M., Coxon, E., Mara, D., Wendt-Samu, T. & Finau, C. (2001). *Pasifika education research guidelines*. Wellington, New Zealand: Ministry of Education.
- Bishop, R. (1998). Freeing ourselves from neo-colonial domination in research: a Mā ori approach to creating knowledge. *Qualitative Studies in Education*. 11, (2), 199-219.
- Bishop, R. & Glynn, T (1999). *Culture counts: Changing power relations in education*. Palmerston North: Dunmore Press.
- Curtis, E. (2007). *Kaupapa Māori Research* Presentation to the *Success for All* training symposium. University of Auckland.
- Curtis, E., Townsend, S., Savage, T., Airini. (2009). *Improving Māori and Pasifika student success in degree-level studies: Success for All research project*. Presentation to the Teaching and Learning Showcase, The University of Auckland, Auckland, 27 October, 2009.
- Eisner, Elliot W. (1998) *The enlightened eye: qualitative inquiry and the enhancement of educational practice*. Upper Saddle River, N.J.: Merrill, 1998. In Infed, (undated). elliot w. eisner, connoisseurship, criticism and the art of education. Retrieved 3 December 2009: <http://www.infed.org/thinkers/eisner.htm>.
- Flanagan, J. (1954). The critical incident technique. *Psychological Bulletin*, 51: 327-358.
- Health Research Council. (2004). *Guidelines for Pacific health research*. Wellington, New Zealand: Health Research Council of New Zealand.
- hooks, B. (2003). *Teaching community: A pedagogy of hope*. NY: Routledge.
- Infed, (undated). elliot w. eisner, connoisseurship, criticism and the art of education. Retrieved 3 December 2009: <http://www.infed.org/thinkers/eisner.htm>
- Parker, S. (2007). *Diversity as praxis for institutional transformation in higher education*. Unpublished thesis in partial fulfilment of the requirements for the degree of Doctor of Philosophy. The University of Auckland.
- Smith L.T. (1999). *Decolonizing Methodologies: Research and Indigenous Peoples*. Dunedin: University of Otago Press, and London: Zed Books.
- Stucki P., Kahu, A., Jenkins, H., Bruce-Ferguson, P., Kane, R. (2004). *Narratives of beginning Māori teachers: identifying forces that shape the first year of teaching*. Retrieved 15 August, 2006 from http://www.tlri.org.nz/pdfs/9214_summaryreport.pdf.

Appendix 1: NZARE 2008 Phase 1 Conference paper

Success for all: Improving Māori and Pasifika student success in degree-level studies

A paper presented to the NZARE Conference, November 25th, 2008³

Airini, Te Oti Rakena, Elana Taipapaki Curtis,
To'aiga Sua-Huirua, Sonia Townsend, Tanya Savage,
Meryl Ulugia-Pua, Deidre Brown, Pale Sauni, Mona O'Shea,
Matt Tarawa, Gillian Reynolds, Odie Johnson, Fred Luatua⁴
The University of Auckland, Aotearoa New Zealand

'Success' in degree level studies is yet to be understood from the perspective of Māori and Pasifika learners. Without this we cannot be sure that our teaching approaches are delivering success for our students. 'Success for All' is a TLRI-funded University of Auckland multi-academic and service centre research project that is attempting to resolve these issues, based on extensive interviews with Māori and Pasifika students (using the critical incident technique) and teaching and other interventions in non-lecture settings. While evidence has been gathered about lecture-based learning in higher education, little is known about non-lecture teaching activities that complement traditional en masse teaching & their impact on indigenous and minority student success. This paper describes findings from phase 1 of this two-year 2007-2008 project investigating what teaching practices in selected non-lecture contexts (namely, foundation education, academic support, studio/ performance teaching and careers education services) help or hinder success in preparing for or completing degree-level study. Results from interviews with 53 Māori and Pasifika students are discussed, along with an analysis of 748 stories of times Māori and Pasifika students say teaching in non-lecture settings has helped or hindered success in degree-level studies. Consistent with the Critical Incident Technique the stories have been analysed and 3-15 categories (n=35 categories) identified of practices that make a difference to success in four university settings. Later papers will report on Phase 2 (design and implementation of interventions based on Phase 1 findings), and Phase 3 (interviews with Year 1 students).

INTRODUCTION

It is widely recognised that detailed research is needed to uncover the complexities of teaching and learning in university settings. While some evidence has been gathered about lecture-based learning in universities, little is known about non-lecture teaching activities that complement traditional en masse teaching. This might include induction programmes to support achievement at university, core practice activities in studio and performance-based classes; academic support such as one-to-one tutoring, and mentoring programmes; and teaching and learning through careers education services to encourage purpose, motivation and transition to higher learning or completion of

³ This paper was first presented at the 2009 ECER Conference, Gottenburg, Sweden.

⁴ The *Success for All* team comprises staff from three Faculties (Faculty of Education, Faculty of Medical and Health Sciences, National Institute of Creative Arts and Industries) and the Careers Centre at The University of Auckland. Team members and contact details are listed at the conclusion of this paper. We gratefully acknowledge the support of the Deans and Director at these sites. This project is funded by the New Zealand Government through the Teaching and Learning Research Initiative (www.tlri.co.nz). The support of the TLRI Coordinators is respectfully acknowledged.

studies to provide employment opportunities.

Success for All is a two-year evidence-based project that commenced in January 2007 in four different contexts in a New Zealand University of more than 35,000 students. Researchers and educator-researchers work together to better understand teaching and learning in non-lecture contexts, and to utilize evidence to enhance their practices. Of particular concern for the *Success for All* research is understanding what teaching practices in non-lecture contexts help or hinder Māori and Pasifika student success in preparing for or completing degree-level study.

The modern university is the ideal environment to educate and inspire discovery and innovation. To continue to grow, universities must adapt to dramatic demographic shifts occurring as a result of social mobility, migration and immigration. The long-term performance of the university system depends on its ability to provide learning to a broad cross-section of students. The *Success for All* project investigates links between teaching practices and student learning outcomes within the New Zealand context, focusing on what helps or hinders Māori and Pasifika success in preparing for or completing degree-level university study. The identification of good practice is a key goal.

In addition to growing university responsiveness to an increasingly diverse student population, Māori and Pasifika student success in tertiary education is of national strategic relevance. Overall while there have been some educational successes, disparities in educational outcomes for Māori and Pasifika peoples persist as is seen across other national social indices including income and employment. At all levels of education, Māori and Pasifika achievement has been prioritized by government policy and strategies, and operationalised on the basis of meeting identified need and fulfilling potential.

Success for All consists of three phases: the production of critical incidents narratives with first-year students and graduates (including ‘graduates’ of foundation education; and students who have used careers services and gone on to graduate); a professional development intervention integrating ‘toolkits’ of good practice identified through the analysis and interpretation of the narratives; and the production of critical incident narratives with a new cohort of first-year students. The three phases have been undertaken in four university ‘sites’ (see below).

This paper describes category-level findings from the project’s first phase. Future papers will report on phases two and three. Phase one is characterized by methodological commitments (Kaupapa Māori Research methodology and Pasifika Research Methodology), and the implementation of the research method (Critical Incident Technique) and analysis of transcripts from 53 interviews and subsequent 748 stories of times Māori and Pasifika students say teaching in non-lecture settings has helped or hindered success in degree-level studies.

RESEARCH QUESTIONS & RESEARCH SITES

This research has two main aims. First, to identify factors in non-lecture teaching and learning that help and hinder Māori and Pasifika student success; secondly, to produce practical programmes for tertiary institutions on how to identify what helps and hinders Māori and Pasifika student success in preparing for or completing degree-level studies, and how to develop effective programmes to harness the strengths and address barriers. The research is a first step towards a Quality Tertiary Teaching (QTTe) Toolkit based on descriptions of good practice.

To achieve these aims, four core research questions guided the *Success for All* project:

- What teaching practices in non-lecture contexts help or hinder Māori and Pasifika success in degree-level study?
- What changes does research in this area suggest are needed to teaching and university practices in order to best support Māori and Pasifika success in degree-level studies?
- Can such changes have an impact on what students say about what teaching practices in non-lecture contexts help or hinder Māori and Pasifika success in degree-level study?
- What does ‘success’ mean in pre-degree and degree-level study – from Māori, and Pasifika perspectives?

The research questions are investigated in four university sites, namely:

The Centre: Teaching and learning activities in university careers education (e.g. workshops, one-to-one guidance, central- and faculty-based seminars, employer liaison activities and information services). Evidence suggests that quality careers education can positively influence many aspects of student retention and success including motivation and sense of purpose in their studies. Unique features of The Centre are that they are in contact with students from across the University; and while Māori and Pasifika are present amongst their student clients, staffing at The Centre has low numbers, if any, Māori and Pasifika. This latter feature is common in many New Zealand university settings.

Faculty One: Teaching and learning practices in intensive academic support provided by specialists in Pasifika academic support, with one or more Pasifika students; and pastoral and academic mentoring with one Pasifika student or a small group of Pasifika students.

Faculty Two: Teaching and learning practices in foundation education focused on ensuring Māori and Pasifika student are successful within a pre-degree level qualification (the Certificate in Health Sciences⁵) that prepares students for degree-level studies in the health professions. Pastoral and academic support practices associated with preparing Māori and Pasifika students for success include peer support, tutoring and mentoring at both an individual and group level.

Faculty Three: Teaching and learning to improve academic outcomes for Māori students and Pasifika students in studio and performance core-papers. This initiative examines the experiences of Māori students and Pasifika students enrolled in these papers as taught in Architecture and Planning (studio), Fine Arts (studio), Music (performance) and Dance (performance), which are all schools and programmes of Faculty Three. Although pass rates are good for Māori and Pasifika Faculty Three students when compared to lecture-based majors, achievement is markedly lower when compared to other cultural and ethnic groups within the Faculty.

In total, the range of initiatives provided a rare opportunity for in-depth teaching

⁵ The Certificate in Health Sciences is a one-year programme which prepares Māori and Pacific students for degree-level tertiary study in the health professions. The programme is designed to enable students to bridge the gap between secondary school studies and university. Students are introduced to concepts in physics, chemistry, social science, human biology, Māori health, Pacific health, and academic and professional development.

practice studies in a wide-range of university settings which add substantially to the existing (and limited) knowledge on what is quality teaching in non-lecture contexts, and what ‘success’ means in pre-degree and degree-level study – from Māori, and Pasifika perspectives.

RESEARCH ASSUMPTIONS

Four core assumptions drive the design and implementation of the *Success for All* research project.

Success is more than we think: ‘Success’ includes movement towards and achievement of pass grades or higher, a sense of accomplishment and fulfilling personally important goals, and participation in ways that provide opportunities for a student to explore and sustain their holistic growth. In practice ‘success’ may include incremental progress in career planning for a successful transition to work, and the achievement of personal and/ or collective academic goals that a student has set out to accomplish. Success may also mean the ability to demonstrate understanding of subject-specific skills and knowledge through creative practice. The concept of ‘success’ is a broad one that links with individual and community notions of potential, effort, and achievement.

Non-lecture teaching happens and is important: Teaching and learning in degree-level studies happens in mass lectures to 50 or more students, and in complementary non-lecture settings that can be as small as one-to-one. Adult education teaching can require new kinds of relationships between educator and learning, and new attitudes to teaching. Teaching can be provided by a lecturer who presents a knowledge expert, and can also be provided by the tertiary educator who is a resource person and facilitator (Monks, Conway and Ni Dhuineain (2006), by academic support staff (Airini and Sauni, 2004), and by careers consultants concerned as much with personal, educational and career motivations as with specific careers content (see Bright and Pryor, 2005).

Professional development happens best through an ethic of partnerships for informed practice: Māori students’ and Pasifika students’ success needs professional development that places university educators in non-confrontational situations where, by means of engaging with authentic experiences of others, they can critically reflect on their own theorizing and its impact on Māori students’ and Pasifika students’ success. Changes to teaching and learning practices can be progressively adopted to ensure deep levels of understanding and quality practices. In addition, the professional development must provide situations where educators are shown and are able to practice in an on-going supportive manner, strategies that will change classroom interactions (Bishop et al, 2003).

To teach to a broad section of students, higher education providers must understand their students: Māori and Pasifika peoples are distinct population groups with both overlapping and unique educational priorities. There is diversity both within and between the groups. Pasifika, for example, comprise peoples who link to dozens of Pacific nations, both directly or indirectly. There is also diversity in student profiles. Māori and Pasifika students enter degree-level study as school-leavers, as graduates of foundation education programmes and as mature-age adults. Research needs to recognize that Māori and Pasifika peoples take different routes into university education, with different attributes and issues, at both the individual student and group levels.

RESEARCH METHODOLOGIES

A key distinguishing element in this research is the integration of Kaupapa Māori Research and Pasifika Research methodologies and analytical frameworks.

Māori Research Protocols

‘Kaupapa Māori Research’ (KAUPAPA MAORI RESEARCH) is now a well-established academic discipline and research methodology (see for example, Smith, 1999). Kaupapa Māori Research locates Māori at the centre of enquiry. It has of necessity an understanding of the social and economic and political influences on Māori outcomes and is able to use a wide variety of research methods as tools. It is about understanding those power dynamics that create and maintain the unequal position of Māori in New Zealand society including the role that the education system plays in expanding or limiting Māori student success (Curtis, 2007).

The commitment to Māori Research Protocols means ensuring that Kaupapa Māori Research practice is embedded in the research design, implementation, analysis, report writing and dissemination. In practice this means our research process:

- seeks and utilises Māori input at all stages of the research and use consultative and participatory processes. A Reference Group has been established that includes Māori community and research expertise for consultation during the research;
- proceeds in a manner appropriate to the cultural contexts concerned and ensures that language is not a barrier to participation;
- ensures that members in the research team acknowledge cultural limitations, and work in culturally safe ways;
- ensures that all aspects of the research are monitored closely for safety and relevance, both by our researchers, and community-based interviewers; and
- ensures that researchers with Māori research expertise in Kaupapa Māori Research and Māori education are available for working with Māori participants.

Pasifika Research Protocols

‘Pasifika research’ is a recognized and evolving construct (Ministry of Education, 2002; Health Research Council, 2004) concerned with the well-being and empowerment of Pasifika peoples within New Zealand. Consequently, fundamental to Pasifika Research is an acknowledgement of the tangata whenua (‘people of the land’; first nation) status of Māori and an affirmation of the teina-tuakana (kinship with certain roles) relationship of Pasifika and Māori within the Aotearoa New Zealand context. In addition there is an affirmation of the ancient whānaungatanga (extended family relationship), of tuakana-teina within the Pacific region (HRC, 2004).

Ethnic-specific differences within the grouping ‘Pasifika’ are respected, recognizing both the possibilities and limitations of the term. In common is the central importance of principled relationships to all ethical research practice. This is a perspective that requires using Pasifika world-views as the reference points. The development of relationships with Pasifika peoples in the research context can be expressed in ‘guiding principles’ (HRC, 2004, p.2) – respect, cultural competency, meaningful engagement, reciprocity, capacity building. In practical terms, the integration of Pasifika Research protocols means undertaking research that:

- seeks and utilises Pasifika input at all stages of the research and use consultative

and participatory processes.

- proceeds in a manner appropriate to the cultural contexts concerned and ensures that language is not a barrier to participation;
- ensures that members in the research team acknowledge cultural limitations, and work in culturally safe ways;
- ensures that all aspects of the research are monitored closely for safety and relevance, both by our researchers, and community-based interviewers; and
- ensures that researchers with Pasifika research expertise are available for working with Pasifika participants.

RESEARCH METHOD: CRITICAL INCIDENTS TECHNIQUE

As an established form⁶ of narrative inquiry, the Critical Incident Technique is used in this project to reveal and chronicle the lived experience of Māori and Pasifika students preparing for or completing degree-level studies. As Bishop and Glynn (1999) have shown, narrative inquiry provides a means for higher levels of authenticity and accuracy in the representation of Māori and Pasifika student experiences through being grounded in a participatory design. The students are able to “talk their truths rather than present the ‘official’ versions” (Bishop, 1998; Stucki, Kahu, Jenkins, Bruce-Ferguson, and Kane, 2004).

The Critical Incident Technique is a form of interview research in which participants provide descriptive accounts of events that facilitated or hindered a particular aim. As conceptualized originally, a critical incident is one that makes a significant contribution to an activity or phenomenon (Flanagan, 1954). The critical incident is a significant occurrence with outcomes. The research technique facilitates the identification of these incidents by a respondent. The resultant student ‘stories’ are collaboratively grouped by similarity into categories that can encompass the events and which can guide the co-construction of professional development initiatives and the Quality Tertiary Teaching (QTTe) Toolkit to improve teaching and learning practices.

Participants are asked:

- Can you describe a time when the teaching and learning practices in a particular context (that is, careers advice (The Centre), academic support (Faculty One), pre-degree studies (Faculty Two), studio and performance (Faculty Three)), has helped (or hindered) your success in degree-level studies?

A complete incident story comprises three parts: trigger (the source of the incident), associated action, and outcome. Identification of each component part facilitates the grouping of the incidents into ‘categories’ of incidents that seem similar. Each identified incident meets the following criteria:

- (1) Is there a trigger for the incident? An associated action? An outcome?
- (2) Can the story be stated with reasonable completeness?
- (3) Was there an outcome bearing on the aim of the study?

⁶ See <http://www.apa.org/psycINFO/special/cit-intro.pdf> regarding the bibliography of Critical Incidents Technique research. This database covers more than 50 years of research on the development and use of the Critical Incidents Technique.

At the conclusion of the scrutinising processes (which the research team undertake collaboratively and independently), categories emerge that accommodate the incidents described in the sample group of interviews.

The following questions tested the soundness and trustworthiness of the category system:

- Can the researchers working independently of each other use the categories in a consistent way?
- Are the categories comprehensive?
- To what extent and in what ways are the categories consistent with expert commentary on good practice in non-lecture teaching and learning in tertiary settings?
- To what extent and in what ways are the categories consistent with previous research on best practice in non-lecture teaching and learning in tertiary settings?

IMPLEMENTATION: PARTICIPANTS

In 2007, interviews were undertaken at each of the research sites, as follows:

	2007 Māori Yr 1/ graduates	2007 Pasifika Yr 1/ graduates	TOTAL
The Centre	1	7	8
Faculty One	-	16	16
Faculty Two	4	9	13
Faculty Three	7	9	16
TOTAL	12	41	53

In 2008 Phase 3, interviews will take place with 8-12 Māori, 8-12 Pasifika Year 1 students at The Centre, Faculty Two, Faculty Three; and interviews with 8-12 Pasifika Year 1 students at Faculty One.⁷

As indicated by Smith (2006), meta-analysis of narrative research methods suggests that after 8 participants, some repetition of story types can be anticipated. Researchers in indigenous and general education using the Critical Incident Technique with underrepresented groups have tended to interview and report on between 10-32 participants (McCormick, 1994; Airini & Brooker, 1999), to ensure highest possible levels of trustworthiness. *Success for All* is based on interviews of a minimum of 8 participants. The initial plan was to interview 12 each of Māori and Pasifika (from both graduate and Year 1 cohorts) in all sites except Faculty One. However, Māori and Pasifika student participation numbers and individual's availability for interviews, coupled with the volume of incidents generated from actual participants, led to an adjustment to a minimum of 8 per site, with an upper limit set at 8 Māori and 8 Pasifika for Phase 3 interviews with Year 1 students.

A maximum of 109 participants will take part in the overall project. Each participant is interviewed for 40 minutes (allowing for additional time to establish rapport and complete the interview appropriately). This results in approximately 10 complete critical incident stories per participant, and about 1000 critical incidents in total.

RESULTS

⁷ For a variety of reasons, Faculty One chose to focus on Pasifika students only.

This paper reports on initial findings from interviews with students with experience in non-lecture teaching at all four research sites. From 53 interviews, 748 incidents were recorded when Māori and Pasifika students experienced teaching in non-lecture settings has helped or hindered success in degree-level studies. Analysis of the incidents produced 3 categories and 8 sub-categories in Careers Centre; 6 categories and 51 sub-categories in Faculty One; 11 categories and 18 sub-categories in Faculty Two; and 15 categories and 31 sub-categories in Faculty Three. In total, 35 categories and 108 sub-categories were identified, contextualized for four sites of university studies.

Each incident was classified in one category only. In some cases the sub-categories were reported by more than one incident. Tables 1-4 list the categories and subcategories under each site, and an analysis of the frequency of category and incident reports.

Table 1: Centre Categories

Careers	
Category	Incidents
Student context	29
Consultant expertise	21
Service delivery	21
TOTAL	71

Table 1 suggests that the majority (70%) of incidents reported by Māori and Pasifika students relate to learning ('Student context') and teaching methods ('Consultant'). In combination, student context, consultant expertise and service delivery were reported by students as helping or hindering success in degree-level studies.

In Faculty One, interviews with Pasifika students identified six categories of practice from non-lecture settings that help Pasifika success in degree-level studies:

- service and relationship focus
- clarity and action in assignments
- student independence
- student interdependence
- professional relationship with the tutor
- a place to strive and thrive

The highest proportion of reported incidents in Faculty One was in the category of 'Services' (39%), with the provision of 'For-Pasifika-by-Pasifika services' being the most frequently reported sub-category of that same field (15% of all incidents), and 'Holistic service' being next most frequent (12% of all incidents). No category was reported by all participants.

Table 2: Faculty 2 Categories

FMHS	
Category	Incidents
Teaching Methods	47
Preparation for OLY1	44
Encouraging/mentoring good study methods	41
Learning Environment	36

Student Motivation/Confidence	29
Cultural Pride/Mana	14
Experiences in OLY1	10
Class social cohesion	8
Determinants of Attendance	7
Student not prepared for Expectations of University Study	7
Whakapiki Ake Recruitment	4
TOTAL	247

Table 2 shows that the highest proportion of reported incidents in Faculty Two and overall was in the category of ‘Teaching Methods’ (19%), and ‘Preparation for OLY⁸ 1’ being next most frequent (18% of all incidents). The four most frequently reported factors affecting student success in Faculty Two relate to what tutors and teachers do.

Table 3: Faculty 3: Performing Arts-School of Music and Dance Studies

Category	Incidents
Student-focused tutor support	13
Theory in practice	11
Peer influence	11
External/Professional interaction	9
Hierarchical teaching/learning structure	12
Performing	8
Cultural networking	3
Inspirational teaching	3
Divine Intervention/Faith	3
Whānau	4
Peer mentoring	1
Studio environment	2
Administration structure	2
Small Group learning	3
Self Regulating	2
TOTAL	87

Table 3 shows that the highest proportion of reported incidents in Faculty Three and overall was in the category of ‘Student focused tutor support’ (15%). ‘Hierarchical teaching/ learning structure’ (14%), ‘Theory in practice’(13%), and peer influence (13%) were next most frequent of all incidents. This means that three of the four most frequently reported factors making a difference to Māori and Pasifika success in Faculty Three degree studies related to what teachers do. The fourth related to learner-related practices.

DESCRIPTION OF CATEGORIES

⁸ ‘OLY’: Overlapping Year One. After Foundation Year, students graduated to the first year of the Bachelor of Health Sciences, Bachelor of Nursing, Bachelor of Pharmacy or Bachelor of Sciences (Biomedical Science) degree,.

This paper describes categories and a sample of sub-categories from the following sites: The Centre, Faculty One, Faculty Two, Faculty Three (Performing Arts-School of Music and Dance Studies only). Forthcoming papers will describe each of the categories along with their subcategories.

Categories are provided along with examples of the incidents in the category showing the range or variation within each category, and sub-categories. All of the incidents describe what has helped and hindered success in degree-level studies, as reported by students and graduates of Māori or Pasifika ethnicity.

1. The Centre

Student stories identified three categories of practice that The Centre can use to support Māori and Pasifika success in degree-level studies: student context, consultant, and service delivery. Each category is discussed and examples provided.

1.1 Category: Student Context

‘Student context’ includes the attributes, skills, experiences that students bring with them to University life and studies. This category refers to personal factors that affect the participant’s readiness and potential to be successful in their studies. While student’s home and biological factors are beyond the direct influence of The Centre, the category confirms the importance of student background, for effective teaching. Good teaching will create links between student experience and seminar, guidance or advice content. Outcomes of the Centre paying attention to student context included a greater sense of belonging at the University, identification of career plans that best match the student (rather than family expectations), increased student knowledge and skills relating to planning their careers, and an enhanced sense of readiness for undertaking study aimed at a career. Three sub-categories of ‘Student Context’ were identified: knowledge, skills, experience; family expectations, sense of belonging; and, readiness.

Example: Helpful practice

Well [the Centre] actually was a great help for me especially when I went to one of the courses on how to actually prepare a proper CV...[O]ne of the tutors assisted me quite well with that by showing me some examples and just giving me the right template that I needed to effect a CV. From the result of being able to do the CV properly I was able to get some interviews for ... some other companies that required my skills as an analyst so it helped me in that way.

1.2 Category: Consultant

This category refers to ways in which Māori or Pasifika students perceive that consultant practices can impact on success in degree-level studies. Two sub-categories were identified: knowledge, skills, experience; and understanding of student context. In a positive sense, good practice in this area can result in students having a career plan which they feel committed to and which guides their decision-making and motivation in studies. If a weak area, consultant factors can lead to students perceiving appointments at the Centre as ‘disheartening’, feeling frustrated at the amount of time in appointments to really come to grips with careers-related matters and what The Centre’s services can provide, lack of confidence in themselves, and uncertainty about their course of study. Students indicated that appointments that allowed more time with consultants would be helpful. Workshop materials were expected to be current. In addition, Māori or Pasifika students perceived that a service

that supports their success will operate in ways where you feel and know that the consultants are ‘with you’, where feedback is constructive and positively worded, where consultants are readily available (‘when you want help’), and appointment times are long enough to do what is needed.

Example 1: Hindering practice

Half an hour doesn't do much... Well you have to wait until the next available time, that's not a problem. Everybody does with appointments. But when you want help, like I came for help in order to find a job and make sure that I get some experience in a job because I don't know what job is related to my course, it could be anything. I want to do medicine after Bachelor of Science but you can't be a doctor right now so you have to do something to work your way up... I went through books and folders and the internet looking for jobs. I'm not really good at that. Well I personally think that it's always nice to have some help when somebody is there to do it with you because I don't know what to expect from the employer of things like that. Well you kind of have that negative feeling like I don't know what to do or I'm lost, where am I going to go and to get help. But the lady was helpful. She showed me how to look for jobs. But it wasn't enough for me. I personally wanted to sit down and look for a job and make a phone call because I'm not experienced in that area. I just thought it would be nice if the lady would you know organise something for me or refer me to somebody. Not always I think... I always underestimate myself. I'm not sure what to do ...

Example 2: Helpful practice

... Well [the Centre] actually you know put me on the right track 'cause like I'm here and not really knowing what to do. I mean like I don't want to do law... [When my law grades were not good, and I felt the pressure to do law, the Centre consultant] said she could provide me with some information about other occupations and stuff to help ... present to my parents to probably try and get them to think as well, you know, in case I don't feel like being a lawyer... I think my parents just want the best and hopefully they'll be all good. It's just that they'll tell a lot of people that I'm going to be this lawyer and stuff but um I'm sure they'll be ok with it. I guess they'll still encourage me. I'm just going to go look at all the different other courses ... [The Centre] has helped me and I plan to stick, you know, keep in contact with them ... so that they can keep me on the right track.

1.3 Category: Service delivery

This category refers to the promotion and location of The Centre and its services. Participants noted difficulties in finding the physical location of The Centre; yet also noted the benefits from times in The Centre came away from their usual location and offered services (e.g. careers information on Postgraduate Day) at another venue at the University. Outcomes of enhanced service delivery include students seeking advice on careers earlier in their time as a student, targeted resources to meet student needs, students having confidence to seek out the advice on career planning from The Centre, and students promoting The Centre and its services to peers.

Example: Helpful practice

[Visiting the Centre] helped me quite a bit actually because they gave us some pamphlets and we looked at them... I knew what I was doing and I didn't know how hard it was and so I'm rushing into thinking yep I got this. So easy. And you rush inside and you feel like you're lost as anything. But then you realise there's a whole bunch of other people around you who are just as lost as you are... [The Centre's staff] talked a bit about, well, they asked us for our names and we introduced ourselves and

they asked us what courses we were doing and then we just elaborated a bit on like what sort of motivation we had and where we were going from here. I mean it was the end of the first year and we were just like, “Oh my goodness. Well I screwed up a bit of those options” and “I failed a couple of papers”. It was just a lot of talk like that and some people...realised that they were doing the completely wrong degree.

2. Faculty One

As described above, interviews with Pasifika students in Faculty One identified six categories of practice that help Pasifika success in degree-level studies. The category ‘Clarity and Action’ is discussed and examples provided.

2.1 Category: Clarity and Action

The category ‘Clarity and Action’ refers to communication, competence, planning and supervision factors students report to have affected their ability to effectively and successfully understand course content and complete associated assignments. ‘Clarity and Action’ will include a skill that students frequently referred to as ‘breaking it down’. That is, ‘breaking it down’ or clarifying what a lecturer meant in class, what an assignment question means, what tasks need to be done to complete an assignment. In addition Clarity and Action will include ‘start up’ tactics, such as beginning with the student speaking about what they know in relation to an assignment (the oral response is recorded onto laptop or tape); and ‘the notebook’, this being a tactic in which the student carries a notebook and records assignment-related ideas and questions ‘just in time’, as they happen and wherever they happen. The ‘start-ups’ in turn become part of regular planning and preparation sessions with Faculty One tutors, directly feeding into the assignment, and the completion of a plan for the completion of the assignment. ‘Action’, as described by students can be both their completion of set tasks associated with the assignment, and the times, places and ways in which Faculty One tutors provide academic support.

Clarity and Action was linked by students to factors in other categories, particularly those of ‘Service’ and ‘Independence’. Students connected experiences to do with Clarity and Action for assignments, to “people who believe in me”, “people who believe in my dreams [for success as a student]”, people who provide “a place of hope”, and people who “understand me as Pasifika”. Clarity and Action was also linked by students to the ability to learn skills that “make me independent”.

Several students described how they came to see that their own life experiences and culturally- and socially-imbedded theories could be directly relevant to successful study for a university degree. In this sense, students revised their own concepts of ‘success’ to include the possibility of achieving pass grades while retaining “a Pasifika heart” or identity.

Outcomes of Clarity and Action include passing assignments, increased independence to successfully complete later assignments (with an associated reduction in demand for intensive academic support), student retention, increased student action to support peers, and the inclusion of Pasifika experience, knowledge and theories in degree-level studies. Two of the ten sub-categories of Clarity and Action are provided: (1) A plan is developed for the assignment; and (2) Pacific nation languages and metaphors are used.

Example 1: Helpful practice

One particular assignment that I was quite proud of...was a tough one for me...It was an Education paper and I had the question in front of me and because it was in the

typical, you now, academic language I basically just presented it [to the tutor] and went, “Hey, I don’t get this question. Can you please show me, help me, break it down, or simplify it so that it is easier for me to understand in simple English language?”...And she broke it down... She would say, “Work on your Introduction”, for example. “And then come back to me in two days time and show me how it looks,”... and we did that with all three sections basically - introduction, body, and the conclusion...So over that whole 3 weeks we would meet maybe every 2 or 3 days for at least one hour. That sort of help made a big difference in my essay writing, a big difference in my preparations for getting the assignment sort of prepared...and made a dramatic change in my life; in my sense of belief and my acknowledgement of understanding what it means to be in at tertiary environment...Believe it or not I actually got an A for that [assignment]. I actually got an A for the whole course...And then I decided to use that strategy in my second semester and that whole particular semester I passed all my papers averaging Bs and Cs...That was six. So I actually passed one full semester since using [Pasifika academic support].

Example 2: Helpful practice

[The Tutor] and I use both languages in the same time: English and Samoan. ... We use both languages. Sometimes I found some words I can’t understand...And I ask him, “Oh, can you explain what this means?” And sometimes he says, “Okay, in Samoan you...” And in Samoan he gives me the example in Samoan...Most of the time he refers to the Samoan culture, Samoan customs, Samoan way of life, to explain what it means...For example, for the theory, he said about Vygotsky’s one ...he explained what Vygotsky said on this stage and this stage, referring to our custom and our culture; what to do at this time and this time when you are one years old, two years, three years upwards. That’s me. Until you stand alone, independent. For me as a student, he encourages me; encourages me how to make success, how to work. Because sometimes in Samoa they think if you are getting 30 it is not a good time for you to go to school, to learn. But in here, when he encourages me, learning is not ending. It is still going and going and going. For me as a Pasifika teacher and a Pasifika student, the relationship between [the tutor and student] is a good one, because they understand what I am feeling. They understand our theories, ah?

3. Faculty Two

Faculty Two data gathering focused on a foundation programme geared towards preparing students for success in an overlapping year (OLY1) with degree-level students in medical and health sciences. Interviews with Māori and Pasifika students in Faculty Two identified eleven categories of practice that the Faculty can use to support Māori and Pasifika success in degree-level studies: teaching methods, preparation for OLY1, encouraging/mentoring good study methods, learning environment, student motivation/confidence, cultural pride/mana, experiences in OLY1, class social cohesion, determinants of attendance, student not prepared for expectations of University study and Whakapiki Ake recruitment

Each category is discussed and examples provided.

3.1 Category 1: Teaching methods

‘Teaching methods’ refers to the ways in which the course content is taught in non-lecturing settings, staffing, course content and programme design. 85% of the teaching methods identified in the 47 incidents from participant interviews were represented as being helpful for student success. In two cases a teaching method could be both helpful and hindering (CertHSc course content, and teaching staff

(availability, style, consistency). ‘Tutorial style’ was the most frequently reported factor of teaching methods (36%) identified as helpful. Nine sub-categories of ‘teaching methods’ were identified: CertHSc course content, cultural activities within curriculum, multiple learning media used, resources provided, study group (staffing/resources provided), teaching staff (availability, style, consistency), Tuākana Programme in OLY1, tutorial style, tutorial style in OLY1. This category was the most frequently reported aspect of times Māori and Pasifika student success has been helped or hindered in non-lecturing teaching in Faculty 2 (19% of all incidents in Faculty 2).

Example 1: Helpful practice

Trigger: I remember one time the tutor everyone was really quiet and he was trying to teach us, go through the lecture with us. Action: so what he does was he went through what each one meant, how they related to each other and how they make each other work. Yeah and he went through that whole process and he made sure that we understood before we moved on so if you understood that, we moved on and as we moved on he gradually built on what we knew previously. Outcome: In that 45 minutes I knew three-quarters of that one paper.

Example 2: Hindering practice

Trigger: Yeah like I’ve kind of grown up as like you know be respectful, when you’re told something you’re just supposed to take it in so I was just like I will just try and take it in, try and understand and not talk back or ask questions. Action: No because you’re supposed to understand, like sit there and understand and I sat there for a whole hour and be like I’ll just take it in and try and understand or try and read it later. Outcome: If I leave straight away and study it but then, I’ll try and I’ll probably understand a little bit but then not completely.

3.2 Category 2: Preparation for OLY1

This category refers to the ways in which the students see themselves being prepared for their next year of study, beyond foundation studies. Slightly more (52%) of the factors identified in the 44 incidents from participant interviews were represented as hindering student success. In three cases the preparation approach could be both helpful and hindering (academic/pastoral support provided, CertHSc Programme, teaching staff (availability, style, consistency) and tutorial style). ‘Teaching staff’ was the most frequently reported factor of preparation (23%) and identified as hindering success. Nine sub-categories were identified: Academic/pastoral support provided, CertHSc course content, CertHSc Programme, independent learning, MAPAS⁹ Tuākana/Teina, Study Group (staffing/resources provided), teaching staff (availability, style, consistency), tutorial style, tutorial style in OLY1.

Example 1: Helpful practice

We had a camp at the beginning of the year just before school was going to start and this was for the, for all the certificate students Action: we had the third year and second year med students and some of the nursing students that came into say be our leaders, our team leaders Outcome: its just as well we had a camp to get together and our leaders at the camp had taught us what to expect at Uni, you know the people there, the lecturers, like the boring lecturers and stuff like that. So they gave us hints on Uni life and we were just amazed by it

⁹ ‘MAPAS’: Māori and Pacific Admission Scheme . The MAPAS promotes increased Māori and Pacific participation and achievement in Medical and Health Science qualifications.

Example 2: Hindering practice

Trigger: Okay well it was really good but I do worry a little bit that I found it too easy this year and so next year I'll be in over my head Action: there was all that extra support there for you if you wanted it. Outcome: I'm a little bit worried because I know we're kind of like hand fed this year, I know that say next year is going to be a hell of a lot harder but its going to be quite different because how much help do they give you second year.

3.3 Category 3: Encouraging/mentoring good study methods

All aspects of this category were represented as being helpful in supporting success. The development of good study methods was described in 41 incidents. Nine sub-categories were identified, with cultural methods featuring in at least two methods: CertHSc course content, culturally appropriate study interventions, independent learning, MAPAS Tuākana/Teina, multiple learning media used, resources provided, Study Group (staffing/resources provided), teaching staff (availability, style, consistency), tutorial style. 16.5% of all incidents of non-lecture teaching in Faculty 2 referred to encouraging/ mentoring good study methods. This was the third highest occurring category for Faculty 2.

Example: Helpful practice

Trigger: we'd revise together Action: Sometimes we booked a break out room at the Tamaki Campus and we'd revise together like we'd revise a topic together and write it on the white board and draw pictures. Cue cards. We had cue cards and we'd like test each other and we'd have like a mini pop quiz so it was fun. Its fun when you study in groups rather than by ourselves. Outcome: Yeah because its visual yeah and its more fun. Like we created a more fun way of studying rather than just sitting there and reading.

3.4 Category 4: Learning environment

This category refers to practices in which the learning environment helps or hinder Māori and Pasifika success is preparing for degree-level studies at Faculty 2. 11 sub-categories were identified from the 36 stories provided, with teaching staff (availability, style, consistency) being the most frequently reported factor (29% of all stories in this category), and identified as helpful in supporting student success. All but 4 of the stories in 'Learning environment' were identified as being helpful factors for Māori and Pasifika success. The 11 sub-categories of 'Learning Environment' are: academic/pastoral support provided, CertHSc Programme, culturally appropriate study interventions, external support (Family/Church), MAPAS Tuākana/Teina, mature student learners, multiple learning media used, resources provided, Study Group (staffing/resources provided), teaching staff (availability, style, consistency), tutorial style. External support (Family/Church) features in this category; one of two Faculty 2 categories in which this aspect is present (see also the category: 'Student motivation/ confidence').

Example 1: Helpful practice

Trigger: [Cert] with the staff we have a good relationship so we don't feel intimidated one another so that really helped to approach them. Action: I guess because the most of them, the majority of them were PI or Māori so it was good. It seemed like we were on the same level of thinking, I mean like we understand each other. We know even though we don't, we kind of know our backgrounds and our weaknesses and strengths so it was good. Outcome: I reckon it was really effective, it helped me a lot.

Example 2: Hindering practice

Trigger: A general education paper yeah and we chose a Māori paper Action: Yeah but it was different too, the first semester it was just Pacific and Māori kids but and we were in Tamaki Campus so it's a small place and then we come to the city and go to this big lecture, proper lecture with other ethnicities its different. Outcome: Yeah but it was different too, the first semester it was just Pacific and Māori kids and you're like, I felt comfortable I was okay I can relate to these people you know, sweet as.

3.5 Category 5: Student motivation/ confidence

This category refers to individual's attributes and ways in which teaching practices in non-lecture settings can help or hinder the development of motivation and confidence linked to success in preparing for degree-level studies. 11 sub-categories were identified from 29 incidents: Academic/pastoral support provided, CertHSc course content, CertHSc Programme, cultural activities within curriculum, external support (Family/Church), MAPAS Tuākana/Teina, mature student learners, multiple learning media used, resources provided, teaching staff (availability, style, consistency), tutorial style. In all cases but 'teaching staff' these sub-categories were identified as factors that help success. 'Teaching staff' was a both a helpful and hindering factor, with the former being more prevalent.

Example 1: Helpful practice

Trigger: its just learning stuff and its awesome to learn stuff Action: I can understand more about the Treaty of Waitangi, we did stuff on it Outcome: I feel more passionate about it [Treaty of Waitangi] so when people, when you see something on TV or something has happened and somebody will speak out I feel like well do you actually know what the Treaty is about, I confront them. Most people have an idea of what it is about and they're quite happy with that idea until somebody turns round and goes you're actually wrong, well not wrong but your interpretation is wrong so I found that a hell of a lot better.

Example 2: Helpful practice

Trigger: [Pacific Health paper] I think it's really important. Action: You learn a lot of things about your Pacific people and I didn't know any of the stuff about the Pacific people until I did Pacific Health. I didn't know about the whole health section about Pacific people but Pacific Health yeah Outcome: think its really important because I reckon it motivates us --- and I think it just motivates the Pacific kids to keep going, I reckon.

Example 3: Helpful practice

Trigger: and I remember coming into class like four minutes late. Action: and he was like who are you, why are you late, and he was like sit down right now Outcome: Yeah and it was like in front of all my mates and stuff and I was so, so embarrassed, yeah and I was just like oh why did I come, why did I come late, I shouldn't have done it, I should have just not come to class.

3.6 Category 6: Cultural pride/ mana

In 14 of the 247 (5%) incidents identified in Faculty 2 interviews, the role of cultural pride and mana featured as a factor helping or hindering Māori and Pasifika success. The impact of the loss of peers from a cohort was perceived as a negative influence on students. Inversely, the experience of being on camp together and developing a sense of whānau was reported as being helpful for success in preparing for degree-level studies. Four sub-categories were identified: CertHSc course content, cultural activities within curriculum, high Māori attrition, and MAPAS Camp – Whakawhānaungatanga. The presence of cultural activities in the curriculum was

identified as helpful for success in 70% of the stories associated with this category.

Example 1: Helpful practice

Trigger: Well we had a cultural paper and it was the time where we, it was a weekend, it was for assessments but we slept over at the marae, the university one. Action: the purpose of that was to educate us about Māori and Pacific Island culture, we were discussing the traditional aspects of our past people kind of thing. Outcome: It was fun, like being part of MAPAS, that was probably the weekend where we actually strongly identified ourselves with our culture

Example 2: Hindering practice

Trigger: But we started the year with 64 and like last week we had maybe four Māori students in a lecture, Action: Like first semester was good but people start dropping off, especially Māori people whereas all the Pacific students a few of them have dropped off but I think we've ended up with maybe eight Māori students who still come to university regularly and then there's like two or three that come sporadically. Outcome: it was embarrassing being a Māori student and seeing all the Pacific students coming to school and doing really well and knowing that we're not representing ourselves very well because we're [not] the ones sitting in the lecture we're going to play touch or we come to school for maybe like half a class and then we get bored. So we're leaving.

3.7 Category 7: Experiences in OLY1

This category refers to students who have graduated from the CertHSc and undertaken OLY1 studies. All but one of the 10 stories in this category represented experiences in OLY1 as being unhelpful for their success in degree-level studies. Five sub-categories were identified: Academic/pastoral support provided, independent learning, MAPAS Tuākana/Teina, teaching staff (availability, style, consistency), and tutorial style in OLY1. This last sub-category was identified in two stories as being both hindering and helpful.

Example: Helpful practice

Trigger: No because you're supposed to understand, like sit there and understand and I sat there for a whole hour and be like I'll just take it in and try and understand or try and read it later. Action: They'll send out emails telling us what's going to be in that tutorial so its best to read over what's going to be in the tutorial Outcome: So you can be like kind of prepared so when she goes, when she tells us I'll be like oh yeah I read over this so I can understand it, yeah.

3.8 Category 8: Class social cohesion

Students recounted times in which their programme included activities aimed at class social cohesion. Of the eight stories in this category, all were represented as being helpful for successful preparing for degree-level studies. Four sub-categories were identified: Cultural activities within curriculum, MAPAS Camp - Whakawhānaungatanga, MAPAS Tuākana/Teina, Study Group (staffing/resources provided).

Example: Helpful practice

Trigger: the camp they had at the start of the year Action: I thinks really helped coz it meant that we got to know every single person on the course before we started Outcome: And so then when we got into the course it was easy like to get into study groups and things like straight away because we already knew everyone and we didn't have that awkward time like you know at the start of the course where you had to get to know everyone.

3.9 Category 9: Determinants of attendance

This category refers to the intrinsic and external factors affecting student attendance at classes. For three of the seven incidents, teaching staff were represented as being a hindering factor. Five sub-categories were identified: culturally appropriate study interventions, MAPAS Camp –Whakawhānaungatanga, MAPAS Tuākana/Teina, teaching staff (availability, style, consistency), tutorial style. Every sub-category, except ‘teaching staff’ were represented as helpful determinants of attendance.

Example 1: Helpful practice

Trigger: [B]ut in saying that, I didn’t go to the tutorials always. Action: encouragement from my friends who were going. You know well we’re going you should come, its really helpful. We’re all going to be there which is good you know. Outcome: I don’t think I would have gone if I had to go by myself or I didn’t know anyone. So yeah friends were really good they said they’ll be there and we’ll study afterwards.

Example 2: Hindering practice

Trigger: [T]hey didn’t come to review sessions because they didn’t think [the lecturer] was that effective a teacher and stuff like that just because of [the] attitude really. [The lecturer] was really smart and knew [their] stuff and everything like that. Action: Yeah I think [the lecturer] was a real good lecturer for content and for, like, explaining. Like, [the lecturer] explained things well but just like [their] style whenever you talked to [the lecturer] in tutorials it was like [the lecturer] thought you were dumb and ... was really angry. Outcome: Not going to the first semester affected, like, we had a test on the first semester.

3.10 Category 10: Student not prepared for expectations of University study

The disjuncture between expectations and individual preparation are captured in this category. In all four sub-categories (CertHSc Programme, mature student learners, resources provided, teaching staff (availability, style, consistency) students provided incidents in which their experience in non-lecture settings in this regard had been unhelpful for enabling success.

Example: Hindering practice

Trigger: The thing is I’m confident anyway but I think it was because when I decided to go back to school, I thought about it for a while and thought it would be easy. Action: and when I found out that it wasn’t easy it was, I don’t know, because the help was there if I needed it but maybe I just wasn’t used to asking for it. Outcome: I guess it wasn’t a confidence but who wants to be that person that ends up asking the dumb questions.

3.11 Category 11: Whakapiki Ake Recruitment

This category refers to the way in which the unique recruitment process in Faculty 2 is perceived to help or hinder Māori and Pasifika success in preparing for degree-level study. Whakapiki Ake was revised after evaluations in 2007, with some positive feedback in 2008 in relation to changes. In the four stories in this category, the recruitment process was perceived as hindering success; being linked directly to the sub-category: ‘High Māori attrition’.

Example: Hindering practice

Trigger: All of the Māoris came in under the Whakapiki Ake Project Action: a lot of people were just dropping out and the ones that were still there are just like well we’ll

come when we feel like it, Outcome: and when you're in an environment when people are kind of you know, no worries, you sort of begin to accommodate that attitude.

4. Faculty Three

Faculty Three interviews focused on the experiences of Māori students and Pasifika students enrolled in papers taught in Architecture and Planning (studio), Fine Arts (studio), Music (performance) and Dance (performance), which are all schools and programmes of Faculty Three. The data presented in this paper describes findings from 87 of the 185 incidents recorded in Faculty 3: those focused on Performing Arts-in the School of Music and Dance Studies.

Interviews with Māori and Pasifika students in Faculty Three identified 15 categories of practice that the Faculty can use to support Māori and Pasifika success in degree-level studies. As shown in the following table, the most frequently occurring category of success-related practice was 'Student-focused support'.

Table 4: Faculty 3 categories and frequency of occurrence

Faculty 3 Category	% of Fac. 3 incidents		% of Fac. 3 incidents
Student Focused tutor support	15%	Inspirational teaching	3%
Hierarchical teaching/learning structure	14%	Divine Intervention/Faith	3%
Theory in practice	13%	Small Group learning	3%
Peer influence	13%	Studio environment	2%
External/Professional interaction	10%	Administration structure	2%
Performing	9%	Self Regulating	2%
Whānau	5%	Peer mentoring	1%
Cultural networking	3%		

4.1 Category: Student-focused tutor support

The category 'Student-focused tutor support' refers to factors attributed to a range of tutors that students report to have affected their ability to effectively and successfully engage in-class in their studies and motivate them to completion. In the positive sense 'Student-focused tutor support' will include effective teaching, the opportunity to develop a personal professional relationship with the tutor, creating an inclusive studio environment that facilitates student delivery of artistic projects and developing the skill to resolve variations in advice or feedback. Outcomes of student-focused support include increased confidence to keep learning and pushing boundaries. The absence of this support could result in Māori or Pasifika students feeling as though the studio environment is an unsafe learning environment.

Example: Helpful practice

I've had three different teachers...the one I have at the moment is my third and um you learn a lot in those one on one... and my teacher he/she does have a passion and real interest, she's got 15 students. He/she treats every student like it's his/her only

student...it's just to feel wanted, that's all it comes down to, just feeling wanted and encouraged to push on, you know its alright you can do it....

Example: Hindering practice

..without really realising it... I think he/she thought he/she was doing the best for us, but coming from a British educational background, which doesn't work well necessarily, um, you know, New Zealand, Māori, Pacific Island students, because it is foreign. "Oh, uh, so they are bringing all these ideas, all these ways of teaching, all these pedagogies that don't suit well... the way that he/she taught, like um it was already decided like what we were going to learn. Rather than letting that happen in the moment and within the experience of the class.

Students described ways in which learning was affected by the input of tutors. Outcomes of experiencing tutor support included determination & success in learning technical aspects of studies (such as computer programme competencies), student feels like it matters that they are there and are not "just one of a statistic", and the development of critical thinking skills associated with examining ways of filtering challenging and differing feedback. In short, the absence or presence of effective tutor support affected the student's ability to participate successfully in courses. This was illustrated in two sub-categories: Timeliness of tutor support, and the number of tutors in class.

4.2 Category: Hierarchical teaching/learning structure

This category refers to student perceptions of unhelpful approaches to teaching and learning in non-lecture settings. Māori and Pasifika interviews highlighted four sub-categories associated with 'Hierarchical teaching/learning structure': non-participation, confusion and disempowerment, diminishing confidence, and disrespecting cultural context

Example: Hindering practice

The ideas (kaupapa Māori) were hard for xxx to understand, I think. The approach to knowledge and learning...I felt like xxx kept contextualising it in a western way of thinking. And it drove me up the wall. I would bring up ideas that were particular to tikanga Māori and xxx would then go and um sort of take xxx academic knowledge and kind of stomp on it , you know what I mean? I got angry....I was probably defensive as well.

4.3 Category: Theory in practice

In this category participants described the benefits that come from developing discipline theory from studio practice. Students identified modification of performance practice through critique followed by an analysis of why this improved the outcome, as key in broadening their perception of art and achieving professional outcomes. Six sub-categories were identified: empowered student, informed studio practice, motivation to learn, challenge to develop new skills, extended creative units, broadened perception of art, and achievement of professional outcomes.

Example: Helpful practice

What is really good is when we have a practical session and generate theories from that practice rather than theorising and then trying to do practical with the theory. Like we might have a practical class and then we talk about our experience and um we find that we're generating our own theory and knowledge from the practice...Rather than reading lots of theory and then trying to put that in, put that in to practice. It is sort of more beneficial and more relevant for us

and more sort of like a mind-body-spirit sort of integration thing when yeah you make something that furthers your understanding. Um I guess that's sort of broadened my mind and how I sort of perceive dance. And it is actually is something that has the potential to generate something quite crucial, like..... body, about identity, and about culture.

4.4 Peer influence

This category refers to the ways in which peers help and hinder student success in degree-level studies. Students identified as helpful for their success those studio courses in which the organisational culture forced cooperative learning. Students described situations where they created the environment in which peers could share information in order to understand course content and motivate studio practice. Five sub-categories relating to peer influence were identified: understanding course content and sharing knowledge, transitioning to studio learning, motivating/influencing studio practice, organisational culture forces cooperative learning, and non-completion. Peer influences could also be unhelpful, such as those experiences which resulted in students not completing course tasks or assignments.

Example: Helpful practice

um it was really hard coming from college I thought, I came from college where everything was kind of handed to you.....going to uni and nobody kind of pushes you to go to class, you have to be self-motivated the first thing that helped me was it was compulsory to take place in choral studies so we had to sing in the choir and that was first year I got to see all the students who were studying music as well and so it was kind of like networking and making friends and seeing people um outside of class and doing something practical.

Example: Hindering practice

You know it sounds good, especially with Pacific Island families you know, "Oh yeah, my daughter's going to Uni." And um it sounds good you know. Samoans are all about reputation....I'd probably say one of the biggest things that hinders you is having friends that distract you not knowing that its not a good thing to have friends who are always pushing you to do things, that you probably do want to do but you shouldn't really do...(The outcome is) you're supposed to be three years and you end up doing it for five years.

4.5 External/ professional interaction

This category describes ways in which students positively associate interaction with externals and professionals, with their success in degree-level studies. Students identified fresh strategies, and new perspectives as having a positive impact on their studio practice. They also described the benefits of having more professionally aligned feedback, and how this can contribute to a more balanced critique. Four sub-categories were identified: informing studio practice, motivating studio practice, illuminating the unknown/professional transitioning, and diverse teaching strategies.

Example: Helpful practice

They always bring a person who is like a professional body movement or like try and give us some kind of like yoga, keep us you know loose and try and align us. ...Mondays is always a different person who comes to talk to us either it's about breathing... how to organise your pieces. Yeah it's kind of like a lecture but then there are some people singing as well. So it's really good yeah. When I take part in it, it helps a lot. Gives you more ideas for how I can um er better myself in my own warm ups at home or I have more ideas for um practicing before singing in front of stage or something like that yeah.

4.6 Performing

A common theme in the studio narratives was the need to create and share with peers and audience through performance. Doing, playing, dancing was identified by

students as key to their success, The positive outcomes are motivating practice and empowerment of the student.

Example: Helpful practice

Mondays and Tuesdays um we all assigned to at least sing three times, four times a semester in front of the class...just to keep our confidence going and to get used to performance stage because that's the whole point of it, yeah; trying to get the attention of the audience, you being in charge, getting your technique and focusing and knowing your song and just expressing it. It really boosts your self-esteem.

4.7 Cultural networking

This category refers to ways in which Māori and Pasifika students linked networking with tutors and teaching assistants with cultural expertise with their own success as students in degree-level studies. A key outcome was increased understanding of course content.

Example: Helpful practice

xxxx was a Māori PhD student and she kind of felt our pain. She was Māori and she kind of related to what we were going through. She, even the tutor thought the class was, you know, exceptionally hard so we had to, she did an extra tutorial specifically for Māori and Pacific Island students ... She went through kind of the basics with what we were finding difficult. She pinpointed for us you know what was, you know the easy words and the ones that were kind of difficult that even she was finding difficult, a PhD student. So we read what she kind of guaranteed or recommended. That ended up being, you know, the easy, it wasn't easy, it was just more easy and simple to understand.

4.8 Inspirational teaching

Māori and Pasifika student accounts of what helps their success included the impact of inspirational teaching. Even where content was demanding, physically or intellectually, the inspirational teacher could result in students motivated to learn.

Example: Helpful practice

[The course] was really dense in content but he made it seem all real interesting... His teaching style, he didn't read off a script ... he didn't stand reading out of a book, he was like, he gave us materials to read before class and then would read it and be like oh its just quite boring ... and you'd come to class and he was like he made the book come alive... he read all these facts just off the top of his head and he'd make us do things and you'd be wondering why you're doing it and then in the end there was always a reason for it and it was always something really important you know that would possibly come up in an exam... We were kind of motivated to go and do well in that class so ... when you've got a lecturer that kind of pushes you to do well um it makes you strive for doing your best and actually turning up to class and doing all the required course work.

4.9 Divine Intervention/Faith

This category describes ways in which some students link their success with faith and divine intervention. At times when failure seems possible, acts that can be related to divine factors are thought to influence student lives. Similarly, success, strength, and courage are sometimes attributed to faith in God. Some students link the key outcome of completion of studies, with divine intervention and faith.

Example: Helpful practice

She came to my second year recital after I did a really sham job and I said to her I really just want to leave. Then she said, “No, no. Listen, I want to take you on and you will graduate. And I will show you the light.” So I said, “You want to take me on? Take me on,” because I got up to, let’s just say, I was starting doing um some bad things and you know just things you see in the movies and people get stressed and I was by myself and then stopped going to church. Everything is turned to crap...So what did help is this lady, so she came in like an angel, picked me up...Yeah picked me up and said, “Listen,” you know, “Let’s try this again. Come back next year.” Yeah and then we did a third year and I went really well. And then my fourth year and did really well and then eventually I got a scholarship from the school (the Māori Pacific Island one). So they pay for the Masters. And they gave me a \$2,000 grant.

4.10 Whānau/ fanau

Māori and Pasifika students referred to ways in which whānau/ fanau/ family links helped their success in degree-level studies. This bond provided practical and emotional encouragement. In many ways, the link to whānau was seen to be the way in which true learning, and essential teaching took place. It was with whānau that one’s self, needs and potential made best sense. In whānau, learning and teaching were seen to be real and true. A key outcome of combining whānau with studies was completion and success as a student. Teaching that excluded whānau from learning to be a professional, was perceived by students to be a separation of family from university studies; an exercise in fake learning.

Example: Helpful practice

It’s real easy to give up too. You just put your pen down and go home. I can remember I told Dad a story because I said, “Oh man,” you know, “I’m having real troubles.” And he says, “Go read your Bible,” because you know I read it everyday but it was just, “Go read your Bible.” So I remember opening it up and ...But I do remember Proverbs because that’s what I understood, “Open up.” A \$20 note? “Oh lucky!” So ...”What else? Let’s do Noah’s Ark.” Again, a \$20 note. Like, “Daniel and the lions.” \$20 note. So I shook it. Three hundred dollars comes out of the Bible. “Dad, dad you won’t believe what happened. I found \$300 in my Bible.” And he goes, “You’ve waited six months to read your Bible.”...But I was in that time, but those are the things that helped me [to not give up].

Example: Hindering practice

[This teacher] has learned the ideal of professionalism in xxx career, which sort of calls for you to separate your private life from your professional life. xxx is kind of like all about maintaining this sort of really professional approach to the work. Whereas Māori people and a lot of New Zealanders like to have the family life and like the learning life all in the one mix. It means my family is involved in my learning process. And it means that they are feeding into my learning process here at the University. Yeah. The other way, you have to kind of put on this professional hat. And it is fake for me.

4.11 Peer mentoring

This category refers to the ways in which being a peer mentor can help the mentor’s own success in degree-level studies. Students were trained to provide academic support for peers as part of a structured programme. Reported outcomes included self-empowerment through sharing.

Example: Helpful practice

I know what has helped a lot is being a tuākana mentor actually. It has helped me because it has taught me a lot about ways to interact with others. I helped this Tongan girl out with a tap dancing choreography of hers. And um before she started, like, when we started the process she was always, wasn't confident at all because her teacher had been basically um hinting to her that she wasn't any good. And then by the end of it um she came up, she got an amazing mark, she was really confident. She was like, you know, "I can do this," and "I'm good at it". Um so that particular incident taught me that it just takes a little bit of sensitivity.

4.12 Studio Environment

This category describes ways in which the studio environment increases student motivation to practice; and in this way to learn and to succeed. The importance of combining ideas with action, and being in an environment that helps a student to concentrate and thrive, was described in interviews.

Example: Helpful practice

It's really important to rehearse...That [practice studio] is a real good place because it's quiet and you've got your own zone and you do your own thing really....Yeah and it kind of drives you as well because you hear people when you walk in the environment. You just hear piano music and singing and everything. And that's what actually, when you get this, "Oh this is music", everywhere you turn people are playing...

4.13 Administration structure

Students described ways in which the administration practices could be disempowering and create barriers to their success in degree-level studies. The ways in which some studio classes are structured were seen by some students to slow their chance to learn and advance, particularly in performance. Student success would be helped where administration structures were sufficiently flexible to individual students.

Example: Helpful practice

Monday class is a big lecture class where we do, where everyone goes up and sings...For us first years (which there are only three or four of us) we don't get up to sing because the first year we only get up like twice a year or something, twice a semester. You kind of want to stand up there and show the class what you've got, but then your lecturer because you're first year they say, "Oh you've got more to learn, until next year you can get up and sing." But you know how you want to gain that confidence early or how can you show the class what you've got when they won't let you sing? The only time the class will hear you sing is if you sing outside school hours. It's quite gutting. It's really gutting actually because you're there for performance. Why aren't you performing?

4.14 Small Group learning

This category describes ways in which tutors encouraged working in small groups helped advance learning. This approach to learning encourages peers to share ideas with each other, debate, and increase understanding. A key outcome is the furthering of knowledge.

Example: Helpful practice

Yeah this one time we had to do seminars and um I did my seminar on this philosopher. Yeah this guy, this educator guy. And um we sat around for like half an afterwards just bouncing ideas about what this seminar brought up, which furthered my understanding of this educator. So I presented the group of ideas to the class and

then just sitting around talking about it for ages, comfortably took it to the next level of what I had learnt. Like, I thought I had already learned heaps just by reading and doing the seminar, but I actually learned way more from talking with the others. The outcome [of a small class] is that I can voice my opinion more and bounce my ideas off fellow dancers, students...

4.15 Self Regulating

This category refers to the way in which individual drive and goal setting were identified as helping success in degree-level studies. Māori and Pasifika students described ways in their ability to motivate themselves, to remain positive, and to believe in themselves and their ambitions were important success factors. A major outcome from this practice was fulfilling potential.

Example: Helpful practice

So you rely on your own drive to produce results for you ...Myself in a way for not giving up really, for not like turning round and saying, "I can't do it because it's xxx way or no way". But I contribute it to myself because I push myself to get it. The outcome has been overall successful in this particular class.

DISCUSSION

While evidence has been gathered about lecture-based learning in university education, little is known about non-lecture teaching activities that complement traditional en masse teaching & their impact on Māori and Pasifika student success. This paper describes Phase 1 findings from the two-year *Success for All* project investigating what teaching practices in non-lecture contexts help or hinder Māori and Pasifika success in preparing for or completing degree-level study. Two sets of observations can be made at this stage in the research process – one about the research method itself, and the second about the Phase 1 findings.

The research method

Putting Māori and Pasifika realities at the centre of research

The integration of Kaupapa Māori Research and Pasifika Research protocols means explicitly advocating research from Māori and Pasifika realities. As a research method, the Critical Incidents Technique is proving to be effective in enabling indigenous and minority group perspectives to be elicited. This is important as *Success for All* is directly connected to Māori and Pasifika philosophies and principles. It assumes the validity of Māori and Pasifika peoples and knowledge, the importance of Māori and Pasifika languages and cultures; and the importance of the pursuit of leadership by Māori and Pasifika peoples for one's own cultural well being. This is leading to new research processes and new findings.

As indicated by Curtis (2007), the traditional positivist approach to research, where dispassionate objectivity is paramount, is not the only 'true' way to make sense of the world. Other approaches to research are not only appropriate but desirable and represent valid ways in which one can structure one's world and hence one's study of it. The integration of Kaupapa Māori Research and Pasifika research protocols directly challenges Western notions of what does, and does not, constitute appropriate research. Māori and Pasifika are brought from the margin to the centre; centralising Māori and Pasifika concerns and approaches, so that Māori and Pasifika ways of knowing and therefore researching may be validated.

A key challenge is communicating new findings that are potentially culture- and site-specific. The team is challenged to produce information that can be useful in improving teaching practices by all educators working with indigenous and minority students. At the same time, there may be findings that are particular to Māori and Pasifika realities and interventions. For the *Success for All* findings to be applied to greatest effect ways need to be found to communicate culturally imbedded findings widely and also to Māori and Pasifika specifically. This project will comment on how to research in culturally responsive and relevant ways for innovative outcomes.

Learning from extracts, themes, and linkages

It is difficult to know how well an interview extract can do in communicating the full experience of a student. The reporting of the research requires the cutting of small elements from an overall story. This helps in deriving categories essential to developing professional development programmes. The team's intention is that this practice is to be continued; the principle being that the extracts are the medium towards improved practice and not the message. What is also apparent however is that a single category may not fully describe the nature of the student experience or outcomes. Students link outcomes in one category (such as Clarity and Action) with outcomes in another (such as Independence). The team is interested in ways to communicate overarching themes from individual student interviews, which necessarily means publishing larger sections of the transcript; and the communication of linkages between categories. Early thinking is that student accounts of what help and hinder success are more akin to an orchestral score than a solo item.

Phase 1 findings

Researching to improve university practices and outcomes

The emerging findings illustrate the positive influence of non-lecture based teaching and learning on student outcomes. They also indicate areas in which students can see (and suggest) room for improvement. Each participant has confirmed the importance of non-lecture based teaching for their success and can describe helpful or unhelpful features and experiences in these contexts. A key task for this project is to explore the relevance of this information to all aspects of teaching in university education and necessary changes. In addition to enhancing professional practice through describing a Quality Tertiary Teaching Toolkit (QTTe) and associated professional development, there may be a role for this information in decision-making about resourcing at an organizational level and in national education policy development (see Alton-Lee, 2007).

Rethinking definitions of 'academic support'

Finally, the findings to-date clearly signal that student success is about more than the grade. This is not new to many, however what is emerging from the findings is that consideration of the wider concepts of success may be significantly important in the achievement of grades-based success. While some may think of academic support as being distinct from 'pastoral' support, these findings suggest that there is no clear distinction. Indeed, attempts to do so could eliminate the very essence of the approaches students have identified as being crucial to their ability to pass, stay on for more courses, and ultimately, to graduate. The early findings suggest that a new vocabulary for academic support, arising from student understandings of success is needed.

CONCLUSION

The range of initiatives in *Success for All* is an opportunity for in-depth teaching practice research into what is quality teaching in non-lecture contexts.

The research method has been affirmed as capable of revealing stories within and between population groups' experiences in tertiary education. Some challenges have been identified which the research team will address. Already further research possibilities are emerging. For example the potential for international comparative studies into student accounts of what teaching practices in non-lecture contexts help or hinder success in preparing for or completing degree-level study; and comparative study into quality teaching in non-lecture and lecture based settings. Similarly, there is a potential need for gender-based research into student accounts of what teaching practices in higher education help or hinder success in degree-level study. For example, over many decades the role of women in social reform, especially through education, has been recorded and commented upon (see hooks, 1998; Alipia et al. 2005). We are yet to fully understand or recognise the role of gender in the reform of higher education practices.

Arguably, it is deceptively 'simple' to work out how to best teach in higher education to support indigenous and migrant student success. Students can be exceptional advisors to educators. This results in an investigation that is explicit, evidential, and potentially inspirational about what makes a difference in education. It is also of an applied nature that supports enhanced professional practices through partnership between researchers and practitioners. In total the research process is both simple and intricate, clear and nuanced. Initial findings from *Success for All* show the critical importance of dynamic, culturally relevant and innovative processes for exploring and constructing descriptions of good teaching practice in higher education.

REFERENCES

- Airini., Brooker, B. (1999). *Quality teacher education: What helps or hinders learning in teacher education*. Paper presented to the Pacific Circle Consortium Annual Conference, Hawai'i, USA.
- Airini, & Sauni, P. (2004). *Bring only the most beautiful: Towards excellence in adult education pedagogy*. In AERC/ CASAE Joint Conference: Conference proceedings. University of Victoria, Canada.
- Alipia, T., Gill, T., Seaborne, T. Tuafuti, P. Airini., Jesson, J. (2005). *Ia Sua le Áva ae Toto le Áta: Stories from the Heart: What helps Pasifika students succeed in initial teacher education*. Auckland, New Zealand: University of Auckland, Faculty of Education.
- Alton-Lee, A. (2007). *It's time for a new learning agenda in policy, research and practice in education: Making a bigger difference in desired educational outcomes for diverse learners through collaborative culture of inquiry and development*. Paper presented to the Pacific Circle Consortium conference. Hawai'i, USA.
- Bishop, R. (1998). Freeing ourselves from neo-colonial domination in research: a Māori approach to creating knowledge. *Qualitative Studies in Education*. 11, (2), 199-219.
- Bishop, R. & Glynn, T (1999). *Culture counts: Changing power relations in education*. Palmerston North: Dunmore Press.
- Bishop, R., Berryman, M., Tiakiwai, S., Richardson, C. (2003). *Te Kotahitanga: The Experiences of Year 9 and 10 Māori Students in Mainstream Classrooms*. Hamilton: University of Waikato.

- Bright, J. E. H., Pryor, R. G. L., Wilkenfeld, S., & Earl, J. (2005). The role of social context and serendipitous events in career decision making. *International Journal for Educational and Vocational Guidance*, 5, 19-36.
- Curtis, E. (2007). *Kaupapa Māori Research* Presentation to the *Success for All* training symposium. University of Auckland.
- Flanagan, J. (1954). The critical incident technique. *Psychological Bulletin*, 51: 327-358.
- Health Research Council. (2004). *Guidelines for Pacific health research*. Wellington, New Zealand: Health Research Council of New Zealand.
- hooks, B. (2003). *Teaching community: A pedagogy of hope*. NY: Routledge.
- IRI, Institute of Indigenous Research and Te Rōpū Rangahau Hauora a Eru Pōmare (2000). *Māori Research Development. Kaupapa Māori Principles and Practices: A literature review*. Auckland, New Zealand: Te Puni Kokiri.
- McCormick, R. (1994). *The facilitation of healing for the First Nations people of British Columbia*. Unpublished doctoral dissertation, University of British Columbia, Vancouver, British Columbia, Canada.
- Ministry of Education. (2002). *Pasifika education research guidelines*. Wellington, New Zealand: Ministry of Education.
- Monks, K., Conway, E. & Ni Dhuigneain, M. (2006). Integrating Personal Development and Career Planning: The Outcomes for First Year Undergraduate Learning. 7, 1, pp73-86.
- Smith L.T. (1999). *Decolonizing Methodologies: Research and Indigenous Peoples*. Dunedin: University of Otago Press, and London: Zed Books.
- Smith, W. (2006). *Metaphors and Mental Models of Risk: Expert Thinking About Ecosystems*. Unpublished doctoral dissertation, University of British Columbia, Vancouver, British Columbia, Canada.
- Stucki P., Kahu, A., Jenkins, H., Bruce-Ferguson, P., Kane, R. (2004). *Narratives of beginning Māori teachers: identifying forces that shape the first year of teaching*. Retrieved 15 August, 2006 from http://www.tlri.org.nz/pdfs/9214_summaryreport.pdf.

THE SUCCESS FOR ALL RESEARCH TEAM

Research correspondent & project leader:	Dr Airini, Faculty of Education, The University of Auckland: airini@auckland.ac.nz
Research Assistant:	To'aiga Su'a-Huirua (and FoEd team member)
Careers Centre:	Gillian Reynolds, Odie Johnson, Fred Luatua
Faculty of Education:	Pale Sauni, Meryl Ulugia-Pua, Sofi Ulugia-Pua
Faculty of Medical & Health Sciences:	Dr Elana Taipapaki Curtis, Tanya Savage, Sonia Townsend
National Institute of Creative Arts & Industries:	Dr Te Oti Rakena, Dr Deidre Brown
Interviewers:	Mona O'Shea & Matt Tarawa (Student Learning Centre) Luisa Ape-Esera, Amelia Funaki, Kolose Lagavale, Papa Nahi, Pikihuia Pomare, Malama Solomona, Toso Su'a, Ronji Tanielu
Funding agency:	<i>Teaching & Learning Research Initiative</i> , New Zealand Council of Education Research on behalf of the New Zealand Ministry of Education

Appendix 2: *Success for All* research dissemination

Success for All research dissemination: National and international communication of research findings

Table 3 below describes the dissemination activities undertaken by *Success for All* during 2007-2009 including conference presentations and submissions already in place. Our Ako Aotearoa and poster presentations were included in the Milestone 7 package. In total the *Success for All* project has completed eight presentations at international (overseas) refereed conferences and fifteen at national (New Zealand) refereed conferences. (at Dec 2009) Two further abstracts have been submitted for international conferences in 2010. In total, the *Success for All* project has delivered or had accepted 25 conference presentations from 2007-2009 (Dec).

Members other than the Principal Investigator continue to take the lead role in conference presentations and paper development. This is an important signal of research capacity and capability gains from the *Success for All* project.

The range of dissemination modes and contribution from the *Success for All* research pro has been wide. During 2008 the *Success for All* project provided advice and evidence to a qualification review. In 2009, conference papers from *Success for All* began to be quoted in further research (e.g. Chu, C. (2009). *Mentoring for leadership in Pacific education*. Thesis submitted in fulfilment of the degree of Doctor of Philosophy of Education, University of Victoria of Wellington, New Zealand) and research grant applications. The project was also the subject of a media article and included in policy advice to Te Puni Kokiri and the Ministry of Education. This year, advice has been sought from members of the *Success for all* team to inform equity initiatives at other universities. We have also been approached to be the research leaders for further research, at a national level, into Māori and Pasifika tertiary student success.

During 2010, 2011 the major focus for the academic units in the team will be research outputs. The publication plan is provided in Appendix 3.

Table 3: *Success for All* dissemination 2007-2009

Conferences	
2007	2007 Papers/ presentations delivered
<ul style="list-style-type: none"> • BERA • ECER • ATLAANZ • UCANZ (University Careers Advisers of New Zealand) • Massey University Liaison Forum • NZARE 	Success for All in Higher Education: Improving indigenous and minority student success in degree-level studies Success for all in Higher Education: Improving indigenous and minority student success in degree-level studies Pasifika/Intercultural issues in promoting student success Research partnerships for improved: Māori and Pasifika outcomes in degree-level studies (Airini, Trought, D.) Success for All: Research method and initial findings on what helps Māori and Pasifika students succeed in degree-level studies. (Airini, Reynolds, G.) Success for all: Improving Māori and Pasifika student success in degree-level studies
2008	2008 Papers/ presentations delivered

<ul style="list-style-type: none"> • Hawaii International Conference on Arts and Humanities (January 11th - January 14th, 2008) • Association of Pasifika Staff in Tertiary Education. Auckland 10-11 July 2008 • International Society for Music Education conference, (ISME) Bologna, Italy July 20-25 • Starpath Research Series, The University of Auckland, August 2008 [invited presentation] • ECER , Goteburg, Sweden (10-12 Sept, 2008) • NZ Assoc of Bridging Educators, Rotorua (10 Oct, 2008) • Te Toi Tauira mo te Matariki Conference, Auckland (8 - 10 Oct, 2008) • Asia-Pacific Education Review Association (APERA), 26-28 November, 2008. • NZARE, Palmerston North, New Zealand (December 2008) 	<p>Lead: Dr Te Oti Rakena</p> <p>Connecting education to success: proven effective strategies, methods and best practice which contribute to successful Pasifika student outcomes Lead: Pale Sauni, Meryl Ulugia-Pua, Sofi Ulugia Pua, To'aiga Su'a-Huirua</p> <p>Lead: Dr Te Oti Rakena</p> <p>Lead: Dr Airini, Dr Elana Curtis, Dr Te Oti Rakena, Dr Deidre Brown, Gillian Reynolds, Pale Sauni.</p> <p>Lead: Dr Airini, Dr Te Oti</p> <p>Lead: Dr Elana Curtis</p> <p>Lead: Dr Deidre Brown, Dr Te Oti Rakena, Matt Tarawa, Mona O'Shea</p> <p>Lead: Matt Tarawa, Dr Te Oti Rakena, Mona O'Shea, Dr Airini, Dr Deidre Brown</p> <p>Lead: Dr Airini</p>
2009	2009 Papers/ presentations delivered
Ako Aotearoa: <i>Exploring student engagement</i> workshop	Success for all: Tertiary teaching approaches that make a difference for Māori and Pacific students Lead: Dr Airini
PERFORMA The Department of Communication and Art of the University of Aveiro (Aveiro, Portugal), 14-16 May 2009	Student success in the studio environment: Teaching approaches for improving indigenous and minority student success in degree-level studies Lead: Dr Te Oti Rakena
International Society for Equity in Health Conference, Crete, Greece, 9-11 June, 2009	Overcoming Health Workforce Inequities - Success For All Lead: Dr Elana Curtis
Music Education Research Centre (MERC) and Australia and New Zealand Association of Researchers in Music Education (ANZARME) Conference Akaroa, 3-6 July, 2009	Student centred success in the studio environment: Improving indigenous and minority student success in degree-level studies Lead: Dr Te Oti Rakena
ECER 25- 30 September, 2009, Vienna, Austria	Success for all: Creating minority and indigenous student success in degree-level studies in a post-European context Lead: Dr Te Oti Rakena, with Dr Airini, Dr Deidre Brown, Dr Elana Curtis.
<i>Transforming careers unleashing potential. International careers conference</i> , Wellington 19-21 November, 2009.	Improving Māori and Pasifika student success in degree-level studies: <i>Success For All</i> Research Project: University Careers Services Lead: Fred Luatua, Angie Smith, Gillian Reynolds with Odie Johnson, Airini
<i>Ako Aotearoa/ TLRI Tertiary Research Colloquium</i> , Auckland, November, 2009.	Improving Māori and Pasifika student success in degree-level studies: <i>Success For All</i> Research Project: Medical and Health Sciences Foundation Education.

	Lead: Airini, Elana Curtis, with Sonia Townsend, Tanya Savage
TERNZ, Auckland, November, 2009.	Improving Māori and Pasifika student success in degree-level studies: <i>Success For All Research</i> Project: Medical and Health Sciences Foundation Education. Lead: Airini, Elana Curtis, with Sonia Townsend, Tanya Savage
University of Auckland Teaching and Learning Showcase, November 2009.	Improving Māori and Pasifika student success in degree-level studies: <i>Success For All Research</i> Project: Medical and Health Sciences Foundation Education. Lead: Airini, Sonia Townsend, with Elana Curtis, Tanya Savage
ATEM, Auckland, November 2009.	Improving Māori and Pasifika student success in degree-level studies: <i>Success For All Research</i> Project: University Careers Services Lead: Airini, Fred Luata, Angie Smith
Association for Academic Language and Learning conference (AALL) conference. 26-27 November 2009, University of Queensland, Australia	Lead writer: Matt Tarawa, Mona O'Shea with Dr Te Oti Rakena, Dr Deidre Brown
Media article: 2008	
SOUNZ 13 th October, 2008	<i>Success for all in higher education: Improving indigenous and minority student success in degree-level studio.</i> Dr Te Oti Rakena
Contribution to qualification review: 2008	
CertHSc Programme Review, Faculty of Medical and Health Sciences, University of Auckland (14 August, 2008)	<i>Success for All</i> was invited to contribute to the review as an example of ways in which this programme integrates evidence-based practices in its teaching and quality assurance methods. Members of the review panel commented that they would like to see the <i>Success for All</i> research method applied to their own programmes in Medical and Health Sciences. This has in part been responsible for the <i>Tātou Tātou/Success for All: Improving Māori student success in health professional degree-level programmes</i> project which was successful in securing funding from Ako Aotearoa.
Contribution to policy formation: 2009	
Te Puni Kokiri	Māori student transition from school, Dr Sarah-Jane Tiakiwai
Ministry of Education	2007 BERA conference paper has been cited in the Ministry of Education-commissioned paper aimed at increasing links between research and policy (Airini, Anae, Mila-Schaaf, (forthcoming). <i>Teu le va: Relationships between research and policy in Pasifika education</i>).
Contribution to further research projects: 2009	
Learning from each other: How can we enhance general teaching and learning practices by incorporating 'best practice' elements from other cultures?	The proposed project will explore ways in which teaching and learning practices and values from other cultures (e.g., Māori, Pacific, Asian) that are now integral parts of New Zealand society (i) may already be utilized in mainstream educational practices, and (ii) may usefully be incorporated to not only enhance educational outcomes for students who come from these cultures but more widely for New Zealand students in general and beyond. 2009 TLRI Expression of Interest Principal Investigator: Associate Professor Emmanuel Manalo, Head of the Student Learning Centre, the University of Auckland, with Matt Tarawa, Mona O'Shea.

<p>Tātou Tātou/Success for All: Improving Māori student success in health professional degree-level programmes</p>	<p>This 18-month evidence-based project targets Māori student success in degree-level tertiary education. The focus is on the ways in which non-lecture teaching and learning helps or hinders Māori student success. Good practice will be identified.</p> <p>Ako Aotearoa-funded Duration: May 2009-December 2010 Principal Investigator: Dr Elana Curtis with Dr Airini</p>
<p>Te Ara Kakena The Rising Pathway: Success for all in Postgraduate Studies</p>	<p>This 12-month evidence-based, collaborative project targets student success in postgraduate studies. The focus is on ways in which teaching practices (including supervision) help or hinder postgraduate student success. Good practice and innovations in tertiary teaching will be identified to support the best possible educational outcomes for postgraduate students. The project will investigate student experiences of teaching in level 700 courses in Postgraduate Diploma or Masters qualifications (Level 8, 9 New Zealand Qualifications Framework). Doctoral level study and initial teacher education Graduate Diplomas are not included in this study. Confirmed participating organizations are the Faculties of Education and the National Institute of Creative Arts and Industries at The University of Auckland, the University of Melbourne, Australia, the University of Southern Queensland, Australia, the Emily Carr University, Vancouver, Canada, and the University of Texas, USA. We have also received an expression of interest from the Faculty of Medical and Health Sciences, The University of Auckland,</p> <p>Duration: June 2009-May 2010 Principal Investigators: Dr Deidre Brown, Dr Te Oti Rakena, Dr Airini</p>
<p>When the sun goes down: When the sun goes down: Learning to transition from a professional sports career.</p>	<p>This research project focuses on how Professional rugby players learn to effectively transition from their playing careers and/or move into the realities of the 'real world' within wider society. The research looks at the life of rugby professionals after their playing days end and what helps/ hinders the transition into life after professional rugby. This study will collect ex-player stories to provide a description of the realities of life after a professional rugby career. Categories of good practice will be identified, with a view to informing player development programmes, and the planning of organisations involved in player careers. The focus is on Pasifika and Māori Professional rugby players.</p> <p>This project aims to:</p> <ul style="list-style-type: none"> • give space to former rugby players' voices about their experiences; • build knowledge, through research, about best practice for empowering Pasifika and Māori players to make a successful transition into and out of professional rugby; • use this knowledge to suggest improved practices for contractor organisations to best support players' learning and career paths as they come into professional rugby and exit; and • develop ways to encourage young professional rugby players to plan their personal career paths and learning for different phases that may or may not include professional rugby. <p>Principal investigators: Fa'amalua Tipi, Dr Airini Duration: December 2009-December 2010</p>
<p>Excellent People Embracing Every Opportunity: Identifying professional development participation by General Staff within the Faculty of Education, The University of Auckland</p>	<p>Project aims:</p> <ul style="list-style-type: none"> • To identify the opportunities that are available within the Faculty of Education to promote empowerment and advancement by General Staff through current practices in professional development. • To identify the extent to which opportunities for professional development are made known to General Staff within the Faculty of Education. • To identify if opportunities for professional development are commonly known and understood by General Staff within the Faculty of Education. • To identify what helps General Staff within the Faculty of Education to undertake professional development, and what hinders them. <p>Duration: June-November 2009 Principal investigators: Jenni Tupu, Shelley Catlin, Critical Studies in Education, Faculty of Education, The University of Auckland, with Dr Airini</p>

Pasifika success at AUT University.	Project aims: to increase Pasifika retention and success in AUT University studies to provide evidence of the effectiveness of the services that aim to support Pasifika student success Duration: January 2010-December 2011 Lead: Sonny Natanielu, AUT University. Advisor: Dr Airini
Papers accepted for conferences: 2010	
8th Annual Hawaii International Conference on Education, Hawai'i, USA, January 7-10, 2010.	Improving Māori and Pasifika student success in degree-level studies: Success For All Research Project: Careers Services. Fred Luata, Angie Smith, Gillian Reynolds, Odie Johnson, Airini
Further targeted outputs	
Project overview posters	Lead writers: Drs Airini, Brown, Curtis, Rakena, & Fred Luatua, Angie Smith, & Pale Sauni Poster project leader: Dr Te Oti Rakena Status: Five posters have been prepared and printed - one as a summary of research findings; and one for each of the four research sites. A sample copy (for Faculty 3) has been provided previously through Milestone reporting. Further copies are available on request.
Project summary reports	To be discussed as a collaborative project with NZCER - four 2-3-sided summaries of the research findings, QTTe Toolkit and case study (one from each research site; one 2-3-sided overview of the QTTe toolkit with associated narratives.
Website dissemination of quality tertiary teaching narratives and QTTe Toolkit.	To enable ready and multi-layered access to QTTe Toolkit and associated narratives. Possible collaboration with Ako Aotearoa. To be discussed with NZCER.
Canadian Society for the Study of Education (2010)	Lead writer: Dr Airini (abstract submitted)
Project overview papers for publication in academic journals (2)	Lead writers: Drs Airini, Brown, Curtis, Rakena, & Fred Luatua, Angie Smith, & Pale Sauni
Research methodology papers(2)	Lead writers: Dr Airini, Dr Curtis
Creative Arts and Industries case study	Lead writers: Dr Te Oti Rakena, Dr Deidre Brown
Careers Services case study	Lead writers: Fred Luatua, Angie Smith
Education case study	Lead writers: Dr Airini, Pale Sauni
Medical and Health Sciences case study	Lead writer: Dr Elana Curtis
NZARE (2010)	Lead writer: Airini