

PROFILING THE 2011 RECIPIENTS OF THE TERTIARY TEACHING EXCELLENCE AWARDS

SUPPORTING EXCELLENCE IN TERTIARY EDUCATION



Excellence



AOTEAROA
NATIONAL CENTRE FOR
TERTIARY TEACHING
EXCELLENCE

**TWELVE EXCELLENT TEACHERS OUTLINE
ASPECTS OF THEIR TEACHING PRACTICE
AND DESCRIBE WHAT IS IMPORTANT TO THEM
WHEN EDUCATING THEIR STUDENTS**



SUPPORTING EXCELLENCE IN TERTIARY EDUCATION



AKO
AOTEAROA
NATIONAL CENTRE FOR
TERTIARY TEACHING
EXCELLENCE

Tertiary Teaching
Excellence
Awards
2011



I N T R O D U C T I O N

This is the tenth year of the awards and the publication of this booklet to profile the recipients of the Tertiary Teaching Excellence Awards. The tertiary education sector includes many teachers who have provided sustained excellent teaching and made significant differences to the lives of their students.

This booklet celebrates the contributions of those who were assessed by the committee as being the very best of the 2011 nominations. It contains personal reflections on teaching philosophies, practices and perspectives and includes contributions from students and colleagues endorsing the skills, attitudes, knowledge and sustained commitment of the twelve teachers.

There are now a maximum of twelve awards available each year and Ako Aotearoa's inaugural director Dr Peter Coolbear was instrumental in ensuring that from 2010, at least two awards would be available annually to those teaching in a kaupapa Maori context. This year the Prime Minister's Supreme Award was made to a recipient in the kaupapa Maori category.

In 2008 the Ako Aotearoa Academy of Tertiary Teaching Excellence was established. The Academy enables awardees to continue their outstanding contribution to tertiary education and be resourceful in the continuing development of other teachers in our sector.

The committee that decides these awards is comprised of representatives of a range of stakeholders in tertiary education in New Zealand. The work as a panellist is demanding. It is very time consuming and requires considerable insight into contemporary education methods and systems. Ako Aotearoa is very fortunate to

have high calibre committee members who again this year had to make very hard decisions about the 24 nominations.

The committee for 2011 was chaired by Emeritus Professor Noeline Alcorn. The other members were:

Ngahiwi Apanui – Ako Aotearoa Maori Caucus

Dr Peter Coolbear – Ako Aotearoa

David Do – New Zealand Union of Students' Associations

Greg Durkin – Industry Training Federation

Edwige Fava – New Zealand Association of Private Education Providers

Selene Mize – Ako Aotearoa Academy of Tertiary Teaching Excellence

Dr Marjorie Manthei – Institutes of Technology and Polytechnics of New Zealand

Dr Camille Nakhid – Tertiary Education Union

Dr Mary Simpson – Teacher Education Forum of Aotearoa New Zealand

Alieta Uelese – Association of Maori Providers of Training Education and Employment.

Aneta Wineera – Te Taihū o Nga Wananga

Any organisation teaching tertiary students is eligible to nominate teachers for these awards. A nomination form and full details of the criteria and process for applying for the 2012 awards are available at www.ako.aotearoa.ac.nz/awards.

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MINISTER'S FOREWORD

HONOURABLE

Steven Joyce

MINISTER FOR TERTIARY EDUCATION

Once again I have had the privilege of taking part in the celebrations to mark this year's Tertiary Teaching Excellence Awards.

Year upon year the standard of teaching represented in these pages is exceptional. This year's high calibre group of recipients is certainly no exception. I congratulate the Tertiary Teaching Awards Committee on its outstanding selections.

Since the Government introduced these awards in 2001, no single discipline has dominated, and this year's award recipients are no different. From biological science and mathematics through to marketing and the arts, our awardees represent a diverse range of educational disciplines.

Good quality teaching has the power to transform lives. The recipients featured in these pages are outstanding examples of educators who inspire their students and equip them with world-class skills to not only flourish in all areas of their own lives, but to positively impact the lives of those around them.

For the second year, sustained excellent teaching in a kaupapa Māori context has been recognised. This year's recipients of this award, one of whom is also the worthy recipient of the Prime Minister's Supreme Award, have made major contributions to the development of Māori education and are thoroughly deserving of recognition.

High quality teaching ultimately leads to the best educational outcomes for learners. It is this focus on learners and success that is crucial to enabling people to reach their full potential and prosper in their careers.

My congratulations and thanks go to all of the award nominees for setting the standard of excellence in tertiary teaching, and to all of those who may not have been recognised this year but are working every day to help learners succeed.



CHAIR'S COMMENT

Noeline Alcorn

CHAIR, TERTIARY TEACHING AWARDS COMMITTEE

My warmest congratulations to all the winners, especially to Professor Michael Walker, winner of the Prime Minister's Supreme Award.

This year is the tenth anniversary of the Tertiary Teaching Excellence Awards, a significant milestone. They have become an established part of the tertiary landscape, a declaration of the centrality of teaching in our tertiary institutions. As usual, the winners teach across a range of fields: art, biology, biochemistry, indigeneity, management, marketing, Māori knowledge, mountain safety, social work, and teacher education. Their citations make inspiring reading.

A word that appeared in many of the portfolios this year was "passion". The award winners are passionate about the disciplines they teach and about helping others to develop a like enthusiasm. As one awardee noted: "most scientists are feverishly enthusiastic about their work – why not share that passion with students?" Their success can be measured by the number of students who found their teaching "exciting". One said her lecturer "got my imagination tingling". Several students hoped they could emulate their teachers and in turn inspire others.

Teaching is not an easy occupation though it brings many rewards. Chief among these rewards is the joy of seeing students learn and enjoy learning. The award winners want to make a difference for students. They work extremely hard to ensure that their students understand concepts and develop skills through anticipating

difficulties, providing support, giving feedback and encouragement, and being available to students. They believe in their students and their capacity to learn. These teachers – even those who teach very large numbers at a time – manage to make students feel that each of them matters, and that their teacher cares about helping them succeed.

Students learn best when they are engaged. The awardees understand that. They use a variety of strategies: storytelling, analogies, questions, humour, co-construction, online materials and scenarios, the provision of stimulating environments, and finding ways through complexity. They never stop analysing their own practice, taking risks, seeking feedback, and devising new ideas. One was described as "an unstoppable generator of ideas". A student wrote that her lecturer taught as though she had "glitter in her veins".

These teachers have high aims: they want to "inform, provoke and captivate". They want to help students develop confidence, an eagerness to explore new ideas and ask questions, a critical sense that precludes easy acceptance of what they read and hear, and a sense of wonder. They want students to be able to embrace the unexpected, to engage in innovative and sustainable practices.

The contribution of the panel members, who represent a range of tertiary stakeholders, is considerable. I am grateful for their professionalism, enthusiasm and judgement.

The award winners are modest about their achievements, acknowledging the influence of senior colleagues on their own development, stressing the need for supportive and sympathetic

colleagues. They succeed by enabling others to succeed. A telling quote from the portfolio of the supreme winner symbolises this: "He is often not the person whose name is up in lights, but the one constantly working behind the scenes towards the achievement of others, quietly yet solidly promoting a legacy of leadership and success."



The 2011 Prime Minister's *Supreme Award* recipient, Professor Michael Walker (profile page 11), pictured here with the Prime Minister, Rt Hon John Key.



DIRECTOR'S COMMENT

Dr Peter Coolbear

DIRECTOR, AKO AOTEAROA

This has been my fourth year on the selection panel for the Tertiary Teaching Excellence Awards. Once again it has been a great and humbling privilege to be part of the process and assist in working through a pile of extraordinary portfolios to select the excellent from the extremely good. I would like to add my congratulations to all the award winners. Each award is hugely deserved.

So what makes a great teacher? Are they born or are they made? Is there a single recipe for success?

The profiles of the winners of the tenth round of Tertiary Teaching Excellence Awards, provide some answers to these questions. Firstly, it will be obvious to anyone who reads these short profiles, that there is no one recipe for success. As with other years, the winners are a diverse bunch in both discipline and approach. They are a diverse range of personalities too: from the extrovert performers who can hold large lecture theatres spell-bound, to others who are most highly effective facilitating learning in small group contexts.

As to whether they are born or made? There is no doubt that all the awardees have great natural talents, but for some these weren't immediately obvious – especially to themselves. They have become excellent teachers because they have worked at it and continue to work at it. They have learnt from the things which didn't work well just as much as from the things that did. They remain engaged in the need to keep adjusting their game as the nature and expectations of their students changes from year to year.

So, given that there is no single recipe for success and the making is the key: what does make a great teacher? It's possible to write a long list of attributes and many have, but what

comes through in these stories of the 2011 award winners to me are three things:

- a love of their own discipline;
- an urgency to share that love of discipline with others (and huge personal satisfaction when others 'get it' too);
- the insights and understandings to ensure that as many 'get it' as possible.

Pretty simple really, but my goodness it requires commitment, energy and sheer hard work: that's what these awardees have in abundance!

As this is my last year on the panel, some acknowledgements are in order. I would like to thank the other panellists for the extensive amount of time and care they have given to the selection process. In particular, I would like to thank our Chair, Emeritus Professor Noeline Alcorn for her wise and astute leadership. I would also like to thank Ministers Joyce and Sharples for their participation in the awards ceremony and, in particular, the Prime Minister for making time in an extremely tight schedule to present the Prime Minister's Supreme Award personally and meet with the other awardees.

To the awardees themselves, and especially to Professor Michael Walker, this year's Supreme Award winner, my heartfelt congratulations once again. There is no disputing at all that the best of tertiary education in New Zealand is, indeed, world class.



The 2011 Tertiary Teaching Excellence Awards ceremony at Parliament. Standing from left: Professor Kevin Gould, Victoria University of Wellington; Dr Ksenija Napan, Unitec; Professor Robin Kearns, The University of Auckland; Rena Heap, The University of Auckland; Sandra Lee Morrison, The University of Waikato; Tony Zaharic, University of Otago; Dr Ross McDonald, The University of Auckland; Professor Michael Walker, The University of Auckland; Associate Professor Jon Harding, University of Canterbury; Dr Mary FitzPatrick, The University of Waikato. Seated from left: Peter Bilous, Otago Polytechnic, Hon Steven Joyce, Minister for Tertiary Education; The Prime Minister, Rt Hon. John Key; Allan Peachy MP, Chairperson, Science and Education Committee; and, Hon Dr Pita Sharples, Associate Minister of Education; and, Professor Leoni Schmidt, Otago Polytechnic.



PRIME MINISTER'S SUPREME AWARD

Michael Walker

PROFESSOR, SCHOOL OF BIOLOGICAL SCIENCES ■ THE UNIVERSITY OF AUCKLAND

Te whenua, Te tangata, Te aronui, Te māramatanga
Education transmits not only knowledge but also the culture and values within which that knowledge is applied. A mismatch between the cultures and values of students and their teachers makes it difficult both for teachers to teach and students to learn. When I joined the teaching staff in the School of Biological Sciences (SBS), I found contrasting opportunities to contribute to the success of our students in their lives and careers by creating new contexts for their learning.



Retention of Māori and Pacific Island (MPI) students

MPI students enrolling in biology at The University of Auckland are typically the best students from their schools but are challenged by the social context of the University rather than lack of ability. The Tuākana Programme (TP) ensures that new MPI students in biology make new friends quickly and then focus on their studies through peer tutoring in a supportive academic environment. Since 1991, the TP has greatly enhanced the retention of MPI students to graduation and employment with great support from the teaching team in first-year biology. Pass rates for MPI students are now similar to the whole cohort in papers where the TP is well established. The TP itself has been taken up across the University and is now recognised as core teaching business by the Faculty of Science.

Progression of MPI students to employment and postgraduate study

We have developed an academic and professional launch-pad to highly successful careers and postgraduate study for our advancing MPI students. We nominate MPI students for summer research scholarships based on their grades and their scientific potential. In 2009, we initiated Pūkenga Pūtaiao (PP), a day-long academic and professional skills workshop for upper level undergraduate and early postgraduate students that is now delivered by the Faculty of Science across all science disciplines. These initiatives mean that the number of new MPI students entering postgraduate studies in SBS has trebled since 2004.

Recruitment of MPI students into the University

From 2000-2007, we recruited successful teina students from the TP to work as tuākana to students at Tangaroa and Tamaki Colleges in South Auckland. The tuākana acted as tutors and mentors in the schools and as role models for science and the University in the local communities. The tuākana were excellent advocates to the students and their families and

their work meant that annual enrolments at the University from these schools grew exponentially during the collaboration.

Comments from MPI students on Pūkenga Pūtaiao workshops (2009-11) – overall comments

I found Pūkenga Pūtaiao 2011 to be informative about academic skills and about career information. It has helped to improve and maximise study times by learning how to read articles and how to work with others. The programme also gives great information on how to increase your chance of being hired when graduating after uni.

Overall I think this was a successful programme.

Introducing Māori perspectives into undergraduate biology teaching

My teaching goal for a large first-year course BIOSCI 104 – New Zealand Ecology and Conservation is to set the context in a way that works for both Māori and non-Māori students. The keys to success are working with the knowledge that students bring and being explicit about both the context (the students' future lives in employment and society) and the content that will enable students to learn from their ongoing experiences. I defuse any potential for conflict by: (1) establishing a common platform from which all the students can analyse environmental issues in New Zealand; and (2) demonstrating powerful ecological similarities between the colonisations of New Zealand by Māori and predominantly English-speaking people from Britain. This approach permits constructive discussion of the way forward for management of our environments and resources.

Student feedback from evaluations, March 2011

- The take home message slides at the end of the lecture.
- All the examples.
- The way Mike Walker presented his material was engaging and interesting and it was obvious he felt strongly about the topic, which

- made it easier for me to get excited about it.
- The way the information was in PowerPoints and we were able to actually listen to the lecture without worrying about not taking all the notes because PowerPoints would be on CECIL.
 - Things were explained in simple, easy to understand language. The format/structure of the lectures was easy to understand and made learning the material discussed easier.
 - Things were explained really clearly, so everything was easy to understand and remember – having the quick review at the end of each lecture probably helped with this a lot.
 - Trip to marae, Prof. Walker explained thoroughly if asked question.
 - Using the current technology to demonstrate what the lecturer was teaching.

Student interaction

I work actively to develop the knowledge and skills required by students at all levels of study. From my first Stage 1 lecture, I encourage the students to answer questions so I know I am communicating effectively. I tell the students that there is no such thing as a dumb question, only dumb explanation, and there is always someone who will be grateful when a question is asked. Conversely, I challenge students to think actively during lectures by interactive questioning and thought exercises that require the students to use logic and/or mathematical approaches to biological problems constructed for them in lectures. My third-year field exercise in pigeon navigation is a problem that has no 'right' answer that can be easily written up in a scientific report. Those who take the risk of trying something different are spread across the spectrum of ability, usually finding something they weren't expecting, and gaining both confidence and extra marks for their effort.

At postgraduate level, students must learn to deconstruct the work of others and design a research study. I provide students with a process for deconstructing research and ask them to analyse published papers. I provide feedback to develop the students' analytical skills over time,

progressively advancing the focus of the feedback through the levels of work within the process. A colleague who had found one of her students using the process asked if I would permit her to make it available to all her students. I happily agreed.

- Mike was a very approachable lecturer and I felt that I could ask even the 'dumbest' questions without feeling 'put down'. He was also very open to answering any question and made lectures relevant to what is happening in our society today. I felt he also had a good structure to the lectures he gave. He made them fun at times and emphasised the important things that students would need to know. In my opinion, it was a very relaxed learning environment.
- Mike was very approachable and friendly so was happy to answer any questions. He presented the information in a way that did not appear to be one sided but still displayed the huge importance of considering Māori perspectives in NZ ecology and conservation matters.
- His teaching style was engaging and definitely stimulated my interest in the subject, and I would definitely like to participate in another one of his classes.

Closing comment

Teaching has enabled me to make significant differences in the lives of both Māori and Pacific Island (MPI) students and all the students I teach by aligning the context and content of my teaching. My first-year teaching roles require me to induct MPI students into the university learning community and to persuade a large and diverse class of students in their first week at university of the value of establishing a novel context in which to teach scientific content. If my teaching sharpens the minds of students and enables them to work more effectively in New Zealand society after they graduate, they will go on to make significant contributions to our society and economy.

Finally, I have formed lasting relationships with students from all walks of life who have repeatedly surprised me with their ongoing interest in what I



do and, in the case of TP graduates, have always been willing to help out and share their stories <http://www.sbs.auckland.ac.nz/uoahome/for/Maori-and-Pacific-Island-students>) even after 20 years.

Ka rangaranga te muri ka tūtū ngā tūātara o te tāmure. Ko te tangata nāna i noho te whakarua, ko au! ko au! Ko Tūtāmure!

PEER AND STUDENT COMMENTS

"Prof. Walker is a role model to all our students, particularly to our Māori and Pasifika students, constantly pushing them to seek information and knowledge, to step up and to widen their horizons, but in such a way as to be supportive of where they currently are and to where they are aiming to go; truly, he is a mentor to look up to. As with every great leader, he is often not the person whose name is up in lights, but rather the one constantly working behind the scenes, working towards the achievement of others, quietly yet solidly promoting a legacy of leadership and success."

Dr Mel Collings, former Tuākana student, Senior Tutor, School of Biological Sciences

"Professor Walker has applied his intellect to the design and delivery of programmes that encourage Māori students to engage and succeed in scientific subjects, from secondary schools to undergraduate to postgraduate study, through to scientific careers. ...One of the hallmarks of Professor Walker's approach to enhancing educational achievement is a relentless emphasis on monitoring actual results, and the pursuit of academic achievement to the highest level possible."

Distinguished Professor Dame Anne Salmond

"He has led a quiet revolution – teaching Māori about science and scientists about Māori. Professor Walker's vision has always been much bigger than teaching biology to Māori at The University of Auckland...His vision has been that fostering excellence in Māori science education will benefit Māori communities and ultimately benefit our nation. What is remarkable is that he has been able to realise this vision."

Dr Melanie Cheung (Ngāti Rangitahi), HRC Eru Pomare Postdoctoral fellow

"I have learned through Michael about the changes necessary to make the school/ university transition more successful for MPI students...One of the most rewarding experiences for me was the impact of his academic and professional skills workshops. Almost immediately I began to get greater numbers of Māori and Pasifika students arriving at my door to discuss their academic programmes and future plans. They were quite articulate about the difference that meeting me first at the workshop on the marae had made – it sent a clear message that they mattered and would be welcome, something I had not been able to achieve before."

Judy O'Brien, Deputy Director (Academic), School of Biological Sciences

"With Mike as one of the few Māori academics in the Science Faculty, it quite often fell on his shoulders to mentor every one of us since we all had non-Māori, non-Pasifika supervisors. His encouragement helped many of us to complete our degrees and return for further postgraduate training. As postgraduates, Mike was actually our unacknowledged second/joint supervisor. He networked our rōpu with people and organisations that could support our study, and provided reference after reference for scholarship support. Most importantly, he understood us in a way that no non-Māori, non-Pasifika can ever know us. We shared common cultural capital – Mike was familiar to us in a way that our own supervisors could never be."

Dr Robyn Manuel (Te Rarawa, Ngāti Kahu), Centre for Academic Development, The University of Auckland



PRIME MINISTER'S SUPREME AWARD

Michael Walker

TE AHORANGI, TE KURA O NGA PUTAIAO KOIORA
■ TE WHARE WĀNANGA O TAMAKI MAKĀURAU

Te whenua, Te tangata, Te aronui, Te māramatanga
Ehara i te mea ko te mōhiotanga anake ka kawea e te mātauranga, engari ka kawea hoki te ahurea me ngā uara nō kona anō taua mōhiotanga. Nā te taupatupatu i waenga i ngā ahurea me ngā uara o ngā akonga me ō rātou kaiako he uaua mā te kaiako ki te whakaako, mā te akonga ki te ako. I taku whakaurutanga atu ki te hunga kaiako o te Kura o ngā Pūtaiao Koiora (SBS), i kitea he rerekē ngā tūmomo wāhi e taea ai te takoha atu ki te angitu o ā mātou akonga i ō rātou oranga, i ō rātou umanga mā te waihanganga horopaki akoranga hou mā rātou.



Te Pupuritanga o ngā akonga Māori, Moananui ā-Kiwa (MPI) hoki

I te nuinga o te wā ko ngā akonga MPI e whakauru mai ana ki te koiōra i Tāmaki-makaurau ko ngātino akonga mai i ōratou kura, engari ko te wero ko te horopaki pāpori o te Whare Wānanga kuaa kē te pāpaku o ngā pūmanawa. Ko tā te Hōtaka Tuākana (TP) ka āta whakaritea ka tere whai hoa ngā akonga MPI, kātahi ka hāngai i te aro ki ō ratou mātauitanga mā te whakaako ā-aropā i tētahi taiao mātauranga tautoko. Mai i te tau 1991, kua tino whakanikonikotia e te TP te pupuri o ngā akonga MPI tae noa ki te pōtaetanga, ki te mahi hoki i runga i te tino tautoko mai a te tima whakaako i te koiōra tau-tuatahi. He ōrite ngā rēti hipa mō ngā akonga MPI i te katoa o ngā pepa i ngā wāhi kua mārō te haere o te TP. Kua whakamahia te TP tonu puta noa i te Whare Wānanga, kua whakatauhia hoki ināianei hei pakihia akoranga matua e te Wāhanga Pūtaiao.

Te kauneke o ngā akonga MPI ki te mahi me te mātai paerunga

Kua oti te whakawhanake i tētahi papa-whakarewa mātauranga, ngaio hoki ki ngā umanga angitu rawa, oti rā ki te mātai paerunga hoki mā ngā akonga MPI e piki ake nei. Ka tautapa mātou i ngā akonga MPI mō ngā karahipi rangahau raumati i runga i ō ratou māka, me tō ratou torohū pūtaiao. I te tau 2009, i timataria a Pūkenga Pūtaiao (PP), he awheawhe pūmanawa mātauranga, ngaio hoki, kotahi rā te roa, mō te paeraro taumata runga me ngā akonga paerunga hou, kei te whakahaeretia tē rā ināianei e te Wāhanga Pūtaiao puta noa i ngā pekanga pūtaiao katoa. Nā ēnei kaupapa kōkiri kua piki te nui o ngā akonga MPI hou e whakauru ana ki ngā mātai paerunga i te SBS kua toru whakarea te piki mai i te tau 2004.

Ko te kimi i ngā akonga MPI mō te Whare Wānanga

Mai i te tau 2000 ki te tau 2007, i whiwhi akonga teina angitu mai i te TP ki te mahi hei tuākana ki ngā akonga i ngā Kāreti o Tangaroa me Tāmaki i Tāmaki ki te Raki. I tū ngā tuākana hei kaiako, hei kaiārahi i ngā kura, hei tauria tōtika mō te pūtaiao,

me te Whare Wānanga i ngā hapori paetata. He rawe ngā tuākana hei kaitaunaki ki ngā akonga me ō ratou whānau, nā ā raua mahi i tino piki ai ngā whakaurunga ā-tau ki te whare wānanga mai i ēnei kura i te wā o te mahitahitanga.

Ngā kōrero mai i ngā akonga MPI mō ngā awheawhe Pūkenga Pūtaiao (2009-11).

- I kitea e au he nui ngā mōhiohio mō ngā pūmanawa mātauranga, mō ngā mōhiohio umanga hoki i Pūkenga Pūtaiao 2011.
- Kua āwhina ki te whakapiki me te whakanui ake hoki i ngā wā mātai nā ngā tuhinga pēhea te pānui, pēhea te mahi i te taha o ētahi atu hoki. Ka whakawhiwhia hoki e te hōtaka ngā mōhiohio rawe mō te whakapiki i ō heipū kia whiwhi mahi i muri i te putanga i te whare wānanga.
- Ki taku titiro he angitu tēnei hōtaka.

Te whakauru i ngā tirohanga Māori ki roto i te akoranga koiōra paeraro

Ko taku whāinga mō tētahi akoranga nui tau-tuatahi BIOSCI – Taupuhi Kaiāo me te Papa Atawhai o Aotearoa, ko te whakarite i te āhua o te horopaki e taea ai e te Māori me ngā akonga ehara i te Māori. Ko ngā ki ki te angitu ko te whakamahi i te mātauranga ka haria mai e ngā akonga, kia tino mārama hoki te kōrero mō ngā mea e rua, arā, ko te horopaki (ko te oranga o ngā akonga i te mahi me te pāpori), me te kai ā-roto e taea ai e ngā akonga te ako mai i ō ratou wheako haere ake nei. Ka whakanoa au i te torohū tautohe mā: (1) te whakatū atamira whānui mō te katoa e taea ai e ngā akonga katoa te tātari ngā take o te taiao i Aotearoa; me, (2) te whakaatu i ngā tino ritenga taupuhi kaiāo i waenga i ngā whakamaru o Aotearoa e te Māori ki te whakamaru o ngā tāngata kōrero-Ingarihi, ko te nuinga mai i Peretania. Nā tēnei āhua ka wātea ai te ara whakamua mō te matapakinga whaihua e pā ana ki te whakahaeretanga o ō tātou taiao, ō tātou rawa.

- Ngā kiriata karere 'whakahoki ki te kāinga' i te mutunga o te kauhau.

- I mau ai te iro, i pai hoki te āhua o te whakatakoto a Mike Walker i tana kauhau, ā, he mārama te kite he kaupapa whakahirahira ki a ia, nā reira ka toko ake te mauri i roto i a au mō te kaupapa.
- Te āhua o ngā mōhiohio i runga i ngā PowerPoint, i te wātea hoki mātou ki te whakarongo ki te kauhau, kāre kē mātou i mate ki te tuhi i ngā kōrero katoa nā te mea kei runga kē ngā PowerPoint i te CECIL.
- I whakamāramatia māi ngā mea i te reo ngāwari, mārama noa. He mārama noa te whakatakoto/hanga o ngā kauhau, nā kona he ngāwari noa iho te ako i ngā kōrero i matapakingia.
- Tērā pea nā te arotake tere i te mutunga o ia kauhau tenei i āwhina nui ai.
- I te haerenga ki te marae, mēnā ka tukuna te pātai ki a Ahorangi Walker ka tino mārama tana whakautu.
- Te haerenga ki te marae.

Te pāhekoheko akonga

Ko taku whāinga ko te whakawhanake i te mātauranga me ngā pūmanawa e tika ana mā ngā akonga i ngā taumata katoa o te mātai. Mai i taku kauhau tuatahi Wāhanga 1, ka whakatenatena au i ngā akonga ki te whakautu i ngā pātai kia mōhio ai au he mārama taku kauhau atu. I ki au ki ngā akonga kāore he pātai heaheha, engari he whakautu heaheha, ā, i ngā wā katoa kei reira anō tētahi tangata ka koa tōna ngākau kua tukuna te pātai. Engari he wā anō ka whakapātaritari atu au ki ngā akonga kia hohe ngā whakaaro i ngā kauhau mā te patapatai pāhekoheko me ngā mahi whakapakari whakaaro e tuku i ngā akonga ki te whakamahi i te whakaaro arotau me ngā rautaki pāngarau hoki/rānei i ngā raruraru koiora kua hangaia mā rātou i ngā kauhau. Taku mahi haerere tau-tuatoru e pā ana ki te whakateru kukupa, he raruraru kāore i te whai i te whakautu 'tika' e taea ai ngāwari nei te tuhi ki tētahi pūrongo pūtaiao. He rerekē ngā pūmanawa o te hunga ka whai i ngā ara rerekē mō te whai ara rerekē noa iho te take, ā, i te nuinga o te wā kia kitea e rātou tētahi mea kāore kē i whakaarotia e rātou, nā reira ka piki te tū māia, ka whiwhi hoki rātou i ngā māka tāpiri mō tō rātou whakapau kaha.

I te taumata paerunga, me ako ngā akonga ki te wetewete i te mahi a ētahi atu me te whakahoahoa i tētahi mātai rangahau. I whakaratoa tētahi tukanga e au ki ngā akonga mō te wetewete rangahau, ka pātai hoki au ki a rātou ki te tātari i ngā pepa kua whakaputaina. I tuku urupare ahau hei whakawhanake i ngā pūmanawa tātari o ngā akonga i roto i te wā, me te āta kauneke i te aronga o te urupare kia piki i ngā taumata o te mahi i roto i te tukanga. I te kitenga o taku hoamahi i tētahi o ana akonga e whakamahi ana i te tukanga, ka pātai mai mēnā ka whakaae au kia whakamahia te tukanga e ana akonga. Pai noa iho taku whakaae atu.

- O ngā kaiwhakaako he tino ngāwari te haere ki a Mike kōrero ai, me te mea nei he ngāwari te tuku i ngā pātai 'heaheha rawa' me te kore rongo i te 'whakamā'. I whakahāngaitia e ia ngā kauhau ki ngā mahi i roto i tō tātou pāpori i ēnei rā. He wā anō ka whakangahau ia i ngā kauhau, me te whakanui i ngā ahuatanga hiranga e tika ana kia mōhiohia e ngā akonga, he taiao ako tino tau te mauri tērā.
- Ehara i te mea kotahi taha noa iho te āhua o te whakatakoto a Mike i ngā mōhiohio me te whakaatu tonu i te hiranga nui o te whakaaroaro i ngā tirohanga Māori i ngā take taupuhi kaiao, papa atawhai o Aotearoa hoki. Nā tana kāhua whakaako i mau katoa au, kua tino kitea e au ngā painga o te kaupapa, ā, kei te tino hiahia haere anō au ki tētahi o ana karaehe.

Te kupu whakamutunga

Nā ngā mahi whakaako kua āhei taku āwhina i ngā akonga Māori, Moananui-a-Kiwa (MPI) hoki ki te tino whakarerekē i ō rātou oranga, kua pērā hoki au ki ngā akonga katoa ka whakaakona e au, mā te whakahāngai i te horopaki ki ngā kai ā-roto o aku whakaakoranga. Ko te mahi o aku tūnga ako tau-tuatahi ko te kōkuhu i ngā akonga MPI ki roto i te hapori akoranga o te whare wānanga me te whakahua ki tētahi akoranga nui, kanorau hoki o ngā akonga i te uara o te whakarite i tētahi horopaki hou hei whakaako i ngā kai ā-roto pūtaiao. Mēnā nā aku mahi whakaako ka koi ake ngā hinengaro o ngā akonga, me te tuku i a rātou ki te whai hua i roto i ngā mahi i te pāpori o



Aotearoa i muri i te putanga i te whare wānanga, ka haere tonu rātou me te mahi i ngā mahi nui whakaharahara hei āwhina i ō tātou pāpori, ohanga hoki.

Hei kōrero whakamutunga, kua marō nga hononga ki ngā akonga, ngā momo katoa, ka ohore tonu au i tō rātou hiahia kia mōhio tonu rātou ki aku mahi, ā, i te āhua ki te hunga i puta

i te TP, mai rā anō tā rātou āwhina mai, kei te tiri rātou i a rātou kōrero <http://www.sbs.auckland.ac.nz/uo/home/for/Māori-and-Pacific-Island-students>) ahakoa i muri i ngā tau 20.

Ka rangaranga te muri ka tūtū ngā tūtara o te tāmure. Ko te tangata nana i noho te whakarua, ko au! ko au! Ko Tūtāmure!

He tauira a Ahorangi Walker ki te katoa o ā mātou akonga, ina koa ā tātou akonga Māori, Moananui a-Kiwa hoki, e akiaki tonu ana i a rātou ki te rapu mōhiohio, mātauranga hoki, me te tū ki te whakawhānui ake ngā kōwhiringa, engari i runga i te āhua o te tautoko i a rātou ahakoa i hea rātou, ahakoa e haere ana rātou ki hea; āe rā he tino tangata hei whakamaunga atu. Pērā i ngā tino kaiārahi whai mana katoa, ehara i te mea kei mua te tangata i te nuinga o te wā, engari kei muri kē e mahi ana, e whakapau kaha ana ki ngā whakatutukinga o ētahi atu, e whakatairanga kaha ana i runga i te whakaiti i te ārahitanga me te angitū hei taonga tuku iho.

Tākuta Mel Collings, akonga o mua o Tuākana, Kaiwhakaako matua, Te Kura o ngā Pūtaiao Koiora

Kua hoatu e Ahorangi Walker tōna mātau ki te hoahoa me te kawenga o ngā hōtaka e whakatenatena ana i ngā akonga Māori ki te whakauru ki ngā kaupapa ako pūtaiao, kia angitū hoki, mai i ngā kura tuarua ki ngā mātai paeraro, paerunga hoki, tae atu ki ngā umanga pūtaiao... Tētahi o ngā tino tohu o te āhua o Ahorangi Walker ki te whakanikoniko i te whakatutukitanga mātauranga ko tana aronui rawa ki ngā aroturuki otinga tūturu, me te whai i te whakatutukitanga mātauranga ki te mutunga kē mai o ngā taumata.

Kahurangi Ahorangi Anne Salmond

Kua whakahaeretia e ia he pāhoru mahaki – e akohia ana te Māori ki te pūtaiao, ngā kaupūtaiao ki te Māori. He nui ake te matakite a Ahorangi Walker i te whakaako i te koiora ki te Māori i te Whare Wānanga o Tāmaki Makaurau. Ko tana matakite kē ko tērā o te whakatitina i te hiranga i te mātauranga pūtaiao Māori e whai hua i roto i ngā hāpori Māori, tae noa hoki i te mutunga iho ki tō tātou whenua. Ko te mea miharo kua tutuki i a ia tēnei matakite.

Tākuta Melanie Cheung (Ngāti Rangitihī), HRC Eru Pomare Postdoctoral fellow

Kua akona e au mai i a Michael ngā whakarerekētanga e tika ana kia māma ake te wāhi ki ngā akonga MPI i te whakawhitinga mai i te kura ki te whare wānanga. Ko tētahi o ngā wheako whaihua rawa ki a au ko te panga o ana awheawhe pūkenga mātauranga, ngaio hoki. I te timatatanga noa iho ka tokomaha ake ngā akonga Māori, Moananui ā-Kiwa e tae mai ana ki taku tatau ki te matapaki i ō rātou hōtaka mātauranga, me ngā mahere whakamua. He kaha rātou ki te whakaputa i ō rātou whakaaro mō te rerekētanga o te tūtakitaki ki a au i te awheawhe i runga i te marae – he karere mārāma tonu tērā ki a rātou, i te whakaarotia rātou, ā, ka pai hoki te noho, he mea tērā kāore i taea e au i mua.

Judy O'Brien, Kaiwhakahaere Matua Tuarua (Mātauranga), Te Kura o ngā Pūtaiao Koiora

Nā runga i te mea ko Mike tētahi o te hunga Māori whai mātauranga ruarua nei i te Wāhanga Pūtaiao, i riro i a ia i te nuinga o te wā te whakaruruhau i a mātou katoa i te mea ehara ā mātou kaitiaki ake i te Māori, i te tangata Moananui ā-Kiwa rānei. Nā tana kaha akiaki i a mātou i āwhina ki te whakatutuki i ō mātou tohu me te hoki anō mō te whakangungu paerunga. I te wā tāngata paerua noa iho mātou, ko Mike tō mātou kaitiaki tuarua/ngātahi engari kāore ia i whakaingoatia. Nāna tō mātou rōpū i tuitui ki ngā tāngata me ngā whakahaere i taea ai te tautoko i tō mātou mātai, ā, nāna hoki ngā tuhinga tautoko ia wā, ia wā mō te tautoko karahipi. Engari ko te mea nui, i te mārāma ia ki a mātou i te āhua e kore rawa e taea e te tangata ehara i te Māori, ehara hoki i te tangata Moananui ā-Kiwa. He ōrite ō mātou ahurea – he ōrite a Mike ki a mātou i tētahi āhuatanga e kore rawa e taea e ō mātou ake kaitiaki ahakoa te aha.

Tākuta Robyn Manuel (Te Rarawa, Ngāti Kahu), Te Pūtahi Whakawhanake Mātauranga Te Whare Wānanga o Tāmaki Makaurau



SUSTAINED EXCELLENCE

Peter Bilous

SENIOR LECTURER, AVALANCHE SAFETY & SNOWSPORT INSTRUCTION
■ OTAGO POLYTECHNIC

What created the spark?

My teaching career was seeded from a passion for moving through the mountains. It initially led me to teaching skiing, then evolved to many other aspects of alpine travel. An engineering degree and eight years in professional practice heightened my interest of avalanche safety concerns and aided my grasp of the associated snow science. The reward of sharing mountain skills and experiences while watching the passion grow in others soon became as fulfilling as the environment that initially inspired me. I have now been teaching avalanche curriculum for more than 12 years for Otago Polytechnic in various capacities and have been the Programme Manager for Avalanche Safety and Snowsport Instruction since 2004. All told, I have been teaching in the mountains for nearly three decades in North America, Europe, Asia and New Zealand.



Teaching philosophy - what ignites the fire?

As a skier and climber, the challenge of mountain movement is efficiency and longevity. Efficiency demands practiced solid technique; longevity requires effective risk management. As an instructor and guide, these concepts apply to students and clients, as well as yourself.

Along the path, I have learned from my mentors, colleagues, students, experiences and nature. Mentors shared their passion, perils and development pathway. Colleagues lent an honest, critical ear and illustrated the importance of professional practice currency. Students taught me the value of an open mind, listening, and recognising diverse learning styles. That spurred me to develop multiple teaching strategies. Experience taught me how human factors effect decision making and the importance of defining, communicating and reflecting on daily risk. The environment taught me flexibility, spontaneity, hardship and opportunity. I owe much to these people and factors and use every chance to share the lessons learnt in my teaching approach and methodology.

Ultimately, I hope to impart an approach to motivation, risk, communication, personal responsibility and decision making that can be applied to the wider context of life.

Specifically, we begin by developing motivation from personal passion and defining goals. Next, we learn how to learn, identifying the challenges and hazards along the way. We soon develop strategies to address these obstacles and dangers together holistically; that includes the interaction and impact of people, equipment and the environment (systems thinking). From here, we communicate our concerns amongst our group and to a wider (avalanche) community using all available technology. We question and test our thoughts as we travel, changing our plans (to earlier identified options) as conditions dictate. Lastly, both students and instructors reflect on the day's activities, both positively and constructively, to improve the process for the next time. Tutors initially lead this process and progressively shift decisions and reflection to the students to foster decision making, independence and responsibility

while under the instructor's watchful eye.

This systematic, yet dynamic, experiential decision making approach can sustainably be applied far beyond the avalanche safety context. It applies to the student's personal growth and to society's benefit. I believe instilling these values helps create and motivate lifelong learners while producing resourceful decision makers considerate of their actions.

Mentoring and focused feedback

Our industry stakeholders found that a major portion of their learning relied on practical application; we learned from doing and from more experienced practitioners. As a result, I developed a formal mentoring process and incorporated this as an integral part of the programme. The goal was targeted practice with specific feedback to achieve competency for the learners. Templates were devised for each of the four field related skills to serve as a prompter to the mentor and a guideline for the student as to what skills and levels of competency were to be expected or observed.

Learner engagement and group decision making

Actively engaging learners with the theoretical aspects in a classroom setting is one of my greatest challenges. Frequent visual connection with the mountains through photos, images and video footage applied to case studies and role playing are an important means I use to bridge the gap between the two. I also believe empowering students with the 'why' of theoretical grounding and the practical application underpins purposeful engagement. Understanding the reasons for actions helps link the steps to achieve personally set goals and creates ownership of the concepts. Establishing an environment where all are expected to contribute to the decision making process, and their contributions valued, leads to more meaningful study, while promoting independent thought and team benefits.

Reflective practice

Earning a living by working in the mountains carries significant risks. One learns over time that

there are life-changing events and life-ending events. Luckily, my most significant avalanche incident was the former, narrowly averting the statistical notoriety of the latter.

In 2006, while working in industry, I had a significant avalanche involvement. As part of that experience, I had a critical look at what went wrong on that day for two reasons. One is a bit selfish and centers about my own longevity/mortality, the other, less so. As I learned hard but valuable lessons, I felt very strongly that a larger audience should benefit – mainly my colleagues and students.

A case study was developed where the outcome was for students to understand the value of reflective practice on a regular basis. Upon the conclusion of the exercise, it becomes apparent the guide in the case study is me. This helps me convey the point that everybody makes mistakes – it's what you do about it at the time and into the future that defines your ability to manage and learn from adversity. The case study guides them through this process using a team approach. Personal involvement helps close the gap between the classroom and the real world while appealing to the emotions of my students. The case study shows the students (and reminds me of) the importance of being open to lifelong learning and personal growth.

We have created an atmosphere on the course where all are empowered and expected to reflect (in a group discussion format) daily after field sessions. We want them to comment on what they anticipated prior to going out in the field, compare it to what actually was encountered, explain possible reasons for inconsistencies, critically look at the way the risk was managed, what decisions they made and what may have influenced them. Lastly, we want all to acknowledge what was learnt.

The significant outcome of this process is that all members leave the room in the morning fully aware of the risks associated with the day, having contributed to the means of minimising them. This awareness and ownership of the solution greatly enhances the chance that they will act accordingly and responsibly in the field.

Outcomes of this process are the development of better forecasting skills by all team members, increased situation awareness of the daily risk and creating an environment where all are striving to constantly improve personally and operationally. It also becomes obvious that a team approach here provides an array of solutions that they contributed to.

An unexpected outcome is that all members have a daily opportunity to vent their concerns in a supportive environment that can jointly resolve the issues at hand. It isn't necessary for any team members to go home and 'dump' on their friend or partner. This makes for a much better atmosphere to work in and a mentally healthier team member. All these outcomes have been identified to reduce the risks of avalanche involvements.

Professional development and leadership - stoking the embers and spreading the flame...

Working in the field I teach helps maintain my enthusiasm and test the theoretical and practical aspects delivered to students. Ski guiding internationally has allowed me to observe a variety of approaches to managing hazard.

As evidenced from the outcomes, this experience strongly influences the improved risk management practices used on subsequent courses and introduced to industry in New Zealand.

Regularly working in industry not only maintains currency in practice, it builds credibility with students and colleagues. This is particularly important when you are introducing new concepts to either industry or education that may have originated in the other sector.

Ultimately, by personally and professionally bettering yourself continually, you encourage others to do the same; leading by example best achieves these results.

The award, the process and where to from here...

I am very grateful for this teaching award not only for the future opportunities it presents, but also for the invaluable insight into my own practice that



the application process provided. I plan to use the award to experience how different operations mitigate and communicate risk to both their clients and amongst themselves. I also hope to provide

some avalanche educational opportunities to targeted groups in developing nations that may have limited access to that information otherwise.

PEER AND STUDENT COMMENTS

"Peter is very committed to his own learning and the development of other teachers. He has also strived to ensure that the New Zealand curriculum has developed to the highest standard by benchmarking and reviewing it against international programmes. He ensures that he stays informed on the most up-to-date content and teaching practices.

Peter takes a leading role in sharing teaching methods and ideas with his colleagues and the national avalanche education providers. Through (his professional and international) relationships, he has been able to implement and share methods and practices that are of great benefit, here in NZ. Specifically rescue, reflective risk management practices and course debriefs."

Andrew Hobman, NZMSC Avalanche Programme Manager, 24 November 2010

"Peter also leads his contemporaries by example in achieving the highest qualifications available nationally. He's committed to ongoing professional development and has helped establish standards for staying current. Peter makes recommendations to the Snow and Avalanche Committee as part of the MSC as a chaired member in his role as the Avalanche Education Group's (AEWG) representative incorporating these concepts. These recommendations directly benefit the NZ education system."

Steve Schreiber, previous NZMSC Programme Manager – Avalanche, Alpine and Snowsports, 31 March 2009

"Talking to all the crew on the course the main feedback was that of 'Why haven't I

done this before and Wow, it's amazing how little we actually knew!'

We are all now a lot more aware of the hazards of the backcountry and we all of us learnt a huge amount over the two days but we all swore to continue our learning as we humbly realised the vast knowledge required to understand snow and avalanches and how much we yet had to learn."

Neil Kerr, avalanche course participant, 19 July 2010

"I really enjoyed what we learnt and became more and more interested as we got further into the training. I loved the fact that our classroom was for the most part on the side of a mountain with incredible scenery and views. On the avalanche side, my teachers were experts that were passionate about what they do and desired to pass on as much knowledge as they could."

Eleanor Tressidder, former student, 'Powder Passion' Update magazine, Otago Polytechnic, November 2010

"Peter is an extremely motivated and effective teacher and has a great ability to facilitate learning. He has the ability to motivate students and instructors through his great attitude, good nature and high level of experience."

Mark Sedon, Mountain and Ski Guide, March 14th, 2010

"We skied to the valley floor again taking turns to lead the group through the varied terrain and snow conditions, being critiqued all the way by Pete's expert eye."

Neil Kerr, avalanche course participant, 19 July 2010



Dr Mary FitzPatrick

SENIOR LECTURER, DEPARTMENT OF MARKETING ■ THE UNIVERSITY OF WAIKATO

When I strip away all the layers, I recognise that my thinking about and approach to teaching rest on making connections. At the deepest human level, 'making connections' means building relationships with my students and colleagues. At a more pragmatic level, 'making connections' can simply mean joining the dots - closing the gaps and helping students to understand the connections between marketing theory and their lives. I enjoy the complexity and richness that comes from making connections and I relish the deconstruction of complexity to explore the connections upon which it has been built.

Recently I chanced upon a quote by Parker J. Palmer that resonates with my belief in the fundamental importance of connections in my teaching practice: "Good teachers have a capacity for connectedness. They are able to weave a complex world of connections among themselves, their subjects, and their students so that students can learn to weave a world for themselves" (Palmer, 1998, p. 11).

My teaching is about making connections. And connectedness (with grateful thanks to P. J. Palmer).

I began my career as a marketing lecturer seven years ago, with high ideals and limited experience. This combination led quickly to a sad, empty experience of tertiary teaching that left me feeling disillusioned and embarrassed. I dealt to the fundamental tension between my teaching ideals and the reality of teaching as I was experiencing it with a series of stern talking to's: 'Get real.' 'Grow up.' and 'Get on with the job!' Talks with experienced colleagues confirmed that I was being unrealistic and



that 'the best way' was to deliver lists of 'facts' about my subject in order to keep the students busy writing: 'Give the punters what they want!' So I became a technician.

But teaching remained an empty experience and I grew very tired. I was teaching to the model espoused by the voices of experience around me – but evidently was unable to make a decent job of it. I felt inadequate, alone, and embarrassed. My development as a teacher really started from that bleak experience: I learned the value both of reflecting on my teaching (which allows for some emotion in the privacy of self-reflection) and of more formally evaluating the teaching and learning connections that I was designing. This was the time when I also learned the value of community – the importance of sharing experiences with other teachers, the worth of a mentor dedicated to supporting my professional development, and the vitality and synergy that can occur from honest dialogue with learners and colleagues.

Today I find that I am happiest and do my best teaching when I feel part of a team, connected to my students, my marketing colleagues, and/or peers who are also energised by the search for best teaching practice. Since then I have worked hard at designing alternative ways of being a teacher (as opposed to just 'doing' teaching) in this context. I am happy now to quietly work at disrupting some of the dysfunctional patterns that seem to develop with transmission teaching and to focus instead on building skills that will enable students and me to relate in ways that will make deep learning possible.

So, my philosophy of teaching has evolved over time in relation to three conceptions: teaching as transmission, teaching as making learning possible, and deep learning. Teaching as transmission and teaching as enabling/facilitating learning are personally significant because they represent distinctive teaching positions – the former being where I was located in those early rather nasty times and the latter marking the position I aspire to as a tertiary teacher. Thus, these two teaching conceptions theorise what are for me at this point in my professional journey, the 'worst' experience of teaching and

my 'ideal' experience of teaching. Shifting the focus onto my students, 'deep learning' is the learning conception that seems to be the natural complement to 'teaching to make learning possible'; this is the learning I aspire to for my students.

I am committed to encouraging and facilitating deep learning by my students of the particular skills and knowledge that underpin marketing as a discipline. I am also committed to developing in my students a more generic set of attitudes, inquiry skills, and critical thinking abilities that will support them as productive, contributing members of society. This commitment provides the focus for my teaching, which is centred on designing learning activities that are both interactive (student-to-teacher, student-to-student) and firmly grounded in the students' own life experiences. I thrive on the challenge of planning learning activities that will excite the students (so they engage better with the content/material), that will encourage their curiosity (spark their desire to understand), that they have to work at to complete (to support their intellectual independence and give them self-confidence), and that are fun for them to engage in.

At a discipline-specific level, I plan learning activities that enable the students to develop and gradually internalise the methods of thinking and inquiry that are integral to the discipline of marketing. So across all the different courses, my teaching is concerned with helping students learn the language, concepts, and theories that will enable them to understand and then practise 'marketing' as a way of doing business in today's marketplace. For example, in Introduction to



Marketing, I begin each lecture with a slide that is deliberately chosen to intrigue the students - a visual example of real-life marketing that piques their interest, connects what we are doing in the classroom to how they are living outside of it, gets them thinking marketing thoughts, and which I use both to model marketing questions and to 'test' their understanding of concepts we have discussed previously.

At a personal level, I am inspired every day by the delicious thought that one or more of my learners will find themselves 'in the zone', be comfortable enough to stay there a while and explore potential connections, and then be eager to return. Translated into the language of higher education pedagogy, this is all about the challenge of helping students learn how to think. At this level then, my teaching is concerned with developing the individual's confidence and competence as a reflective, critical, and creative thinker.

I believe that the learning environment is a critical factor in teaching and learning, particularly at the first-year level where students can feel especially anxious and vulnerable (Bath, 2009; Krause, 2005). I try to create a safe, respectful atmosphere in which we can be honest, we can share experiences and examples of marketing in our lives, and we can collaborate to help one another make best sense of the concepts and theory we discuss in class. I aim to be transparent as a teacher so that the students feel they can trust me (personally and professionally) and therefore feel safe to approach me individually and contribute to class discussions.

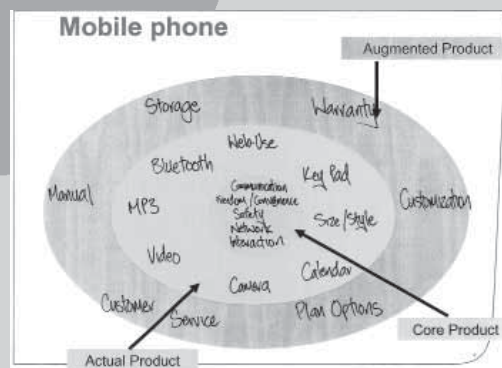
In the introductory marketing paper, for example, I explain my philosophy of teaching and learning so students can understand the structure of the paper, my expectations of them as learners, and what they can do to set themselves up for deep learning rather than short-term superficial learning. I take an interpersonal approach to my students and make a point of moving out from behind the official lectern at the front of the lecture theatre to talk about the PowerPoint slides from in among the students. This way, I can interact with all of the students - including those in the back rows who can too easily become faceless from



a teaching position behind the built-in lectern. I work to establish a sense of community in the classroom where everyone is involved in learning.

To illustrate, in this class I ask a student volunteer to take notes on the document camera or directly onto the PowerPoint slides, then I join the students to physically 'become' a learner too and work with the students to help the volunteer scribe compile the class notes. Shortly after they have compiled a diagram on the layers of the 'product' concept, I base a test question on the diagram to validate their work in class.

I want to be an excellent teacher. Yes, I know that I will continue to make mistakes but now I understand that they are simply part of my learning - and I am no longer scared. Rather than lurching





from lecture to lecture on fear-induced adrenalin, I look forward to the future with anticipation. Teaching fascinates me - it challenges and inspires me. My Dad taught me as a youngster that it was okay to keep on asking questions and later on I watched my children learn the same lesson with him, crouched around the rock pools at Swann Beach. I'm most happy when the students I work with are asking questions, because the best questions are evidence that the

students are engaged, challenging the taken-for-granted, and feel safe in the space we are sharing. I teach best when I'm also asking questions – of myself, of colleagues, of the literature and of my students. When we're asking questions we're primed for learning. When we're asking questions we're trying to make new connections. I believe that it is in these connections that we find – and inspire - creativity, personal development and fulfilment.

PEER AND STUDENT COMMENTS

"I wanted to give you a big 'Thumbs up!' for the lectures so far. It makes such a huge difference having a lecturer who puts effort into dialoguing with the class about what they need in order to learn better. Very refreshing! I look forward to more lectures."
Beth, second-year marketing student

"Mary FitzPatrick is an inspiring lecturer who reflects passion and excitement in her classes. I never thought I could enjoy marketing but she really got me excited and thinking about the impact it has on the success of an organisation. I don't see myself as a creative thinker but she really opened me up and got my imagination tingling. She is a very charismatic leader who deserves to get this award [Outstanding Teacher Award, Waikato Management School] because of the effort she is willing to put in to support her students."
First-year marketing student

"Dear Mary, I just want to thank you for all your effort you continually put into Marketing of Services this semester! Your passion and dedication made such a difference and I really enjoyed the paper! Your commitment to our class has been amazing! You are an inspiration. Thank you so much for your support over the semester."
Sarah, fourth-year marketing student

"I just wanted to let you know first-hand how exceptional your Marketing of Services class was last semester. It was the most interactive and enjoyable class I have ever had, both throughout school and uni, of which I believe to be solely due to your open personality and teaching style. You make yourself very

approachable and your willingness to learn each of our names individually really seemed to add value to my service experience. I have recommended you to all of my peers and hope to enrol in more of your papers in the future."

Eddie, fourth-year marketing student

"All semester Mary took time to ensure that Tauranga students were made to feel part of her class. Her help in class time and in her personal time was outstanding. Mary's fabulous sense of humour and fantastic stories helped students to relate theory to reality with ease. Mary is by far the best lecturer I've ever had. Long may she continue to impact others' lives as she has the Tauranga students."

Fourth-year marketing student

"Following on from the discussion in class about how the course is going, I have found your teaching and lecture structure much more engaging and interesting than many other papers I have taken at university. The comparisons to real life are very useful and I am continually relating the content to my own experiences and work situations. I have recommended this paper to quite a few people I work with as I have found it so enjoyable."

Sophie, second-year marketing student

"Inspired me and motivated me to be interested in marketing. Mary also helped me in understanding how our world works and the role that marketing has. Overall Mary is an outstanding teacher and makes learning interesting and enjoyable."

First-year marketing student



SUSTAINED EXCELLENCE

Kevin Gould

PROFESSOR, SCHOOL OF BIOLOGICAL SCIENCES ■ VICTORIA UNIVERSITY OF WELLINGTON

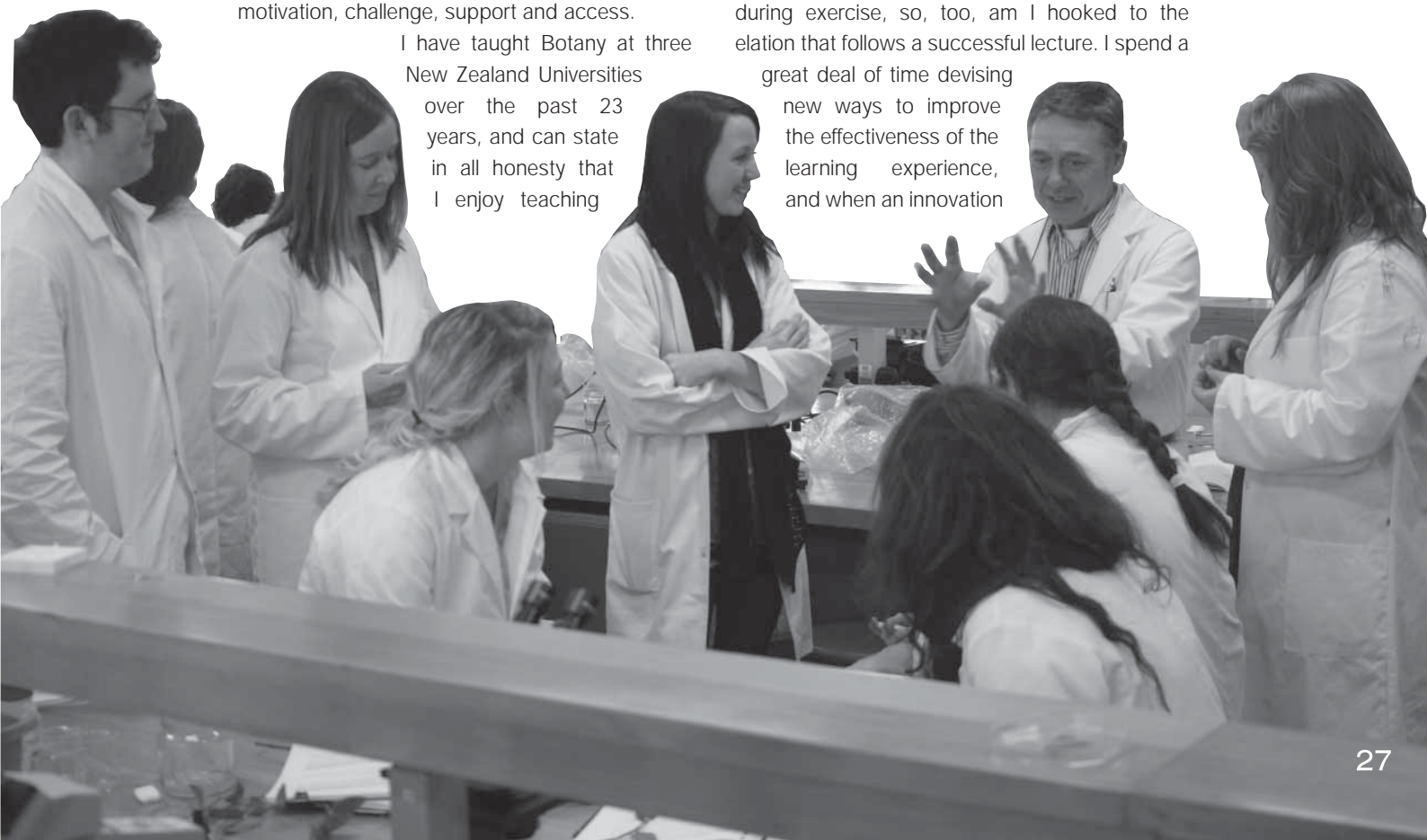
Cornerstones of a pedagogical garden.

It really is not too difficult to unleash the full potential of the plants in our garden. Supply the key incentives - sunlight, water, and a fertile soil to which the roots can anchor - and we're half way there; the plants will happily do the hard graft themselves. Nurture the plants, but challenge them too - many will bloom more prolifically after a brief drought or a cold snap. And keep an eye out for problems; remove the weeds, provide stakes for support and ensure that the roots can access all the minerals they need. We cannot force a plant to grow, but with the appropriate scaffolding, there is every probability it will flourish.

Plants, I think, can teach us a great deal about effective pedagogy. I work with the principle that every student has the potential to excel if they, like plants, are given the essential cornerstones: motivation, challenge, support and access.

I have taught Botany at three New Zealand Universities over the past 23 years, and can state in all honesty that I enjoy teaching

now every bit as much as I did at the start. Actually, I probably enjoy it more now, because I remember being terrified on day one. It's a selfish thing; like the athlete addicted to the endorphins produced during exercise, so, too, am I hooked to the elation that follows a successful lecture. I spend a great deal of time devising new ways to improve the effectiveness of the learning experience, and when an innovation



works, the immense satisfaction propels me to seek even further improvements.

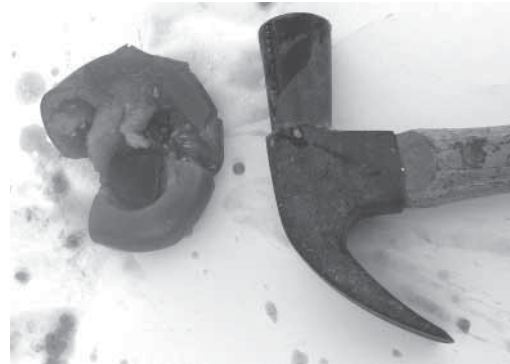
I teach undergraduates and postgraduates at all levels, but my work with 100-level courses has been the most gratifying. These large introductory classes present unique hurdles that require innovative solutions. There is, I think, a tendency to underestimate student aptitude, particularly at the 100-level. A widely held tenet among science academics is that these preparatory courses are for the accumulation of facts; that creative and critical thinking skills can only be developed in the advanced classes. I have never subscribed to that philosophy. Young people have an unbridled capacity to process and apply new information. With sufficient incentive and appropriate support, they can rise to almost any challenge. Indeed, I am repeatedly astonished at exactly how much is achievable in a 50-minute lecture or a 3-hour lab.

Motivation

Most of the students who enrol in the compulsory Biology of Plants course have not studied plants in detail before, yet many are certain of three things: botany is dull, plants are irrelevant, and my course is going to be boring! Plant research is, of course, anything but dreary and obsolete. Indeed, I would argue that it is vital if we are to solve many of the issues currently facing our planet. My challenge, then, is to create an environment in which students can convince themselves of the relevance of plants. Once students have a reason to want to study, their chances of success increase significantly.

I enter the first lecture clutching a tomato and a hammer. Without a word, the fruit is laid on a bench, and the hammer raised. A swift blow...the tomato is pulverised. The operation is repeated on a piece of timber. Of course, there's not the slightest dent, yet I express incredulity. "Why," I shout, "is wood tougher than a tomato? Why can't we build our houses out of fruit?" Theatrical demonstrations such as this have an immediate impact, and their message – that plant structure is directly relevant to almost every aspect of a student's life – is remembered.

I cannot overstate the usefulness of weaving narratives into the lecture content. A good



story provides a hook that both draws in the student, and renders the academic material more accessible. I frame every lecture around a narrative that illustrates the historical or contemporary relevance of plants to human societies, without compromising academic merit.

Most scientists are feverishly enthusiastic about research – so why not share that passion with the students? Among the thousands of course evaluations I've received, enthusiasm has consistently rated as the number one criterion for helping them learn. My lectures are always energetic, often exhausting, and employ every tool I can think of to transmit the excitement of scientific discovery. Additionally, at every opportunity I tell students how much we don't yet know. This is vital, otherwise students could leave a lecture believing that there's no point in studying the subject further. I show photographs of contemporary botanists – young, dynamic people – and highlight the interesting and important research questions they address.

Challenge

Labs provide a good setting for difficult challenges, in a controlled environment with adequate one-on-one support. And like plants, student performance (and self-confidence) grows incrementally with the successful completion of progressively more difficult challenges. I feel strongly that the 'traditional' botany labs – still used in introductory courses worldwide – can seriously dampen student enthusiasm. They do not instil the sense of excitement that motivates scientists, nor do they promote important life skills such as creativity, communication and



mature interpersonal relations. Most importantly, they lack a key driver for cognitive improvement: substantive challenge.

The labs I have created for BIOL 113 offer students a very different learning experience. Working as teams, students are presented with a variety of authentic challenges requiring hypothesis-driven research using contemporary equipment. Some require role playing with the teams to formulate their own hypothesis and to design, execute, analyse, and defend their own experiments to solve a genuine scientific problem.

Support

Students experience a staggering variety of problems, both personal and academic, and there are occasions when intervention by an academic can swiftly alleviate their concerns. Since 2005 I have used clickers as a conduit for communication, both to provide and to solicit student feedback. This has proven enormously successful.

Clickers are remote-controlled devices that deliver to a receiver the responses from students to multi-choice questions. The receiver collates the responses, and projects a histogram showing the frequency distribution of student answers. My students repeatedly reported that clickers engage them in the topic, stimulate them to think, and are helpful in reinforcing difficult concepts. Importantly, clickers provide an anonymous means of judging their own level of understanding relative to their peers. I also appreciate the feedback, which allows me to change the pace and/or direction of lecture material mid-stream. Particularly pleasing is that clicker questions empower students to



voice their opinions. This often leads to class discussions in which they demonstrate critical and analytical thinking.

Access

I have spent many a sleepless night cogitating on how best to deliver the essential nutrients – core botanical knowledge – in a way that is accessible to 100-level students. Botanical vocabulary is particularly rich, complex, and often confusing. PowerPoint presentations are a convenient tool, but they rarely satisfy my thirst to engage students beyond the rote learning of new facts.

Students seem able to access and retain knowledge most readily if they are engaged in activities that require them to use the information. By way of example, I had for many years given a 'conventional' PowerPoint lecture on the adaptive significance of plant form. In 2009 I replaced the lecture with an activity, Design a Plant. Each student was given a fact sheet containing essentially the same information as in the lecture, detailing the putative functions of variations in root, shoot and leaf structure. Students were asked to assemble into large groups, and were given one of five scenarios and a task.

Each scenario provided a short description of environmental conditions at a location in one of the major biomes, e.g. the coastal plains of Northern Alaska. The task required each group to draw or describe the adaptive features of a plant in their assigned habitat. A group leader would then present their work as a 5-minute talk to the class.

The exercise proved spectacularly successful. Groups even competed to be the first to present



their work. Not only did they demonstrate robust knowledge of a new terminology, but they used the information effectively to address a new situation, co-operated efficiently as a team, and showed confidence in communicating their ideas. All this within a 50-minute lecture! This exercise was a highlight of my career.

Mentoring

I cannot end this document without acknowledging my mentor, Professor Peter Lovell, from The University of Auckland. It was he who, many

years ago, first ignited the spark, inspiring me to explore new and interesting ways to teach. Peter's enthusiasm for innovative approaches to pedagogy was infectious, something I've carried with me throughout my career. It's now my turn to act as mentor to the younger academics. The Tertiary Teaching Excellence Award has given me the mandate and the opportunity to encourage good practices university wide – and to explain how plants can teach teachers about teaching about plants.

PEER AND STUDENT COMMENTS

"I feel Kevin is one of the finest lecturers I have had in my university career. I've seen him turn even the most uninterested students into plant lovers. It's clear to me that he is truly passionate about his work in educating and inspiring students to study and research plants."

Mikey Willcox, BSc student, Victoria University of Wellington

"Students never forget their learning experiences with Kevin, and still speak to me about his lectures and laboratory classes. They remember his passion and love for science, which inspires confidence to join in, ask questions, and think creatively. Students develop confidence and self-belief; they engage in learning because Kevin makes it so fascinating."

Mandy Harper, Director of Stage 1 Teaching, The University of Auckland

"I'd also like to take a moment to thank you for your enthusiasm and passion - it really is projected onto us (the students). I never thought that I'd find plants this interesting! I appreciate the effort and passion you convey to us, and I rave about you to my non-science friends - you do such a fantastic job. I look forward to tomorrow's lecture :)"

Student from Biol 113 – The Biology of Plants, Victoria University of Wellington

"In my view, he joins that small group of outstanding first-year tertiary teachers that

switch students onto a subject almost in spite of themselves. He is a tremendous advocate for plants and we have a huge amount to thank him for in that respect alone."

Professor Kath Dickinson, Department of Botany, University of Otago

"Kevin acts as a role model for other teachers...He has readily opened his lectures to other academics, and as a result, we are gradually seeing a shift in the culture of first-year teaching, with many lecturers exploring their own ideas for encouraging student engagement. One example of this is the uptake of clickers, initially strongly championed by Kevin."

Dr. Amanda Gilbert, Lecturer in Academic Development, Victoria University of Wellington

"I am one of the students taking Biol 113 and I just wanted to let you know that I thoroughly enjoyed your lectures. To be honest I thought plant biology would be my least favourite subject this trimester especially 3 hour labs. But it turned out that they were my favourite labs and my favourite lectures by far, I even stop and observe plants and trees as I walk past them now. I would just like to thank you, it goes to show that a great lecturer can make a world of difference when it comes to enjoying a class."

Student from Biol 113 – The Biology of Plants, Victoria University of Wellington



S U S T A I N E D E X C E L L E N C E

Jon Harding

ASSOCIATE PROFESSOR, SCHOOL OF BIOLOGICAL SCIENCES
■ UNIVERSITY OF CANTERBURY

Why do I teach?

I am a freshwater biologist. It's not surprising really. I always was fascinated by animals and loved the water. When I was young I used to play with insects and dream of being a biologist. So you might say I was destined to end up doing something like this. I've always been drawn to the natural environment; to the beauty and the complexity of natural ecosystems. As a biologist I'm continually fascinated by what I encounter and by the mysteries of how these systems function. As a teacher I try to share some of this wonder.

Teaching philosophy

I have always gained great enjoyment from teaching, from seeing students become excited

by new ideas and discoveries, and from the opportunity to continue to learn myself. To this end, my teaching strategies try to





emphasise techniques that encourage enquiry, understanding, and learning by experience. In this regard I am particularly lucky to be an entomologist and freshwater biologist – insects are diverse and fascinating, and around every corner there are new discoveries and questions. Some of my most successful teaching sessions have been about getting students to come along as explorers on a journey of discovery.

1. Enthusing students to care about the environment. At the core of my teaching is a desire to improve the way we manage our environment. As an educator I aim to excite students about our natural world and to foster future scientists and decision makers who will be better guardians of our planet and New Zealand's unique ecosystems.
2. Creating life-long experiences. I believe that creating a learning environment is achieved by melding characteristics of the teacher, the student and the social context. Learning by its very nature is a personal activity; how well we understand, and our ability to develop that understanding are dependent not only on our teachers but also on our personal characteristics and experiences. I strive to create an environment that motivates students to enjoy learning and discovery, and to be successful. In my teaching I try to create personal experiences that enrich my students' understanding.
3. Success breeds success. A very important aspect of engaging students is to develop a culture of success. As a university lecturer my mission is to help all students maximise their potential. I am a strong proponent of success breeding success. In class, I ask lots of questions and encourage discussion. No

student answer is ever wrong; if it's 'off the track' I try and turn it into a useful answer. I make a point of trying to learn my students' names, even in big classes, and publicly thank students who would not normally offer an opinion in class. I try very hard to engage students at their level and be positive about their successes. Students who are struggling often respond to encouragement and positive feedback.

4. Making learning fun. Somehow we have managed to take the enjoyment out of learning for many of our students. A crucial cornerstone of effective learning is creating an enjoyable learning environment. I can't help being excited by unravelling the mysteries of the plant and animal kingdoms, and sharing fantastic and weird stories about insects.
5. Developing critical thinking. Encouraging critical scientific inquiry at both undergraduate and postgraduate levels is an essential component of my work. Undergraduate courses should not only require the retention of knowledge, they should also encourage inquiry and discovery. Much of my teaching is in applied ecology, which lends itself to problem-solving scenarios where I can get students to apply ecological theory and first principles to real-world environmental problems. As part of my mission is to train the scientists of the future, I focus on applying and extrapolating knowledge to new situations.
6. Learning science by doing science. Like almost any skill, we become proficient by practice. We also learn from our mistakes and build life experiences by doing activities. I am a field biologist; every class I teach involves some field component where we get students



out into the field designing studies, conducting fieldwork and developing their own repertoire of skills and experiences.

What makes effective learning?

What is also apparent is that different students have different learning methods. I have always been a 'visual' learner – developing flow diagrams, mind maps and photographs have always worked well for me. I recognise that we are all different; some students respond to different cues and strategies. This was made very apparent to me recently when, for the first time, I had a blind student in one of my classes. Most of us take being able to see for granted, however to help this student I was going to have to rethink how I presented information. I did quite a bit of homework, and with the help of the University's Disabilities Resource Centre I was able to change my teaching approach to better suit his needs. My explanations in class became clearer; where in the past I had used diagrams and photos to illustrate points, I now provided more anecdotal stories and tried to find tactile ways of communicating ideas.

Over the last few years e-learning has been a fundamental component of my class communication. Through WebCT and now



Moodle (LEARN) I am able to communicate with my classes and students, provide additional material and engage students in revision activities. I have had limited success generating out-of-class discussion but do see considerable potential in this technique.

I was recently trying to emphasise the importance of freshwater to a group of students and I asked them if they had seen the latest James Bond movie. I asked them what the movie was about? The villain was part of a conspiracy to gain a monopoly of freshwater. James Bond movies used to be about bad guys with nuclear weapons, now they are about scarce and vital resources – unpolluted freshwater.

I am deeply honoured to have received this award and currently I am planning on using the award money to visit other institutions to discover more about e-learning strategies.





PEER AND STUDENT COMMENTS

"Jon Harding has definitely been the best lecturer I have had for the past three years. It's hard to explain one reason in particular why Jon is such a great lecturer because he manages to capture the class' attention and promote discussions so easily that you forget you are in a lecture!"

BIOL 375 student, 2010

"...it is my experience of tertiary education that good teachers are common but that excellent teachers are rare, and that inspirational teachers are rarer still. Jon Harding is a teacher who belongs in that final category because he is someone who is able to inspire undergraduate students."

Dr Phillip Jellyman

"Jon was the standout lecturer throughout my undergraduate degree. His engaging teaching style, which couples intriguing anecdotes with theoretical concepts, makes lectures exciting and the key messages clear and easy to recall."

Dr Michelle Greenwood

"Jon has been a wonderful mentor for me in the first year of my employment. He has advised me on effective lecture material and examination questions for undergraduate courses, and has mentored me through the process of taking on new research students and projects... He is also passionate about integrating teaching and research and inspires the same in others."

Dr Sharyn Goldstien

"Jon's teaching is characterised by an infectious enthusiasm that stems from his passion for freshwater ecology and natural history. This is balanced by a unique ability to direct the enthusiasm of his students to enable them to create and achieve realistic goals. Jon's accessibility and attitude to the students he supervises is unparalleled, particularly because he engages graduate students as colleagues by seeking advice on his own research. My interactions with Jon, from undergraduate through to postdoctoral study, have given me the confidence and breadth of experience to grow personally and excel in my academic career."

Dr Hamish Greig

"When we were developing and teaching our joint ecology and entomology courses it was immediately evident that Jon was motivated not just by teaching within his specialist research area, but also by the deeper pedagogical development of practices to achieve life-long learning in our students. I believe this sets Jon apart from the vast majority of other academics, and was particularly inspirational for me personally in developing my own teaching and learning skills as an academic. I know from my own observations of Jon's teaching, and from direct student feedback, that Jon is held in great admiration for his expert knowledge in his subject areas, the innovative ways in which he has adapted and developed new tools and techniques for presenting information, and for his enthusiasm in the delivery of ecology and conservation to his students."

Professor Raphael Didham



S U S T A I N E D E X C E L L E N C E

Rena Heap

SENIOR TUTOR, SCHOOL OF SCIENCE, MATHEMATICS AND TECHNOLOGY EDUCATION
■ THE UNIVERSITY OF AUCKLAND

*Unuhia te rito o te kōrari kei hea te Kōmako e kō?
Whakatairangitia - rere ki uta, rere ki tai;
Ui mai oe ki ahau he aha te mea nui o te Ao,
Maku e kī atu he tangata, he tangata, he tangata!*

*Take away the heart of the flax bush and
where will the Kōmako sing?
Proclaim it to the land, proclaim it to the sea;
Ask me, "What is the greatest thing in the world?"
I will reply, "It is people, it is people, it is people!"*

As a teacher educator, this often quoted whakatauki resonates strongly with me. Ask me what is the nucleus of my philosophy of teaching, and I will reply, it is people. It is the students that I teach, and the students that they in turn will teach. Valuing the students, valuing the science

education, and valuing the teacher education these students encounter in my classes is the embodiment of my philosophy.



Valuing the students - design for learning

Having been an educator for over 30 years, from primary to tertiary education, I recognise that teaching well is complex and challenging - so it follows that teaching others how to teach is doubly challenging. Beginning teachers need more than a set of activities, ideas and techniques to enable them to become thoughtful practitioners who understand the relationship between their teaching, and the quality of student learning. In all my teacher education courses I strive to weave together threads of research, subject knowledge, pedagogical content knowledge and authentic assessment into a cohesive course designed to help equip these beginning teachers.

In order to facilitate learner engagement, my lectures combine experiential and theoretical approaches and emphasise social interaction in small groups to fully engage the students in conceptual learning. A wide range of learning and teaching methods are used including hands-on activities and investigations, small group work, group discussion, guest speakers, PowerPoints, role plays, ICT, cooperative exercises such as graffiti sheets and freeze-frames to cater for different learning styles. I strive to maximise student participation and contribution, rather than perpetuate the stereotype of the educator as 'sage on the stage'. I also provide as many opportunities as possible for these students to teach as well as to learn. For example, in one course the first assignment is based on the students teaching a group of children and the second on peer teaching and evaluation of each other's teaching during lectures.

At times, the teaching initiatives that create a relevant and vibrant learning environment place me at the cutting edge of chaos. For example, at the completion of an astronomy unit I wanted to involve the class in a different form of assessment to reinforce that pen and paper tests are only one of many forms of assessment. The approach I adopted used situated narrative drama and a story-thread to consolidate and revise the students' understanding of the heliocentric model of the solar system.

This necessitated me dressing up as Galileo's housekeeper while the students transformed the room into a time machine by upturning and rearranging chairs and desks. Time travel music was then heard and psychedelic graphics were seen on the data screens. When the music stopped, Galileo's housekeeper entered in frenzy as her 'master' had just been hauled before the Inquisition for refusing to recant his heretical notion that the sun was the centre of the solar system. She implored the time travellers to use all the materials lying around 'Galileo's laboratory' to prove that his theory could be right. They had 10 minutes to build their cases before accompanying her to Galileo's trial. The room was rearranged into a court and I reappeared masquerading now as a member of the high-ranking clergy. Galileo's defenders presented very convincing and well-reasoned arguments in turn, but to no avail: he remained imprisoned.

I risked looking a fool if this activity had fallen flat. At the end of the session we discussed the risks involved, and the vulnerability if the students tried being different in their own teaching practice. We discussed my balancing of these risks against the gains of providing an assessment that was much more engaging, productive and memorable than a conventional pen and paper exercise. As the students had built their cases, I had assessed each group against the learning outcome of being able to explain day and night and seasons within a heliocentric solar system. Being a teacher requires patience, skill and being prepared to take risks. This time it worked.

Well that was extraordinary. I was busy in my group, using my little polystyrene models to explain day and night - Galileo needed me - when I had one of those 'aha' moments. I saw how you'd 'tricked' us. We were all so caught up, even as adults, in the whole story thing, that we were explaining and defending and all the while learning. We were having fun and you were assessing our learning. Just magic. (Student EDCURRIC 610, 2008)

Valuing science education

Inherent in my teaching philosophy is the value I place on science education. Science has a



powerful and pervasive influence on society, both in terms of the rapid advance of technology and the philosophical implications arising from its ideas. The potential benefits of this increasingly scientific (and technological) society will only be realised if we have a population with adequate scientific literacy. In his 2011 report, *Looking Ahead: Science Education for the Twenty-First Century*, Sir Peter Gluckman, the Prime Minister's Chief Science Advisor, argues that a forward looking science education system is indeed fundamental to our future success as a nation.

The science I teach must therefore be relevant and meaningful if it is to result in valuable teaching and learning for my students and for their students in turn. One of the innovations in which I have been involved, to meet this need for relevance, is the Ministry of Science and Innovation (MSI) funded website, the Science Learning Hub. This project, a national collaboration managed by The University of Waikato, involves interviewing



scientists, generating the supporting material to relate each context to the curriculum and working with web designers to produce video clips and site content. The Hub makes the work of New Zealand scientists accessible to teachers and their students and underscores its relevance to our lives.

Valuing teacher education

As a teacher educator, research underpins my practice; the research of others, my own research and actively promoting research to students. My research has fallen into two broad strands: science education and teacher education - both of which inform and refine my teaching practice. I desire to teach student teachers how to teach science. But even more than that, I aim to teach them how to teach. The paradox is that good teaching looks so effortless and hides the skillful ways in which the expert teacher makes the lessons seem so smooth. 'Modelling' even exemplary teaching practice is not sufficient to help prospective teachers to think in more complex ways about teaching. I purposefully create opportunities for my student teachers to see inside my teaching, to enable them to see beyond just 'doing teaching'. My students realise that teaching is much more than well-rehearsed scripts, routines and effective classroom management. Sharing my research endeavours with my students, in science education and in teacher education, allows them to see research in action and to appreciate the benefits of making research an integral part of their own teaching practice.

Concluding thoughts

I teach because I believe ardently that all children and all societies have the right to an education that enables them to reach their potential. My goal is that in my teaching practice I will inspire and equip student teachers to give to their students a high-quality education. It is an awesome privilege and a commitment we all make as teachers to make a difference in the lives of our students. "In the end, our work lives its ultimate life in the lives it enables others to lead" (Elliot Eisner).

In collating the students' university evaluations I came across this poem, penned by one of my students:



When we've
Retrieved the ice balloons from the windowsill
And the orrery from Galileo's lab.

When we've
Found the rocks the puppets swallowed
and washed the lolly cake/sedimentary rocks pots,
When the lilies are all dissected
And the reflections filed away,
The peer groups have finished peer teaching
and we've eaten all the sherbet, ice-cream and butter.

Then we'll have drinks
And thinking back on the semester we'll see
Rena passed us a nifty head fake:
We thought we were just plain having marvellous fun
While all the while she was teaching us
to teach ourselves
how to teach.

PEER AND STUDENT COMMENTS

*"You teach as if you've glitter in your veins!
You have inspired me to teach. You have
reminded me of why I want to teach. You've
enriched and equipped us all and challenged
us to be true life-long learners."*

Student, EDCURRIC 610, 2008

*"This class went way beyond science.
I learnt so much about pedagogy and
teaching and myself as a teacher. I have
been profoundly impressed and impacted
by this course. In every session we saw
different teaching methods and pedagogy.
Rena used an inexhaustible variety of
lecturing approaches, interactive activities,
group work, whole class work, PowerPoints,
videos and group investigations. Brilliantly
structured. Peer teaching gave authentic
opportunity to teach (and discover the
pitfalls). Thanks so much Rena. We will miss
your smile and enthusiasm. I hope I can
inspire and engage my students the way you
have me."*

Student, EDCURRIC 610, 2010

*"How often do we see reflective teaching
in practice? Rena epitomises it. How rarely
do we see lecturers taking real risks. Rena
did weekly – and that probably had more
of an impact on my views about teaching
than anything else in this course. Without
her willingness to take risks we would never
have seen drama in astronomy, puppets in*

*geology, live Auckland orchestra in snails.
This is an unforgettable course."*

Student, EDCURRIC 610, 2008

*"Rena has been the most engaging and
delightful lecturer that I have ever had.
Science was riotously funny and hold your
breath hush. Always learning. Always stress
relief."*

Student, EDCURRIC 610, 2010

*"Rena has made significant contributions to
the wider tertiary science education sector
in the area of primary science education.
Her...research has not only informed her
own teaching but has contributed to the
knowledge and practice of primary science
teacher educators nationwide."*

*Dayle Anderson, Senior Lecturer, Victoria
University of Wellington, 2011*

*"Rena inspired me deeply not only in her
chosen subject, but in teaching as a whole.
I have taken so very many of Rena's teaching
concepts into my own classroom, including
connecting the student and their learning
with the 'real' world around them. I can now
clearly see how Rena helped me to learn to
a much deeper and more thought provoking
level, which in turn has helped me to become
a better teacher myself."*

Caroline Blair, former pupil, 2011



SUSTAINED EXCELLENCE

Robin Kearns

PROFESSOR, SCHOOL OF ENVIRONMENT ■ THE UNIVERSITY OF AUCKLAND

Enthusiasm is everything

I am an enthusiast. I believe in either giving 110% to a task or declining to take it on. This has been an enduring personal philosophy that has pervaded my academic career, especially with respect to teaching. In 1983, as I embarked on my PhD. one of my long-time mentors at the University of Auckland memorably said, "bite off more than you can chew ...then chew like hell." I have incorporated this dictum into my teaching philosophy and it sums up my involvement with students. I believe in 'going the extra mile' and, in my estimation, there is nothing more satisfying than maintaining and sustaining co-learning relationships with students.

Educare (to draw out) is at the root of education. To me, the best context for creativity and discovery is when we 'draw ourselves out' into new territory,

and not draw back to the comfort of our own specialties and the way we've always taught. Collaboration is what keeps teaching exciting





and the prerequisite for collaboration is fostering dialogue among colleagues and students.

A collaborative spirit

As a social and cultural geographer, I am interested in understanding the meanings and dynamics of places and their influence on human wellbeing. My involvements in exploring the links between places and wellbeing have ranged from participatory research in small rural communities to membership of the National Health Committee, advising the Minister of Health. Co-learning has been the marker of all such engagements. In my view, collaboration is a precondition for sound research and quality learning.

My workplace, the School of Environment at The University of Auckland, was formed with the combination of geography, geology and environmental science in 2009. This merger has brought opportunities and challenges in teaching with colleagues across the spectrum of social and physical science. All of my class-based teaching is collaborative, given that our School's courses are team taught. In this setting, while 'flavours' of delivery style particular to individual lecturers are inevitable, I believe we need to blend our contributions to offer students a seamless learning journey. We should also allow them the opportunity to witness, and participate in, debate among us over key issues of theory and method.

When designing collaborative courses, I believe one needs a generosity of spirit – to meet colleagues as well as students halfway and be willing to stretch ourselves as well as those we work with. Communication is the key and it is a word closely aligned to community and hence implies being with others and forging connections. Earlier in my career, I primarily sought to convey information. This changed when I began to feel more at ease with the performance aspect of lecturing and with the realisation that students easily 'panicked' about whether they retained all the information that I was including in lectures. After trialling what I call a 'concept-rich/data-light' approach, I increasingly found that students retained key ideas and sustained this learning by seeking data and their own case examples to augment lecture content. My goal now is to formulate learning objectives for each lecture that connect with students' everyday lives in some way. I seek to convey ideas and novel ways of seeing the world that will inspire students to seek out information themselves.

The theatre of learning

As a geographer, undergraduate teaching is the primary portal through which I can reach out and inspire especially younger people to 'read' the landscapes of everyday life, to critically reflect on the state of the world, and to consider

creative alternatives to the status quo. For me, it is no coincidence that the usual arena of these interactions is termed a lecture theatre. To teach effectively in this space one must perform and fill the stage with a memorable presence and passion for new perspectives on the world.

Yet to complicate the challenge, students must not be rendered passive spectators but rather be engaged as active contributors in the drama of discovery. Too easily, a lecture hall can be like an operating theatre – the expert in command, holding all the instruments; the audience rendered passive by the power of his/her presence, anaesthetised by fear of disrupting the expert. For me, dialogue is central to learning in whatever context, and the key in the classroom is to invite questions, and, most of all, conversations during the ongoing course of study.

The importance of the field

In my experience, the dynamics of the lecture theatre must always be complemented by interactions in a more fundamental learning environment: the field. Fieldwork is the glue that cements relationships between learners and the research journey. I've had a key role in our stage three field course for human geography majors for over two decades and that annual week away from regular routines consistently generates the excitement of discovery such that many students return into our postgraduate programme.

My belief that we are always 'in the field' has inspired research in my own neighbourhood into 'locally wicked problems' such as traffic-congestion and parental reluctance to allow children to walk to school. This work underpinned the establishment of Auckland's first walking school bus and provides an example of

neighbourhood-based research that easily resonates with students' experience. This concern to connect education, urban design and healthy lives continues to inform my involvement in a number of Health Research Council-funded projects. These grants support both PhD students and summer studentships which provide a bridge between undergraduate and postgraduate research.

Passion for postgraduate supervision

I am passionate about postgraduate supervision. I now count many of the 60+ thesis and dissertation students I have supervised at The University of Auckland as friends. For me, supervision is a deeply fulfilling, if time-consuming, process. This fulfilment is because supervision presents an opportunity to develop a collegial relationship with the supervisee and enjoy seeing them develop intellectually and personally over a more sustained and intense period than classroom teaching permits.

My enthusiasm for supervision is fuelled by knowing that the process is much more than its literal meaning ('over-seeing'). I prefer to frame supervision as 'research accompaniment' - a co-learning journey that must be professional but personable; a journey given direction by a quest for knowledge by both parties. This approach invariably results in a subtle shift over the course of supervision, with the student moving from regarding me as expert to seeing me as a colleague. This shift is facilitated by de-stabilising the 'expert' role and seeing the postgraduate research journey as involving the co-construction of knowledge.





Re-framing the supervision process

Without being able to accompany (particularly postgraduate) students in their learning journeys, academic life would be arid indeed. Their presence in my doorway and via email, troubling over ideas and presenting written drafts enlivens the privileged position of being a professor. Whatever wisdom I can impart is more than returned by the novelty, curiosity and dedication I witness on their journeys to completing theses and dissertations. I believe my own capacity to offer supervision is, however, shaped by a personal journey of self-knowledge and willingness to be transparent about my own strengths and limitations. As one of my guides on the teaching journey, Parker Palmer states in *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life* (1998), "...good teachers must live examined lives and try and understand what animates their actions for better and worse". Preparing a portfolio for this award, upon the urging of colleagues and students, has been another useful moment in

the necessary self-examination that underlies the learning journey an effective teacher must undertake.

Looking ahead

I am interested in both the processes and practices of teaching. In terms of processes, how does learning happen and how is this influenced by the related but different process of teaching? What are the places and contexts that work best for teaching? In an era of online learning, how important is teaching as performance? I suspect it is as critical as being at a concert compared to listening to music on a CD.

In terms of practice, can teaching be the glue to bring science and arts into closer conversation? As a geographer, I wish to explore how social science understandings of places can be complemented in the classroom with interpretations of places as seen through the artists' eye. I aim to use some of the awarded funds to initiate conversations between geography and the arts in sites 'off the beaten track'.

PEER AND STUDENT COMMENTS

"...it is his passion for accompanying students on the research journey, rather than simply advising, that marks him out from other supervisors."

Dr Francis Collins, Lecturer in Geography, National University of Singapore, former PhD student, 2004-07

"Core to the success of [our] supervision relationship has been his consistent belief in my competencies and his clear affirmation of my potential."

Alexandra Boyle, Master of Health Sciences student, 2010

"...he created a safe environment in which students were given plenty of leeway to take radical approaches, follow intriguing detours, and realigning the resulting complexities and rich discoveries into a meaningful and high-quality thesis."

Dr Clare Mouat, Lecturer in Planning, University of Melbourne, former Masters student, 1995-96

"...As a student in several of his classes, Professor Kearns' openness, along with his accessibility meant that the discussions that I had with him were stimulating and often involved identifying new connections between seemingly unrelated subject areas."

Erin James, Solicitor, BA (Hons) supervisee, 2006

"Through his interactive lecturing style, which includes questions and points for reflection, Robin provokes, and actively welcomes, student participation in lectures, encouraging critical engagements with the lecture content."

Jed Horner, Bachelor of Health Science student, 2010

"I was but one of four MA students Robin supervised in 1998...his remarkable ability to supervise students across almost the full breath of human geography as well as in public health, has played a central role in his emergence as ...one of New Zealand's foremost human geographers."

Dr Damian Collins, Assistant Professor of Geography, University of Alberta



SUSTAINED EXCELLENCE

Dr Ross McDonald

SENIOR LECTURER, DEPARTMENT OF MANAGEMENT AND INTERNATIONAL BUSINESS
■ THE UNIVERSITY OF AUCKLAND

I began my teaching career as a graduate student in a large Mid-Western university managing a huge introductory psychology class of 1,500 students and a distance course in social psychology for long-term prison inmates. Looking back on those early experiences reminds me of how much of my own style has moved to embrace the opposite structuring and to work with more intimate groups in maximally free environments. I believe that true education works best in such settings and particularly when working with ethics and personal values, as I do. Fellow teachers often ask me how we might “instil” better values in young people, as if it is a process premised on force, and I usually reply that we can’t and we shouldn’t. My own experiences as an educator have taught me to emphasise the contrary dynamic of ‘bringing learning out from within’ which is after all what ‘to educe’ literally means. Over the years my approach has shifted towards empowering young people to articulate and validate the goodness that is already abundantly within them. It is an approach that works to balance what is brought in with what can be brought out, and to meld these to create a challenging, relevant and empowering mode of whole person learning.

Humane teaching

My work has been classified as ‘humanistic’ in form and it is a fair description given that the overall aim is to help young people better engage their higher potentials for wisdom, generosity and compassion. Through a combination of real-life exercises, engaged actions, deep reflection and focused discussion, students work to clarify the connections between their own ideals and the broader trends shaping the world they are inheriting. With a firm eye to the future, we ask

what type of world we really want to see prevail in 15 years’ time. We ask what changes will be required of us if we are to progress towards these conditions, and ultimately, we explore how we might all contribute to shaping a better future in consciously intentional ways. It is a learning process that aims to combine the head and the heart and to align good intention with good skills in ways that are constructive and not destructive to genuine human progress.

In seeking such outcomes it is impossible to

maintain a traditional arrangement of power in the classroom and accordingly, my teaching is premised upon a flattening of formal authority and a heightening of friendliness. All in the classroom are on first name terms and everybody's perspective is encouraged and honoured in all components of the course. This includes fine-tuning the major flow of themes, co-creating resources and collaboratively designing the specifics of assessment. Students are encouraged to contribute or challenge at any point they feel moved to, and it is through allowing these often suppressed inputs that learning is tied directly to students' own thinking and thus made meaningful to it. I work hard to stimulate a constant flow of critical questions - circulating envelopes for anonymity, breaking classes into small groups to develop helpful questions and answering e-mail questions 'live' for the group. One of the most important aspects of my teaching is the feel of the class and how comfortable students can become in voicing doubt, confusion and tentative understandings. If the atmosphere can be made friendly and safe students quickly respond with a growing confidence in their own ability to articulate and defend meaningful perspectives.

Sharing perspectives

In developing the approach I use, I have become as much of a facilitator as a teacher per se. In this era of instant communication and mass storage, anyone wanting to learn the basic facts of an issue can easily do so with a few clicks of a mouse. I see contemporary teaching as moving away from the role of providing authoritative information towards encouraging the emergence of shared perspective. Much of my work in the classroom thus involves small group discussions where students are encouraged to find consensus around a series of relevant and meaningful issues. Asking for consensus is a wonderful way of getting students to think more deeply about how their ideas connect with those of others, to discern where core common understandings may lie and to figure out how these essential perspectives can be communicated and defended. As students learn to refine their own ethical perspectives they bring a flow of inherent wisdom into the classroom. My role is increasingly to keep this outpouring moving towards deeper and more integrative questions that in turn encourage students to seek deeper and more integrative answers.





Creative assessments

If young people are to engage ethical conduct then a wide range of capabilities are necessary, including not only an inter-connected understanding of the 'big picture' but equally an appreciation of their own inherent ethical potential and the barriers they create to its expression. Much of our time together is aimed at challenging three psychological dynamics that are particularly obstructive to expanding perspective – short-sightedness, narrow-mindedness and superficiality. These are some of the core tendencies that threaten to undermine the more sustainable, inclusive and harmonious worlds that almost all young people strongly wish to be a part of. The content of my courses weaves together long-term visions of the future with a broad coverage of current events and a deeper consideration of personal beliefs to seek an holistic and empowering integration. The assessment process accordingly has to test these emerging capacities by using reflective writings, integrative essays and group assignments to creatively push students to articulate more complex and insightful perspectives. In recent semesters, students have accounted for the contents of their kitchen cupboards, collected their weekly rubbish, turned their televisions off for a week, tried to live on two dollars for a day, collected donations for worthy causes, done good deeds for strangers, written submissions to government, and asked friends and families to evaluate their ethical character. All such exercises involve action and reflection to connect personal life to larger contemporary themes and theories.

Grades are assigned by depth of thought, breadth of consideration and sincerity of



application. The courses I teach finish with large group projects where students are challenged to design for-benefit business models for new goods, services or other innovations that are capable of facilitating a more sustainable, inclusive and harmonious world order. The learning we aim for in such assessments is complex and multi-faceted and far more appropriately gauged by reflective writings than by formal examinations.

Responding to students

In learning to teach I have always been guided by respect for my students, and one advantage of creating more open learning spaces is that these remove much of the fear that undermines a fuller participation in the classroom – or both students and teachers. When students query the direction of discussion, when they want to stop and probe more deeply into an issue, when they vehemently object, they are above all, becoming engaged. Such 'disruptions' can be easily taken as threatening, but for me they offer welcome opportunities to widen and deepen discussion as we re-cap, make larger connections, bring out buried thinking, re-validate sentiments or tie together loose ends. The world of ethics and business is endlessly complex and grappling with that complexity is the central aim of my courses. Accordingly, I take every query as an opportunity to build better perspective. Working with young people in this responsive mode makes teaching challenging but also endlessly surprising, funny, interesting and relevant.

My work has come a long way from its beginnings in the confines of mass auditoria and prison cells. Now my work is about engaging creative spaces for personal exploration and



liberation. As I develop increasing trust and respect for my students I find them granting me much greater trust and respect in return. It is a fabulous dynamic and one that frees us all

to explore the dynamics of a more harmonious global order, beginning with the dynamics of the classroom itself.

PEER AND STUDENT COMMENTS

"Ross is a master facilitator in getting students to understand the issues, think them through and develop and test their own positions. His stories are spell-binding and his analysis carefully thought through. His delivery skills are remarkable – he uses no notes yet there is never a hesitation, and both the words and the meaning behind them are communicated with exceptional structure and clarity."

Prof Kerr Inkson, former HoD, The University of Auckland

"Ross has the amazing ability to talk and interact with everyone in the room in an individual way. In so-doing he captures everyone and ensures that the vastly important material that he is considering is engaged with in depth. The nature of Ross's charisma and talent ensures that the learning environment is vibrant, exciting and argumentative. This makes Ross and his teaching increasingly important as he continues to exemplify that passionate engaged teaching is possible in our increasingly pressurised environment."

Joe Beer, Undergraduate Committee Chair, MIB Dept, The University of Auckland

"Ross delivers his lectures with a combination of intellectual rigour and creativity that is both highly engaging and inclusive. As evidence of this, in terms of supplementary evaluations, this year students' comments on Ross's teaching included the following 'enlightening, thought-provoking, refreshing, eye-opening and dramatic, challenging, an amazing experience, ability to make us think and change, sound reasoning and logical structure, enthusiastic, stimulating and inspiring, passionate and amazed at expert

delivery'. To have such sustained enthusiasm from students is testament to excellence in teaching that is student-centred and which promotes engagement and effective learning."

Dr Rachel Wolfram, Senior Lecturer, MIB Dept, The University of Auckland

"The impact Ross's teaching continues to have is evident on campus and in interactions with any of his past students. Ross is thought of very fondly by people he has taught, many of whom admit to the eye-opening nature of his classes and the unconventional approach to 'lecturing' as genuinely changing the course of their career choices."

Sian Coleman, Masters student, The University of Auckland, 2010

"When I won an early career teaching award three years ago I wrote that I had a great role model during my university years while studying management and that I wanted my students to walk out of my classes in the same enlightened way I walked out of yours."

Dr Stephen Roach, Lecturer, German Department, The University of Auckland

"I wanted to thank you for all those lectures I've listened to over the past two years. Apart from being so interesting due to their eloquence of delivery, I always felt they were like coming home. It was as though you picked up the pieces of a jig-saw puzzle that I had in my head, and a fair few more that I hadn't known about, and fitted the pieces together for me so that I could see the picture. Thank you for that Ross, they were the most valuable papers I've ever done for myself as a person and for my understanding and view of the world."

Christine, student, 2003



SUSTAINED EXCELLENCE

TEACHING IN A KAUPAPA MĀORI CONTEXT

Sandra Morrison

SENIOR LECTURER, SCHOOL OF MAORI AND PACIFIC DEVELOPMENT
■ THE UNIVERSITY OF WAIKATO

Intellectual stimulation has always been an important part of my life and contributed significantly to my wellbeing. Belonging to a university community privileges me because I am provided with space to think on topics that excite me, to recreate my world amidst the new learnings. Freire said education is a masterpiece and the educator is the artist (International Council of Adult Education, 2009).

I belong to and am active in three main iwi groupings; Ngāti Whakaue of the Te Arawa Confederation of Tribes; Ngāti Maniapoto of the Tainui region and Ngāti Rārua of Te Tau Ihu o Te Waka a Māui (the northern area of the top of the South Island). All three iwi have had vastly different experiences of forming relationships with their

whenua and moana, of inter-hapū experiences, of European settlement, and hapū responses to such settlement. I have been shaped by those stories, consciously and unconsciously, in who I am. In a different generation and time, I am now the artist who is creating my own masterpiece mindful that the world of the new millennium is





vastly different to that of my ancestors. I see myself as being tribally grounded, globally informed and whānau tested against the everyday realities in which whānau exist.

Defining my kaupapa Māori approach

My teaching is grounded within kaupapa Māori. Translating this into the classroom requires attentiveness to Māori processes as well as students' learning outcomes, and for the content to be sourced from a Māori worldview. It involves thinking, responding, mindful that Māori learners would have their own way and style of learning, and awareness of whakapapa, wairua and whanaungatanga connections. It involves acknowledging also the importance of te reo Māori and acknowledging learning with the heart as well as with the mind.

I employ a strengths-based approach, which seeks to promote students' critical engagement with historical discourses, social and cultural meanings, and power relations. Every student brings a range of experiences, ancestral knowledge, memory and insights into the teaching space. These are honoured, and provide a platform for building knowledge, reflecting on knowledge and making knowledge

relevant. Working from a kaupapa Māori base does not exclude those who are not Māori as I find that it works for everyone, no matter what ethnicity.

The Polynesian word 'ako' with its dual meaning, to learn and to teach, has resonance with me because teachers and learners co-construct knowledge together. I try to embody this concept and need to keep tuakana and teina relationships in mind while doing so. Further, relationships in an indigenous pedagogical view are not just between learners and teachers, but are also with the land, all living beings and inanimate presences. Therefore, my teaching space allows for all to belong, to make claim to where they position their tūrangawaewae, to be safe as a group and to be compassionate towards others within the group.

I draw on tikanga Māori in creating safe learning spaces and to facilitate learning; e.g. rituals - classes start and end with karakia.

To create and sustain a whānau of learning, students are encouraged to introduce themselves, in a meaningful way; to name a learning challenge and their expectations. They are also encouraged to take charge of their learning. I encourage them all to sit next to someone different so that relationships are built and so that when I use

'buzz' groups, students are exposed to different viewpoints. I aim for no one voice to dominate.

I explain Māori words and encourage my Māori speaking students to use te reo explaining that I will have to translate to non-speakers of te reo. Pronunciation is gently corrected with explanations made.

Tikanga is observed. If I know that one of my students has had a bereavement then that is publically acknowledged, as are important days of significance.

I acknowledge mana whenua and refer to their stories and waiata.

I use music, popular and kapa haka music, as students walk into class and in breaks.

I use visual images of Māori that are positive, dynamic and send a message.

Students are manifestations of sacred ancestry and they bring that ancestry into the classroom replete with their experiences, stories, knowledge and lessons. This has to be part of my teaching framework. Students must feel that they belong to a whānau in a learning sense and display aroha and manaakitanga amidst all relationships in the classroom.

Mana equals leadership

Leadership through enacting 'mana' requires academic leadership and cultural leadership development while maintaining aroha ki te tangata.

I believe that an essential skill in any leadership position is relationships, building good teams, showing compassion, having and maintaining clear boundaries, and being the exemplar yourself.

From an international perspective, from 2004-2008, I served as President of the Asia South Pacific Association for Adult and Basic Education (ASPBAE), the largest non-government organisation on adult education in the world. This international experience has given me a unique exposure to the diverse communities of Asia-Pacific. From 2008-2010, I was appointed as the Immediate Past President, a role defined to be active in the organisation, requiring a mentoring role to new Executive Council members, and undertaking special projects including

international research.

My international teaching experience over many years is through my work with ASPBAE in the role of Co-Director for the Basic Leadership Development Course. This is a residential programme bringing together approximately 25 participants from throughout the region.

In 2009, I was inducted into the International Adult and Continuing Education Hall of Fame by the University of Oklahoma. Entry into this illustrious grouping is rigorous and requires the candidate to be eminently distinguished in the profession, to have brought honour or distinction, and to have contributed to the heritage of adult and continuing education.

The citation reads: 'An exemplary model of an adult educator, she is able to serve as a bridge between the indigenous world and the mainstream world. Her distinctiveness as an indigenous woman also means that she makes visible indigenous realities to many people who have limited knowledge and experience on indigenous issues and she does so in a manner that is conducive to sound adult learning principles.'

Just as importantly, I am Director of a family lands company, Rore Lands Ltd, whose resources come from leasehold land. This requires attention to whānau and hapū meetings and I have prepared many submissions and appeared before the Waitangi Tribunal, Select Committees, District Council and Environment Court on behalf of my whānau.

Conclusion

There is much to learn still and develop in my own teaching practice. However the values I hold of respecting the mana of every learner, creating a conducive learning space (wairua and manaaki), maintaining the balance through ako, and creating a whānau of learning built on kaupapa Māori, have certainly held me in good stead.

Having had the privilege of teaching throughout the world, I have been privileged in my exposure. It is those visions of a just and equitable future that sustain my energy and commitment to being an educator, a pathway I will continue to follow and commit to in the future.

Kia ora.



PEER AND STUDENT COMMENTS

"An example of Sandy's ability to walk this tightrope was evident in an exercise she devised to enable students to discuss the Treaty of Waitangi/Te Tiriti o Waitangi. Sandy was concerned that the class could become hostile, and was keen for those students who wanted to find out more to be able to do so in a safe and enjoyable way. She began the class by handing out booklets of post-it notes to the 120 students, inviting them to write down any question/s they had about the Treaty. After a brief introduction about the Treaty, she proceeded to collect in the questions, and answer them. Unbeknown to us or the students, Sandy carefully selected questions that were 'from the heart' genuine enquiries about the aspects of the Treaty/Tiriti. She set aside the negatively provocative statements and questions to focus on learning opportunities rather than arguments. The result of this exercise was that students could ask anonymous, 'dumb' questions that were responded to respectfully and without judgement."

Dr Mary Simpson, colleague, 2010

"Over this extended period of time I have experienced Sandy's consistent competence and professionalism as a leader and educator. Her mana as a Maori education professional is evident in all her interactions both with institutional management and with employees/participants in the teaching setting.

Her educational provision is well-researched and well-organised. She operates consultatively and collaboratively, as befitting a 'rangatiratanga' model, whilst at the same time, exercising clear leadership and vision where needed."

Associate Professor, Jenny Ritchie, colleague, 2010

"Sandy has a commitment to, and is heavily involved in, the affairs of her iwi and hapū in Te Arawa, Te Tau Ihu and Ngāti Maniapoto, as well as in sports, and other social organisations, while balancing her commitments to her whānau and her research, highlighting her extensive time and organisation skills".

Dr Robert Joseph, colleague, 2010



SUSTAINED EXCELLENCE

TEACHING IN A KAUPAPA MĀORI CONTEXT

Sandra Morrison

PŪKENGĀ, TE PUA WĀNANGA KI TE AO ■ TE WHARE WĀNANGA O WAIKATO

Kupu Whakataki

Mai rā anōko te whai i te mātauranga tētahi mea nui i taku hikoitanga i tēnei ao, he wāhi nui anō hoki tōna ki tōku oranga. Waimaria katoa hoki au i taku mahi i te hāpori o te Whare Wānanga, i runga i te mea ka whakawhiwhia au ki tētahi wāhi e taea ai e au te āta wānanga ngā kaupapa toko ake nei i te mauri, e taea ai hoki tōku ao te waihanga hou anō i waenga i ngā akoranga hou. E ai ki ngā kōrero a Freire he taonga whakahirahira te mātauranga, ko te kaiwhakaako te ringa rehe (International Council of Adult Education, 2009)

E toru ahi aua iwi; Ko Ngāti Whakaue o Te Arawa waka; ko Ngāti Maniapoto o te rohe pōtae o Tainui, me Ngāti Rārua o Te Tau Ihu o Te Waka

o Māui (te wāhi ki te pito Raki whakarunga o te Waka o Māui). He tino rerekē ngā kōrero o ēnei iwi e toru mō te whakarite hononga ki ō rātou





whenua, ki ō rātou moana anō hoki, ki ngā mahi i waenga i ngā hapū, tae atu ki te whakanoho o te Pākehā i te whenua me te whakautu o ngā hapū ki taua momo whakanoho. Kua tāraia au e aua kōrero, ahakoa mauri oho, ahakoa mauri moe. I tēnei whakatipuranga, i tēnei wā anō hoki, ko au te ringa rehe e waihanga ana i tōku ake taonga whakahirahira, me te mahara atu anō he ao rerekē rawa atu tēnei ao o te mano tau hou i tērā o ōku tūpuna. Ki tāku titiro, nā ōku iwi ka tau tōku mauri, nō te ao ko tōku mātauranga, nā te whānau ko te whakamātau ki ngā ahuatanga tūturu o ia rā, o ia rā i te ao e noho nei ngā whānau.

Te tautuhi i taku ara Kaupapa Māori

Ko te tuāpapa o taku mahi whakaako nō te kaupapa Māori. Hei kawē i tēnei ki roto i te akomanga me āta aro anō ki ngā tukanga Māori me ngā hua ako akonga, ā, kia taketake mai hoki ana kōrero i te tirohanga ao Māori. Ko te āta whakaaro, whakautu hoki, me te mahara ake kei ngā akonga Māori anō ō rātou ake ara, kāhua ako hoki, me te arokā anō ki ngā tūhononga whakapapa, wairua, whanaungatanga anō hoki. Āpiti atu ki tērā ko te whakamihi i te hiranga o te reo Māori, me te whakamihi anō ki tēnei mea te ako mā te ngākau, mā te hinengaro anō hoki.

Ka whakamahia e au he ara tuāpapa-kaha e whai ana ki te whakatairanga i te whakaanga kaikini a ngā akonga ki ngā kōrero o nehe, ki ngā tikanga pāpori, ahurea hoki me ngā hononga mana. Ka haria mai e ia akonga he awhe o ngā wheako, o ngā mātauranga tuku iho, o ngā maharatanga me ngā mātau ki te wāhi whakaako. Ka whaimana ēnei, ka whakaratoa te tuāpapa mō te waihanga mātauranga, te wānanga i ngā mātauranga me te whakahāngai i te mātauranga. Nā te mea e mahi ana mai i te tuāpapa kaupapa Māori, kāore i te mahuetia te hunga kāore i te Māori, nā runga i te mea taku kitenga, ka whai hua ki te tangata ahakoa te iwitanga.

Kei te tino whai tikanga ki a au te kupu nei o Poronihia te kupu 'ako' me ōna tikanga e rua, arā ki te ako me te whakaako, nā te mea ka waihanga tahi te kaiako me te akonga i tēnei mea te mātauranga. Ka ngana kaha au ki te whakatinana i tēnei ariā, me te whai hoki kia aro tonu ki ngā hononga tuakana, teina anō hoki. I tua atu i tēnei, ki tā te tirohanga whai mātauranga whakaako a te mana tangata whenua kāore i waenga i te akonga me ngā kaiwhakaako anake ngā hononga, engari tonu kei te whenua, kei ngā mea ora katoa, me ngā mea popohe. Nō reira, e wātea ana taku wāhi whakaako ki te katoa, kia tāpui i tō rātou tūrangawaewae, kia noho

haumarū hei rōpū, me te whakaaro nui anō hoki ki ētahi atu i roto i te rōpū.

Ka tikina atu e au te tikanga Māori hei āwhina i a au ki te waihanga wāhi ako, haumarū anō hoki, hei whakahaere i te akoranga: ina koa ngā tikanga – ka timata, ka mutu hoki ngā karaehe i te karakia.

Hei waihanga, me te tokotoko i te whānau ako, ka whakatenatena ngā akonga kia tūtakitaki tētahi ki tētahi, kia whaihua tonu; kia whakaingoa hoki i tētahi whakapātaritaringa ako me te whakaputa i ō rātou manākohanga. Ka whakatenatena hoki kia kōkiritia e rātou tonu tō rātou ake akoranga. Ka ākina ki te noho ki tangata kē kia waihanga i ngā hononga, nō reira kia whakamahia hoki e au te “buzz” ka whai wāhi atu ngā rōpū me ngā akonga ki ētahi tirohanga anō. Ka whai hoki au kia kore e riro mā tētahi reo kotahi anake e whakaawe.

Ka whakamāramatia e au ngā kupu Māori, me te whakatenatena anō i aku akonga kōrero Māori ki te whakamahi i te reo, me taku whakamohio atu ka whakamāramatia ake e au ki te hunga kāore i te mōhio ki te reo Māori. Nā kona ka tino whakapakari ake te whakahua o ngā kupu mēnā ka whai whakamāramatanga.

Kua whāia hoki te tikanga. Mēnā kei te mōhio au kua haere tētahi o aku akonga ki te tangihanga kua whakamihia tērā i mua i te katoa hei mea nui, pērā i ētahi atu rā ka whakanuitia.

Ka whakamihia te mana whenua me te aro ki ā rātou kōrero, ā rātou waiata hoki.

Ka whakamahia te pūoro, o ēnei rā, me ngā pūoro kapa haka, i te wā e hikoi ana ngā akonga ki roto i te akomanga, i ngā wā kua hikina hoki te mahi.

Ka whakamahia e au ngā whakaahuatanga o ngā Māori, he mea huapai, hihiri hoki, he kōrero anō ōna.

Ko te kanohi kitea ngā akonga o ngā tātai tuku iho, ā, ka haria mai e rātou aua tātai ki roto i te akomanga tae noa ki ō rātou wheako, kōrero, mātauranga, akoranga hoki. E tika ana kia noho hei wāhanga o taku pou tarāwaho whakaako. Me rongo ngā akonga i te wairua whānau i roto i tētahi ahuatanga ā-ako nei, me whakaatu i te aroha me te manaakitanga i roto i ngā hononga katoa i roto i te akomanga.

Mai i te tirohanga ā-ao, i te 2004 ki te 2008, i mahi au hei Tumuaki o te Asia South Pacific Association for Adult and Basic Education (ASPBAE), koira te whakahaere kāwanatanga-kore nui rawa atu mō te mātauranga pākeke i te ao. Nā tēnei wheako ā-ao kua whakawhiwhia au ki tētahi tirohanga ahurei ki ngā hapori kanorau o Āhia-Moananui-ā-Kiwa. Mai i te 2008 ki te 2010, i whakatūria au hei Tumuaki o Mua Tonu, he tūranga tenei kua whakaritea i roto i te whakahaere, kia tū hei kaiārahi ki ngā mema Kaunihera Matua, me te whakahaere i ngā kaupapa motuhake tae atu ki te rangahau ā-ao.

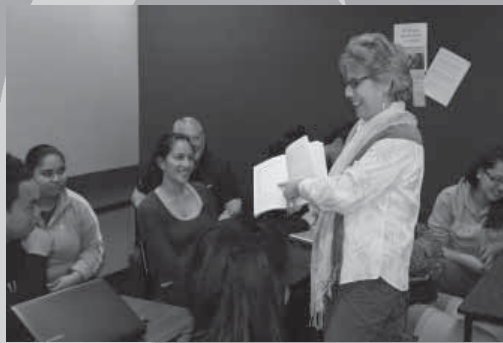
Nā taku mahi i ASPBAE i te tūranga o te Tumuaki-Ngātahi mō te Akoranga Whakawhanake Ārahitanga Taketake taku wheako whakaako i roto i ngā tau. He hōtaka takiwā tēnei e karapinepine i te ahua 25 ngā kaiwhakauru puta noa i te takiwā.

I te tau 2009, i whakawahia au ki roto i te Hōro Rongonui o te Mātauranga Pakeke, Auroa Ā-Ao e te Whare Wānanga o Oklahoma. Ko te urunga ki roto i tēnei rōpū rangatira he pākaha ko te tikanga kua eke rawa te kaitono i roto i te ngaio, kua whakahonoretia, kua whakaingoaia, ā, kua takoha ki te tuku ihotanga o te mātauranga pakeke, auroa hoki.

E ki ana te kupu hautoa:

‘Hei tauira mutunga mai o te kaiwhakaako pakeke, ka taea e ia te tū hei whakawhitinga i waenga i te ao taketake me te ao whānui tonu. Nā tana kōhure hei wahine tangata whenua ka taea e ia te whakaatu ngā tūturutanga tangata whenua ki te tini māeroero whāiti nei te mōhiotanga, me te wheako ki ngā take tangata whenua, ā, ka whakamahia tēnei i roto i tētahi ahuatanga e hāngai pū ana ki ngā mātauranga akoranga pakeke tōtika.’

He mea hiranga anō, ko au te Kaiwhakahaere o tētahi kamupene whenua ā-whānau, Rore Lands Ltd, e ahu mai ana āna rauemi mai i te whenua rihi. Nā tēnei me tino aro ki ngā hui ā-whānau, ā-hapū hoki, ā, he nui hoki ngā tāpaetanga kua oti i au te whakatakoto, kua tae hoki au ki mua i te Rōpū Whakamana i te Tiriti o Waitangi, ngā Komiti Tipako, te Kaunihera ā-Rohe me te Kōti Taiao hei kanohi mō tōku whānau.



Te Whakamutunga

He nui hei ako tonu, hei whakawhanake tonu i roto i taku ake mahi kaiwhakaako. Heoi anō nā aku uara mō te whakanui i te mana o ia akonga, taku waihanga i tētahi wāhi rawe mō te ako (te wairua me te manaaki), te pupuri i te tautika mā roto i te ako, hei waihanga i te whānau akoranga i hangaia ai i runga i te Kaupapa Māori, kua tino whai painga mai ēnei ki a au.

Nā taku waimarie ki te whakaako puta noa i te ao, kua tino waimarie au i ngā ahuatanga kua kitea, kua akona hoki e au. Nā ēnei moemoea ki ngā rā heipū, tōkeke e tū mai nei kei te toko ake i taku kaha, i taku paihere hoki ki te mahi a te kaiwhakaako, he ara tēnei e whāia tonutia ai, ka paiheretia ai hoki e au ā haere ake nei.

Kia ora.

‘Hei taurira o ngā pūkenga o Sandy ki te hikoi i tēnei taura-mārō i kitea i tētahi mahinga i whakaarotia ai e ia hei āwhina i ngā akonga ki te matapaki i Te Tiriti o Waitangi. I te maharahara a Sandy ka toheriri pea te akomanga, ā, i te hiahia ia kia wātea ai ngā akonga e hiahia ana, ki te kimi i ētahi atu kōrero, kia taea ai hoki i roto i tētahi ahuatanga haumaruru, i tētahi ahuatanga kaingākau hoki. I timata ia i tana akomanga me te tohatoha i ngā pukapuka tuhipoka post-it ki ngā akonga 120, me te tuku i a rātou ki te tuhi i ō rātou ake pātai mō te Tiriti. I muri i tētahi paku kupu whakataki mō te Tiriti, i timata a ia ki te kohikohi me te whakautu i ngā pātai. Ahakoa kāore e mōhiotia ana ki a mātou, ki ngā akonga rānei, i āta tipakona e Sandy ngā pātai mai i ‘te tau o te ate’ arā, mai i ngā pakirehua tūturu mō ngā ānga o te Tiriti. I waiho e ia ngā pātai whakatūtū kino nei i te puehu ki te taha, i tahuri kē a ia ki te whakahāngai i te aronga ki ngā akoranga huapai kua ki ngā tautohetohe. Ko te hua o tēnei mahinga ka wātea ngā akonga ki te tuku i ngā pātai ingoamuna, ‘heahea’ hoki, ka whakautua i runga i te whakaute me te kore wawaotanga.’

Tākuta Mary Simpson; Hoamahi, 2010

He taurite te Mana ki te Arahitanga Ko te Arahitanga i runga i te ‘mana’, me whai i te ārahitanga mātauranga me te whanaketanga ārahitanga ahurea i runga anō i te whakapūmautanga o te aroha ki te tangata.

E whakaponu ana ahau ko tētahi o ngā pūkenga matua i ngā tūranga ārahitanga ko ngā hononga, ko te hanga i ngā tima pai, ko te whakaatu i te aroha, ko ngā taupā me te pupuri i ngā taupā mārama tonu, oti rā ko te tū hei taurira anō hoki koe.

‘I roto i te wā tonu kua kitea e au ngā pūkenga me te ngaio o Sandy i āna mahi hei kaiārahi, hei kaiwhakaako hoki. Mārama te kitea o tōna mana hei ngaio mātauranga Māori i roto i ana taunekenekē i roto tahi i ngā mahi whakahaeretanga ā-whakahaere, i te taha hoki o ngā kaimahi/kaiwhakauru i te ahuatanga whakaakoranga.

He mea āta rangahaua, āta whakaritea hoki tana wharatonga mātauranga. Ka mahi akoako, ka mahi tahi a ia, pērā i tā te taurira o te ‘rangatiratanga’, i a ia e whakamahi ana i te ārahitanga me te matakite mārama ina hiahiatia.’

Ahorangi Tuarua Jenny Ritchie, Hoamahi, 2010

Kua paiheretia a Sandy ki ōna iwi, kei te tino whai wāhi atu a ia ki ngā take o ōna iwi, o ōna hapū hoki o roto o Te Arawa, o Te Tau Ihu me Ngāti Maniapoto, tae atu rā hoki ki ngā hākinakina, me ētahi atu whakahaere pāpori i a ia e taurite ana i āna paihere ki tōna whānau, me tana rangahau, e whakaaturia ana i ōna pūkenga wā, whakahaere hoki.

Tākuta Robert Joseph, Hoamahi, 2010



SUSTAINED EXCELLENCE

Dr Ksenija Napan

SENIOR LECTURER, DEPARTMENT OF SOCIAL PRACTICE
■ UNITEC INSTITUTE OF TECHNOLOGY

Passion and philosophy.

I am a curious scholar, keen to immerse myself in new discoveries of the 21st century and integrate them with knowledge of the times past. I value social justice, academic relevance, sustainability and kaitiakitanga (sustainable guardianship), expressed in a context of collaborative and respectful relationships permeated with integrity, joy and creativity. My passion is in the integration of seemingly opposing polarities like science and spirituality, order and chaos, internal and external, and individual and communal.

I am interested in collaborative and inquiry learning and I believe that quality education is essential for improvement of the quality of life of communities, families and individuals. All my working life I have been focused on the continuous improvement of educational processes for a range of human professions in various areas of practice. My passion lies in the development of courses that integrate theory, practice and experience and are

based on relevant research. My teaching style is empowering and dynamic, and while teaching I intend to engender change in understanding, skills, values and attitudes. I am interested in integrating science, practice, experience and intentionality in educational contexts.

I am passionate about teaching as I believe that learning brings forth the world and I see relationship and engagement as being essential





for effective teaching. Learning my students' names and getting to know them is my first learning outcome! Teaching is not a job for me, it is a calling, but not in a religious sense. This is something I love doing and I continuously want to improve. My teaching is based on the principle of mutuality and I perceive my classes as laboratories of ideas.

I am aware that education exists within a context and my devotion also lies in transforming academic institutions from the inside.

Engagement, trust, communication, passion for lifelong learning, and my belief that learning is fun are my motivating forces.

Teaching style

I was a very unusual and inquisitive student. I dyed my hair in three colours and my beloved dog would accompany me to all lectures.

I was convinced that teachers thought I was annoying, as I kept interrupting their monologues with my challenging questions, but to my surprise I received two 'Student of the Year' awards and when I finished, they offered me a job. I accepted a position as a tutorial assistant for a minimal wage while I was engaged in Masters in Social Psychiatry, which was a radical, transdisciplinary programme where students were treated as colleagues. I thrived there! Very soon I was teaching classes of 125 students and was able to shape teaching processes to suit my emerging

pedagogical ideas of integration of theory, practice and experience.

I certainly cannot evaluate my pedagogy/ andragogy to be 'right' or 'wrong', but I know that I do things differently and everything I do is reflective of the context of a specific class I teach. However, I was not aware of this until my students persistently pointed it out to me. Upon receiving exceptional evaluations year after year, I started inquiring, "What exactly do I do differently?" They told me that I come prepared, give choices, quickly respond to e-mails and assessments, know my subject and inspire them to do their best. I could not believe my ears – all these are merely foundations of effective teaching, but perhaps we should attend to their comments more closely. Perhaps we academics get carried away with sophisticated theories and constructs and as a result, forget about the basics.

In 'my universe', culture is a very wide term. It relates not only to nationality or a way of being but also to a creation of a learning culture in every class, encouragement of an appreciative culture where diversity is respected, and above all creating a collegial culture where we as academics and leaders in our disciplines work collaboratively to develop a vision of a sustainable future for all beings with whom we share this planet.

My teaching style is based on choices and responsibility. I want my students to learn that there are many ways of covering learning outcomes and I encourage them to be excited about their learning. As a result, most students do more than required.

Examples

As I had a passion for transforming educational realities where students were mainly perceived as passive recipients of knowledge while I was teaching at University of Zagreb, I also wanted to transform realities of social work clients who were perceived as passive recipients of social work services. At the age of 27, I created the Contact-Challenge method of teaching, based on the principle of mutuality, where I invited 'experienced' social work clients (people in retirement homes, with special needs, with a chronic mental or physical illnesses) to help novice

social work students become better professionals by teaching them how they would like to be treated by social workers. In return, students were expected to assist with simple everyday tasks following their clients' instructions and advice. At the same time, students would study social work theories, participate in interactive lectures and attend small group sessions where they had a chance to practise social work skills with one another on real life problems. Regular supervision was provided by professional social workers. The Contact-Challenge method increased student satisfaction within the course radically. Although initially skeptical, clients accepted the approach wholeheartedly and it soon became a matter of prestige to be part of the programme. Twenty-two years after its conception, this programme is still alive and well at the University of Zagreb in Croatia facilitated by a former student of mine.

When I moved to Aotearoa New Zealand in 1995, I had the opportunity to experiment with the Contact-Challenge method at Massey University with the Masters of Social Work (Applied) students. A small sample allowed me to go into more depth, contextualise it and adapt it to suit more mature Masters students who did not have any previous social work experience. The evaluation and contextualisation of the Contact-Challenge method was a key component of my PhD. This was a fantastic opportunity, as in Croatia I taught a monocultural group of 125 young students, whereas Massey students were more mature and I taught a class of five. This enabled me to explore the method in more depth.

When I shifted to Unitec in 1998, upon completing my PhD, my students became much more culturally diverse. I am interested in social change on many levels and one of my greatest joys is seeing transformations that occur during the three years our Bachelor of Social Practice (BSocP) students spend with us. This process starts with me looking for a bright spark in them, and I endeavour to teach them to do the same by looking for the bright spark in their colleagues, especially ones that are not their best friends, who come from different cultures, are of a different age or especially if their spark is not very visible at the first glance. Because

they will be working as social practitioners, this skill will be useful when working with people who may be disadvantaged on many levels and not feeling very positive about themselves and their life. We call it 'the art of spark spotting'. In my classes this activity is an essential part of building relationships and connecting. The majority of my students are mature students with a wide variety of life experience and many different nationalities. This variety with its complex dynamics is what has retained me at Unitec for the last 13 years.

Their range of life experiences and ideas provides a wonderful platform for peer to peer learning. It also resembles social practice, so I feel privileged to be able to 'walk the talk' in my classroom and apply principles of social practice to my teaching, simply because my teaching is my social practice.

I also make a conscious effort to teach as transparently as I can, so every time a conflict, misunderstanding or a teachable moment occurs in the classroom, I link it to the principle or concept we are learning about and I use it as a teaching point.

My newest teaching invention is the Academic Co-creative Inquiry (ACCI), which caters to more advanced learners. Although it is very different from the Contact-Challenge method, it also examines issues of power, motivation and mutuality in teaching and learning. I maintain clarity by using learning contracts, where students personalise prescribed outcomes into inquiry questions. They choose a format for their assignments and the date they intend to submit. Contracts are living documents and can change; however, there are some non-negotiable conditions and they are clearly spelled out in the Student Handbook. Each assignment needs to be accompanied with peer and self-assessment where individual inquiry questions are linked back to prescribed learning outcomes. This is particularly significant for artistic and metaphorical assignments where students need to provide a more detailed self-assessment, ensuring that all prescribed learning outcomes are covered. The process and the content of the course are co-created with students and all learning outcomes are personalised and transformed into inquiry questions.



My feedback to students is in the form of a letter, referring to students strengths and abilities as well as to areas of improvement. I refer to prescribed learning outcomes and how they were covered through their personalised inquiry questions. Students set their own criteria outlining what would be particularly useful for their learning. In my feedback I pay special attention to students' chosen criteria while being mindful of the criteria prescribed by the course.

We do a mid-course feedback and reflect on it after a study break. Sometimes this leads to reconstructing a whole course mid-term, still maintaining institutional requirements, but making it more relevant for a specific cohort of students. We also do a recap exercise at the end of each of my courses. Its purpose is to summarise learning outcomes and enable students to reflect on them. This is done as a collaborative, non-assessed exercise. They have a chance to

comment on the content and the process of the course, so I can improve it the following year and get first-hand feedback on my teaching and see if I managed to convey the content I intended to cover. This keeps my courses alive, dynamic and different each year. It is an invaluable tool for my professional development and the re-creation of my courses.

I will visit other places where collaborative pedagogies are used and participate in a few conferences. I am planning to conduct a cooperative inquiry with a team of international and New Zealand teachers who have agreed to apply and contextualise ACCI in one of the courses they currently teach. The purpose of this project is to remove myself from the method and let it grow by enriching it within various contexts, other teachers' personalities and levels of teaching expertise.

PEER AND STUDENT COMMENTS

"Ksenija created a 'learning environment' for me and I could not have asked for more because the primary purpose for me attending this course is to learn (earning a degree is a bonus of the learning process). She is humble, patient, understanding, responsive, engaging, accepting, compassionate, loving, prepared, organised, a leader and very knowledgeable. She is able to transfer knowledge readily to others by sharing rather than telling and isn't this the mark of a true teacher – a person who teaches others how to learn? Ksenija is clear about what she expects and provides us with the tools to learn. She is probably the most motivated teacher that I have ever worked with and has had a profoundly positive effect on my life."

Philip Eyton, BSocP student, 2010

"Ksenija, Pasifika festival was mind-opening, so were the questions that we co-created; I loved how they changed during the day. I have learnt much more than I would ever learn from a book."

Anonymous course evaluation, 2009

"Ksenija has a remarkable passion for teaching as the charismatic facilitation of learning. She has mastery of her discipline, a wide grasp of appropriate teaching and learning methods, effective communication skills, including the ability to modulate her personal presence in the service of empowering her students, and an alert commitment to be the guardian of their needs and interests, rights and duties.

To put it another way, she is not only intellectually competent in her discipline, but also brings emotional, interpersonal, practical, political, spiritual and other competences to bear upon her attitude to and presentation of it. She has an holistic grasp of subject content and can reveal it in a way that shows its connection with diverse aspects of personal and societal life and with other interdependent subjects."

John Heron, Co-director South Pacific Centre for Human Inquiry, 2009



SUSTAINED EXCELLENCE

Leoni Schmiadt

PROFESSOR, DUNEDIN SCHOOL OF ART ■ OTAGO POLYTECHNIC

Teaching has been my beloved occupation for more than 30 years. Everything else I have done in my working life has consistently fed back into teaching, whether my own or that of others. *Wherever I turn, it is to teaching that I return.*

In the context of a vibrant tertiary art school where students are continuously adapting to constant change in national and international contemporary practices, a teacher has to be vigilantly flexible. The worst possible strategy is to come to such sessions with preconceived ideas; the progression of a student's work has to be driven by their own emerging understanding of their studio project; and everything else – including their writing component – has to be carefully aligned. Also, each project is likely to be wildly divergent from the next.

"I often described to others turning up to supervision meetings to find that Leoni had prepared an amazing array of resources of particular relevance to my project."

(Kathryn Mitchell, MFA alumnus, 2011)

I constantly adapt to the student's own individual learning style and needs. This relates directly to the way in which my teaching life commenced. I started teaching as a 20-year-old at Lovedale College of Education in the Eastern



Cape Province of South Africa. When I worked there, the College exclusively enrolled African students as that was the time of Apartheid in my first country. My students were mostly older than myself. They did not want me there. They did not want to learn from me. I did not know how to teach them. I was young, inexperienced and scared.

The College had appointed me because by that time I had majored in English and they needed an English teacher. But, I had no experience of teaching as a craft, an art, a discipline. However, I had no choice but to find solutions. One of these was to adapt the English texts to African environments. Walter Mitty became Thabo Sisulu; Hamlet became an African chief's son. When art was added to my teaching portfolio, I painted a large hall bright orange and green to hide the dilapidated and dusty surroundings allotted to so-called 'bantus education'.

Learning started to happen and, travelling with my students to small villages for their work experience sessions, I found joy in primary school children's enthusiasm for learning; trust was established between me and my students as we jointly negotiated the dearth of teaching materials in dingy huts. Most of the time we took the children outside and made do with sitting in circles on the ground so that learning could take centre stage. Hardship for those children and students faded into the background in the face of learning's redemptive force.



Later, I started working as a lecturer in art history at the University of Johannesburg. By that time I was completing my Master of Arts in Fine Arts degree. Art history had – alongside English and painting – been my major subjects. Whenever a course presented problems, going back to basics was indicated and a fine arts education provided tools. Mapping out ideas with students in giant wall drawings, for example, provided them with a visual frame of reference within which they could understand art works. My passion for the role of drawing in teaching practice was born. This led to a focus on drawing history as a background for other visual arts practices in my doctoral thesis, material I could later feed back into my teaching.

When my family immigrated to New Zealand, new challenges for teaching came my way. It is hard to immigrate. People share common understandings that one is not privy to; codes of living and doing are different; expectations are uncertain; the ground shifts beneath one's feet. Teaching yet again became strange to me: I had to relearn some of its parameters.

Adapting knowledge to the New Zealand context was new and exciting. Teaching a course on 'art and race' was a special privilege as I could share in-depth South African experiences with students and this allowed them to open up about their own prejudices so that these could then be ameliorated through productive dialogue in the classroom.

"Her presentation was totally absorbing but accurately pitched for the intended audience. Students were wonderfully enlightened by her grasp of detail within broader frameworks."

(Clive Humphreys, Principal Lecturer, Dunedin School of Art, Otago Polytechnic, 2011)

My teaching life changed with the 1997 NZQA accreditation of the Master of Fine Arts degree at the Dunedin School of Art at Otago Polytechnic and later with the further accreditation of a suite of other postgraduate programmes. Linking with prior experience of postgraduate teaching in South Africa, my focus shifted to teaching



on levels 8 and 9 in research methodology and alignment of studio work with international contemporary arts practices.

Teaching within the wider community also remains part of my work through constructing a weekly public seminar programme for a changing group of around 50-100 attendees.

"Leoni makes a significant contribution to teaching outside the classroom through facilitating a weekly seminar programme for students, members of the community and alumni. Guest speakers, visiting artists, and scholars from around the world contribute and add value to our teaching programmes."

(Bridie Lonie, Bachelor of Visual Arts Programme Coordinator, Dunedin School of Art, Otago Polytechnic, 2011)

My pedagogical field of ideas ranges between the phenomenological philosophy of Paulo Freire and the poststructuralist position of Michel Serres on education. Freire argues that education entails our "being in" our world, completely involved with it, not outside or distanced from it.¹ He also frames his ideas about education through an acceptance of the inevitability of change and risk-taking when our being in the world is always a being *with* others.

Being a migrant, it resonates with me where Serres considers education as a kind of "departure", as it means leaving one's comfortable home and becoming uncomfortable in the act of encountering others.² He comes close to what bell hooks explains as "...yearning [which] transcends boundaries of race, class, ethnicity and gender and builds on empathy and love for the construction of solidarity and coalition."³

"Leoni is always respectful of different people's learning needs, she initiates discussions on how learning needs can be improved for different groups within her class or the school...she listens."

(Karen Taiaroa, MVA student, 2011)

Dialogue presupposes the presence of others. Thomas J. Sergiovanni's concept of "community" expands on this where he recommends that educational leaders should focus on enabling learning communities based on discussion and trust.⁴ I have slowly gained trust within the teaching community in New Zealand. Joining in around the communal table, the plate I can bring to the feast holds both gratitude and the ongoing wish to serve my community here.

Apart from planning and designing undergraduate and postgraduate courses over many years, I have also been directly involved with national projects such as when I was Director of the Aotearoa New Zealand Association of Art Educators Conference in 2009.

"The generosity and sheer driving energy of Leoni's commitment to art education have been most tangibly realised in the... 2009 Art Works Mahi Toi Conference..."

(Dr. David Bell, Senior Lecturer, University of Otago, College of Education).

My professional development and research always underpin my teaching and external examination of students at other institutions as well as reviews of programmes elsewhere contribute to my currency in teaching.

"Leoni offers outstanding leadership in art education widely acknowledged beyond her institution."

(Formal external peer feedback, 2011)



Alongside my own teaching, I am at present in a leadership role as a teacher and in this capacity I mentor other teams of staff members across Otago Polytechnic on their research and its interface with teaching.

"Leoni has a naturally warm and respectful personal manner that facilitates effective teamwork in others and the insight and vision needed to support innovative and sustainable art practices and art education into the future."

(Dr Margaret Roberts, Drawing Lecturer, National Art School, Sydney, 2009)

Wherever I turn, it is to teaching that I return. I have given much to teaching in my life and it continues to return much to me: it always keeps me involved with others and grounds me in their specific situations and needs; it is an ethical practice critical of the disowning of others; it challenges me to depart from the comfortable and to yearn – always – for dialogue with others. Finally, it surrounds me with the support and respect of community. What more can any person ask of a beloved occupation?



- ¹ Paulo Freire, 2004. *Pedagogy of Indignation*, Boulder CO: Paradigm.
- ² For a review of Serres on education, see Michalinos Zembylas, 2002. "Of Troubadours, Angels and Parasites: Reevaluating the Educational Territory in the Arts and Sciences through the Work of Michel Serres", *International Journal of Education and the Arts*, 1999, 3 (3) and <http://ijea.asu.edu/v3n3>, pp. 1-21 posted in 2002.
- ³ *Ibid.*, referencing bell hooks, 1990. *Yearning*. Toronto: Between the Lines.
- ⁴ Thomas J. Sergiovanni, 1999. *Building Community in Schools*. San Francisco: Josey Bass.



S U S T A I N E D E X C E L L E N C E

Tony Zaharic

SENIOR TEACHING FELLOW, DEPARTMENT OF BIOCHEMISTRY ■ UNIVERSITY OF OTAGO

Once upon a time...

I like stories. You get to meet new characters and go to new places. Sometimes you find out how old friends negotiate new challenges that unfold before them. Stories can excite you, and stories can make you think. Whenever I am asked for my thoughts on facilitating learning, high on my list of suggestions is “tell your students a story”. We’ve all grown up with stories, we understand their structure, and most people enjoy a good yarn. More importantly in terms of teaching and learning, stories provide a structure for codifying complex interactions, and weaving together what may sometimes appear to students as unrelated pieces of information. In all my teaching practice, I try to use storytelling: sometimes literally, sometimes in the context of laying out pathways for students to explore the activity in the way that best suits them, and that allows them to develop their own specific storyline.





I stumbled into teaching. It started as a means to an end, a better way of supplementing my student loan than pumping petrol. But the teaching experiences I had were so rewarding, the positivity of the interactions with the students so fulfilling, that perhaps despite myself, teaching became a passion and a career. Before taking up my current academic position as a Senior Teaching Fellow in Biochemistry at the University of Otago, I had the opportunity to teach at all undergraduate levels, both within and outside my own discipline. This apprenticeship is where I developed and started to fill my 'teacher's toolkit': the five different ways to explain the same thing, the analogies, the mnemonics, when to shut-up, and when to really dissect a problem because it's

the best way to understand it. It's also where I learnt about differences in students. As well as teaching within academic programmes, I also gave tutorials at some of the many residential colleges associated with the University. These colleges run tutorials as part of their support programmes for their residents. Leading college tutorials has had an enormous influence on my teaching. By necessity you learn how to develop and implement learning plans. You learn how to create an environment in which learning can thrive. You have to rapidly evaluate where the students are at (individually and collectively), where they need to be, and how to get them there. College tutorials are where I learnt to teach a group of students *all at once, one-by-one*. This



environment was a great training ground for my future associations with large classes.

Welcome to my world...won't you come on in

- Ray Winkler, John Hathcock

Whilst I teach in a variety of papers, my main responsibility is to co-ordinate and teach in the Foundations of Biochemistry paper. This paper is part of the Health Sciences First Year (HSFY) programme at Otago – for those students who want to be doctors, dentists, pharmacists, physiotherapists - and typically has an enrolment of around 1200 students. At the first HSFY lecture of the year, there is a potpourri of emotions written across the students' faces - anticipation, anxiety, excitement, expectation...hope. Some in the audience have dreamt of this for years. Some just want to give it a crack. Some are wondering if they should be there at all.

The reality of New Zealand's egalitarian education system is that at some point in time the harsh reality of a line in the sand has to be drawn. For these students, this is that moment. If they don't know it now, they certainly will in the next few weeks, with the realisation that their classmates are their competition, and not everyone can win.

Why would any teacher be complicit in a learning environment like this? Well, perhaps it's because within this system there is a space that is occupied by people who normally wouldn't be allowed into a university-town in other parts of the world, let alone a lecture theatre. Yet here, these people have an opportunity to be outstanding; to succeed beyond their or anyone else's expectations. Every year you see students make amazing transformations. Sometimes, you get to be part of the transformation.

Creating an environment for learning

The challenge for me is to create a learning environment that minimises the negative aspects of competitive education and maximises the opportunities for all students. Denial is a good starting point. I think the trick is to be cognisant of the reality of the situation, but not to be dictated by it. The major reality to be faced is how to

provide learning and pastoral support for more than 1000 students (some of whom aren't part of the HSFY programme, and thus have different priorities). Learning to trust the students, I believe, is the key to solving this problem.

One of the great advantages of teaching in large courses is that there are always plenty of students willing to give you their opinion on what they would like or how things should be done. And more often than not, these thoughts are centred around the different learning styles of students rather than seeking short-cuts to exam success. Early on I realised that I shouldn't be dictating to students how they should learn. Instead, I embarked down a road of making as many resources as possible easily accessible, of creating as many pathways as possible for students to help themselves to succeed, and of making sure that all students had access to those pathways.

In the context of a large class, I think that lectures have an especially important role in creating a positive learning environment. I love giving lectures. When I get home at the end of the day my three children run to the back door with a look on their face like they are going to burst. Before I can get a hello, a kiss or a hug it's "Dad, Dad, Dad, today I..." That's how I feel before a lecture. It's an opportunity to share what I think is the most cool and amazing science. Yes, a lecture is used for imparting information - and this function is what often leads to lectures being lambasted as a teaching tool - but in the context of a course package, it's more about laying the groundwork for what the students do after the lecture - in a laboratory, in a tutorial, in their own study. The aim is to signpost the way ahead: to give students a set of cues that will be triggered when they encounter the same information either in study or other parts of the course. Depth of knowledge is built outside the lecture theatre, but instilling the desire to seek that depth of knowledge is what should occur within one.

Having lit the fire, it's then important to keep stoking it, to keep engaging the students in the discipline. Whether it be through formative and summative assessments, a variety of study tools, or support sessions targeted at different groups



of students, generating as many pathways as possible for students to succeed is both a constant goal and a source of enquiry in my teaching.

**Double, double toil and trouble;
fire burn; and caldron bubble -
Shakespeare**

I think if my colleagues were asked to give an assessment of my contribution to promoting teaching excellence, they would classify me as an enthusiastic critic and irrepressible tinkerer. I regularly challenge my own practice, that of colleagues, and that of papers that I have an association with. These challenges are not

negative in intent, but rather come from a desire to learn best practice and to ensure that we all are doing the best we can. I have a variety of research projects underway examining how we teach and assess our students. I intend to use my award to support these activities, both in terms of funding the research itself, and for providing the opportunity to attend conferences to share our results and to learn from the work of others. In this way I am hoping that the award will have a multiplier effect, not only allowing us to enhance our understanding of how we teach and its consequences, but in turn allowing us to create a stimulating and successful environment for our students.

PEER AND STUDENT COMMENTS

"I really enjoyed Tony's lectures... it was more like story time than a lecture...in a good way!"

CELS 191 student, University of Otago, 2009

"A fantastic lecturer, he delivers the material with so much enthusiasm and joy that it's hard for it not to rub off on the students."

Anonymous comment submitted by a student for the 2009 OUSA teaching awards

"I was having significant difficulties with basic maths which a primary school child would be able to do in his/her sleep. Not once during the time I met with Tony did he make me feel like I should know this, especially for a university student. He had a creative way in teaching the material, and persisted till he was 100% that I was confident and competent with it."

Student comment submitted for the 2010 OUSA teaching awards

"He challenged us by putting forward questions that we had to think about. His passion for the subject inspired me."

BIOL 111 student, University of Otago, 2008

"He can take complex concepts and information and break it down to easy achievable pieces of information. He's able to read the students well, and is dynamic in modifying the information to best suit the level of the student."

Student comment submitted for the 2010 OUSA teaching awards

"I would say that one of Tony's great strengths is his recognition that he can always do a little better; what worked last year might need to be tweaked or even completely revamped."

Associate Professor John Cutfield

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