A GUIDE FOR GOOD TEACHING PRACTICE:
CONSIDERING MĀORI STUDENTS

TE MATA O TE TAU
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A word from the Director
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This guide about good teaching practice is relevant for all teaching staff at Massey University. It places the onus on us, as teachers, to reflect critically on our existing teaching practice and consider how we might (where necessary) modify both our thinking and what we do to cater for Māori students in our classes. The guide provides us first with a number of useful prompts to help focus our thinking and then outlines a number of strategies that acknowledge the importance of culture and the Aotearoa/New Zealand context. The final part of the guide provides information on a number of resources that teachers could utilise to help improve learning and further increase the success of Māori students. I recommend this guide to all who are working with students at Massey University.

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PART ONE

A useful starting point for focussing our thoughts on our current and future practice, is to consider the checklist, “Challenging conceptions of teaching: Some prompts for good practice”, developed by the Higher Education Research and Development Society of Australasia (HERDSA) http://www.herdsa.org.au

The checklist is intended to provide teachers (engaged primarily with undergraduate teaching) with a strategy to reflect on their own thinking and practice with the aim of encouraging an improvement in the quality of teaching. The prompts or questions in the document are designed to be useful and non-threatening. Some will be more relevant than others and all will have to be interpreted in both the MU environment (blended learning, STREAM etc.) and the specific context of the papers/discipline areas in which we teach. The list is also not intended to be exhaustive; there are many different perspectives on good teaching, and a lot more is known about what constitutes effective practice than can be conveyed through what is contained in the checklist. In adapting the HERDSA document for use at MU there are examples of ways in which teachers here have addressed some of the prompts.

INTRODUCTION
Increasing student retention and success at Massey University (MU) requires participation from a large number of staff, both academic (teachers) and professional, acting in concert, and supported by appropriate technologies. If we accept that the aim of teaching is to enhance student learning, and that one of our main roles (if not the main one) is to improve the quality of the student learning experience, then we need to consider the role that we as teachers have in this process. This resource draws on information and ideas from several existing sources including publications, conference presentations, Ako Aotearoa and Tertiary Education Commission project reports and other outputs, plus the work of a number of Massey University teachers (through Teaching Portfolios and personal conversations).

There are three parts:

1. A checklist to help teachers engage in thinking about their teaching practice, with examples of some of the effective strategies staff at MU have used to enhance student learning
2. An introduction to working with Māori students, including some strategies to address some of the checklist prompts
3. Information on additional teaching and learning resources, including a number that are Māori focussed.

1. DESIGNING FOR LEARNING

A large part of learning is influenced by the expectations of the students and the ways they perceive the programme. Formal programme or paper requirements, content, teaching methods, assessment policies and practices and the provision of learning resources are all aspects of the teaching design that will have an impact on student learning. Students learn most effectively when these aspects fit together coherently for them, and when they perceive that content is related to their own interests and values and to their longer-term goals.

1.1 What do you do to inform students of programme/paper requirements and help them to understand the reasons for them?
1.2 When you can, do you find out about student’s expectations of your paper and use this information to adapt your curriculum?
1.3 How do you build upon students’ life experience in your papers and in your teaching?
1.4 How do you ensure that there is consistency between your paper learning outcomes, the ways you teach and the ways you assess?
1.5 What opportunities do you give students to choose aspects of course work or assessment which are relevant to their interests and experience?
1.6 How do you encourage students to make effective use of libraries and other learning resources?
1.7 How do you take note of the gender, ethnicity and other characteristics of students in your classes and respond to their learning needs?
Examples of practice at MU that address some of the above prompts are listed below:

• Getting to know your students and creating a safe environment where students can witness and be guided by the support and guidance they need. (One useful strategy is to share introductions and stories, including your own, on your Stream site)

• Helping students understand the potential for learning from each other. This can be done by making explicit the benefits of working together and providing opportunities for students to practice for example, in peer mentoring groups.

Relating to large numbers of students can be particularly challenging. The SKIM and Flipped SKIM models developed at University of the Sunshine Coast, Australia are worthwhile exploring if you are teaching in large first year papers (see Part Three, Other sources).

3. TEACHING FOR LEARNING

Students’ learning and skill development may be enhanced in many ways. However, in order to learn and develop skills and understanding in a subject or profession students must actively engage themselves. Active engagement is assisted by such things as appropriate role models, precisely structured learning activities and by encouragement to think about learning processes.

3.1 How do you show students your enthusiasm in the subject?

3.2 Do you make a conscious effort to be an effective role model for thinking and practice in your discipline or profession?

3.3 What approaches do you use to induct students into research and other forms of active scholarly involvement?

3.4 What steps do you take to extend the range of learning activities that you draw upon in your teaching?

3.5 How do you allow for students preferring to learn and participate in different ways?

3.6 What approaches do you use to help students reflect upon their own learning intentions, behaviour and practice, and to develop effective skills for lifelong learning?

3.7 What strategies do you adopt to help students look critically at accepted knowledge and practice in your discipline or profession?

3.8 What work do you include to make explicit the sorts of thinking and writing in your discipline, and to help students develop competence in these?

3.9 How do you frame questions to help students learn effectively?

3.10 How do you encourage questions from students and respond in a way that facilitates their learning?

3.11 How do you check that your explanations are clear to students?

3.12 How do you respond when students indicate difficulties with content, pace, emphasis or style?

3.13 If necessary, how do you find out about the causes of disruptive behaviour and remedy them?

Examples of practice at MU that address some of the above prompts are listed below:

• Providing quizzes for immediate feedback. These provide opportunities for students to quickly address or revise any areas of study that may not have adequately been understood.

• Enlisting the support of a colleague(s) to check assessment schedules and rubrics. Staff from our own discipline area as well as from other areas can be very useful in helping us ensure the validity and reliability of our assessment resources.

• Encouraging student self-assessment by providing opportunities for students to quickly address or revise any areas of study that may have not adequately been understood.

• Re-designing papers when/where necessary. This can be useful for informing changes to both current and future approaches (eg. keeping a running list of ideas and improvements).

4. ASSESSING AND GIVING FEEDBACK

Students’ approaches to learning are directly affected by the type of assessment that is used. If assessment allows for inappropriate role learning, then some students will respond accordingly. Effective assessment strategies encourage students to engage deeply with the content material of the course. Such strategies need to provide constructive feedback to students as quickly as possible as well as being valid and reliable measures of achievement.

4.1 How do you help students develop habits of routinely assessing their own work?

4.2 What strategies do you use to provide immediate feedback to students to help them improve their performance?

4.3 How do you identify for students the specific strengths and weaknesses of their performance and offer precise feedback about how to improve?

4.4 In what ways do you ensure that your assessment methods accurately assess the learning outcomes that you intended?

Examples of practice at MU that address some of the above prompts are listed below:

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• Encouraging student self-assessment by providing opportunities for students to quickly address or revise any areas of study that may not have adequately been understood.

• Re-designing papers when/where necessary. This can be useful for informing changes to both current and future approaches (eg. keeping a running list of ideas and improvements).

5. EVALUATING TEACHING

Evaluation of teaching and programmes/papers for purposes of development involves collecting information from a range of sources through a range of methods, and using that information to inform future developments and changes. The information collected should include more than outcome measures. Since the quality of student learning is related to the way students learn, information from the students on their learning processes can be an important component of evaluation.

5.1 What forms of information about your teaching and your subjects do you collect on a regular basis?

5.2 How do you change your approaches to teaching and your design of your subjects in the light of the information obtained?

5.3 How do you find out about the approaches students take to their learning and the ways your teaching and/or your subject design affects that approach?

5.4 How do you use the information obtained from student assignment and examination work in evaluating your teaching and/or your subjects?

Examples of practice at MU that address some of the above prompts are listed below:

• Researching the literature on teaching. Discipline specific articles and those related to teaching and learning in tertiary education institutions can both be useful in informing your practice.

• Talking with colleagues, teaching consultants, and others (where appropriate) and incorporating feedback into current practice (where appropriate and feasible). This ensures currency, relevancy and provides an opportunity for us to address our treaty obligations (if we have not already done so).

• Gathering ongoing feedback from students (eg. keeping a running list of ideas and improvements). This can be useful for informing changes to both current practice and the next offering of the paper(s).
6. DEVELOPING PROFESSIONALLY
For the quality of teaching and learning to improve, staff should actively extend their knowledge and skills not only in their discipline or profession but also in their teaching. This may involve discussing teaching and learning issues with colleagues, reading about teaching strategies, participating in teaching development activities, reflecting upon teaching practice and engaging in research in relation to it. For senior staff members it may also involve providing developmental support and valuing the ideas of junior members teaching in the course.

6.1 How do you keep your expertise in your own field up to date?
6.2 How do you stay in touch with developments in teaching in your own discipline or profession?
6.3 What opportunities do you make to discuss aspects of learning and teaching with colleagues?
6.4 What opportunities do you make to receive feedback on your teaching from colleagues?
6.5 How do you go about developing your skills and expertise as a teacher?
6.6 What strategies do you employ to reflect upon your teaching practices and identify areas for development?
6.7 Do you participate in seminars, courses, or conferences that focus on learning and teaching?
6.8 What reading related to teaching and learning do you do?
6.9 In what ways do you ensure that your more junior colleagues receive your help and support?
Examples of practice at MU that address some of the above prompts are listed below:
- Critical conversations with other colleagues. These can be useful avenues for us to raise issues such as curriculum concern for the discipline, student engagement and so on.
- Invitations to provide feedback on various quality assurance processes, curriculum issues etc. These are important ways in which we can contribute to the enhancement of teaching and learning in both inside and outside of MU.
- Joining a working/interest group or committee. These can be useful avenues for us to raise issues such as curriculum concern for the discipline, student engagement and so on.
- Conferences (face to face and/or Stream) invite input from Māori so as to use comparisons with traditional knowledge or ways of knowing, demonstrating respect for the contributions.
- Include in your teaching, examples, questions, case studies etc., that are relevant to or for Māori.
- Engage Māori representatives as guest speakers, panel members etc.
- Recognise and value expertise from prior learning by inviting Māori students to assist in class when appropriate eg. tukuātaka-tēina, model (generally interpreted to mean prayer) or an affirmation should open all occasions of shared refreshments.
- Incorporate (where possible), te reo and tikanga into lessons, Stream sites etc., as greetings or metaphors. This can be done in conjunction with your regular greeting to the class/on your Stream site.
- In discussions (face to face and/or Stream) invite input from Māori so as to use comparisons with traditional knowledge or ways of knowing, demonstrating respect for the contributions.
- Include in your teaching, examples, questions, case studies etc., that are relevant to or for Māori.
- Engage Māori representatives as guest speakers, panel members etc.
- Recognise and value expertise from prior learning by inviting Māori students to assist in class when appropriate eg. tukuātaka-tēina, model (generally interpreted to mean mentoring).
- Seek advice, guidance from Māori colleagues, and others who work with Māori about some of the teaching strategies they have found useful.

Further detail can be found below in Part Three (Māori focused resources) and Ako Aotearoa (Goals, posts, professional development resource).

7. INFLUENCING THE CONTEXT OF YOUR INSTITUTION
Some aspects of teaching and learning are influenced by the institutional, political and social contexts in which they occur. Good teaching involves recognising these influences and responding at the departmental/institution/community level to enhance teaching and learning.

7.1 What opportunities do you create to discuss with students the wider conditions that affect their learning?
7.2 In what ways do you contribute to decision-making processes in your institution in order to enhance teaching and learning?
7.3 In what ways do you maintain and develop communication with your colleagues who teach related subjects in your department/division?
7.4 How do you ensure that your institution is using a comprehensive approach to teaching achievement for the purposes of staff recruitment, promotion and developmental review?
7.5 How do you make use of your professional association to raise issues of curriculum concern for the discipline?
7.6 In what ways do you maintain your familiarity with national or local policy directions, monitor effects on teaching and learning, and voice your concerns in appropriate forums?
Examples of practice at MU that address some of the above prompts are listed below:
- Invitations to provide feedback on various quality assurance processes, curriculum issues etc. These are important ways in which we can contribute to the enhancement of teaching and learning in both inside and outside of MU.
- Joining a working/interest group or committee. These can be useful avenues for us to raise issues such as curriculum concern for the discipline, student engagement and so on.

7.6 IN WHAT WAYS DO YOU MAINTAIN YOUR FAMILIARITY WITH NATIONAL OR LOCAL POLICY DIRECTIONS, MONITOR EFFECTS ON TEACHING AND LEARNING, AND VOICE YOUR CONCERNS IN APPROPRIATE FORUMS?

7.7 7.6 7.5 7.4 7.3 7.2 7.1
7.6 IN WHAT WAYS DO YOU MAINTAIN AND DEVELOP COMMUNICATION WITH YOUR COLLEAGUES WHO TEACH RELATED SUBJECTS IN YOUR DEPARTMENT/DIVISION?
7.5 HOW DO YOU MAKE USE OF YOUR PROFESSIONAL ASSOCIATION TO RAISE ISSUES OF CURRICULUM CONCERN FOR THE DISCIPLINE?
7.4 HOW DO YOU ENSURE THAT YOUR INSTITUTION IS USING A COMPREHENSIVE APPROACH TO TEACHING ACHIEVEMENT FOR THE PURPOSES OF STAFF RECRUITMENT, PROMOTION AND DEVELOPMENTAL REVIEW?
7.3 IN WHAT WAYS DO YOU MAINTAIN YOUR FAMILIARITY WITH NATIONAL OR LOCAL POLICY DIRECTIONS, MONITOR EFFECTS ON TEACHING AND LEARNING, AND VOICE YOUR CONCERNS IN APPROPRIATE FORUMS?
7.2 IN WHAT WAYS DO YOU CONTRIBUTE TO DECISION-MAKING PROCESSES IN YOUR INSTITUTION IN ORDER TO ENHANCE TEACHING AND LEARNING?
7.1 WHAT OPPORTUNITIES DO YOU CREATE TO DISCUSS WITH STUDENTS THE WIDER CONDITIONS THAT AFFECT THEIR LEARNING?

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There is a focus question at the end of each of the topic areas designed to encourage practitioners to think more deeply about what they have read, and an appendix illustrating how the ideas covered in the topics above can be incorporated into teaching practice.

**HELP OR HINDRANCE: BLENDED APPROACHES AND STUDENT ENGAGEMENT**
https://akoateaora.ac.nz/blended-approaches-learn-engage/teacher-engagement

Staff from Massey University, AUT University, University of Canterbury and Te Whare Wānanga o Awanuiarangi were members of a team which identified a number of effective strategies that teachers could use within a blended learning environment, to enhance student success. These strategies covered engagement at the beginning of a course/paper, during a course/paper, and re-engaging learners. The team also developed a Student Engagement Toolbox to support tertiary organisations and teachers engage with blended learning delivery. To encourage teachers to contribute to their own experiences, the toolbox was designed as a wiki: http://www.teachertoolbox.ac.nz. An annotated bibliography has also been produced covering the literature related to what works as interventions, strategies and activities to enhance student learning and blended learning, what the obstacles are (or might be) to successful blended learning, and what tools are available to track participation, engagement and success in blended learning.

**OTHER**

**SKIM MODEL**

Designed for a large first-year communication paper at the University of the Sunshine Coast (USC), the creators of SKIM developed a framework around a series of student pressure points over the duration of the paper. Within this model the teacher has the leading role and takes responsibility for implementing the strategies within the paper. While most of the strategies are specific to the USC paper, and created for on-campus students, the pressure points are very similar to those in first year papers at MU. This model can be used as a starting point for discussion on how to improve the first year experience for students, and subsequently their success at university.

**NOTE:** According to the researchers, “The word ‘SKIM’ from the SKIM model is not an acronym but rather an analogy. Instead of throwing a student into a semester and waiting until they start drowning before offering help, we would rather provide a suite of pre-emptive retention and support strategies throughout the semester to keep them SKIMming across the surface and travelling longer in their first year learning journey.”

Dr Gregory Nash and Dr Florin Oprescu, Faculty of Arts and Business (Nash) and Faculty of Science, Health, Education and Engineering (Oprescu), University of The Sunshine Coast.

**FLIPPED SKIM MODEL**

This framework focuses on the management and delivery of professional development activities for teaching staff (involved in the first year paper above). For USC, the model has promoted consistency and quality of teaching practice in large first year foundation courses and has been instrumental in producing a culture of reflection on learning and teaching. MU staff working in papers with large numbers of students may find this framework useful in developing their own ideas on the types of professional development that are best suited for their contexts.

Dr Gregory Nash, Dr Florin Oprescu, Janet Turley, Gail Crimmings & Mary-Rose Adkins, Faculty of Arts and Business (Nash, Turley, Crimmings & Adkins) and Faculty of Science, Health, Education and Engineering (Oprescu), University of the Sunshine Coast.

**SUCCESS – MEASURING BEST OUTCOMES**
http://webcast.massey.ac.nz/mediaste/Play/24cbb5b40c4668b5b5c4b22e882c1f

The achievement of successful educational outcomes for Māori students is not solely dependent on the aptitude of the learner, the quality of the learning experience or the level of institutional support, rather it involves a multiplicity of factors acting in concert. Durie (2009) in his model of Determinants of Success recognised four broad factors that impacted on student success:

- **Macrovariables** eg. education policy, demographic
- **Leaver variables** eg. university readiness, whänau endorsement
- **University variables** eg. blended learning, student centred
- **Teacher variables** eg. engagement, empathy.

Dr Gregory Nash and Dr Florin Oprescu, Janet Turley, Gail Crimmings & Mary-Rose Adkins, Faculty of Arts and Business (Nash, Turley, Crimmings & Adkins) and Faculty of Science, Health, Education and Engineering (Oprescu), University of The Sunshine Coast.
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www.literacyandnumeracyforadults.co.nz

Initially produced as a DVD, this resource is now available as a series of clips via YouTube. This useful resource was developed for the tertiary setting.

- Introduction to Knowing your Learner (Māori) teaching resource: https://akoaotearoa.ac.nz/search/apachesolr_search?keys=knowing+your+learner
- This resource is also available through Te Whare Tapa Whā model on page 10.

In a tertiary education setting Te Whare Tapa Whā is translated as follows:

- Tinana (physical) – do I have the resources to do this paper/programme?
- Hinengaro (mental) – can I cope with the work (cognition) in this paper/programme?
- Whānau (social) – do I have the support to do this paper/programme?
- Wairua (spiritual) – do I believe I can do this paper/programme?

Along with an explanation of Te Whare Tapa Whā, the resource also covers: Being Māori, Pōwhiri, Tuākana-Tēina, and Poutama – all in the context of an educational environment. There are also a number of reflective questions for teachers to discuss and determine how they might alter their practice to improve success for Māori students.

This resource is also available through: https://akoaotearoa.ac.nz/community/recommended-resources-ako-aotearoa/resources/pages/knowing-your-learner-engaging-Māori-lea

HEI TAUIRA TEACHING AND LEARNING FOR SUCCESS FOR MĀORI IN TERTIARY SETTINGS

https://akoaotearoa.ac.nz/heitauira

This project investigated four programmes – exemplars of success for Māori in tertiary education (two in polytechnics, one in a wānanga and one in a university), with the aim of highlighting some of the key factors important for fostering success for Māori studying in tertiary education organisations. There is a useful summary document, outlining (among other things) what the researchers found to be different about a successful Māori approach to tertiary education. Five themes are identified:

- In Māori terms education is valued as a communal good not just a personal one
- Māori models of sustainability or kaitiakitanga involve not only conservation of resources but also guardianship of land, language, history and people
- The learner is a whole and connected person as well as a potential academic
- The development of space where Māori values operate becomes a “virtual marae”
- There are tensions to be navigated between institution drivers and iwi goals.

In the full report these themes are addressed further and 21 factors that lead to success for Māori in tertiary settings are identified.

AKO TUĀKANA-TĒINA: E-BELONGING; CONSTRUCTION AND EVALUATION OF A CYBER WHARE FOR MĀORI DISTANCE STUDENTS

https://akoaotearoa.ac.nz/search/apachesolr_search?keys=cyber+whare

The Tuākana-Tēina e-Belonging report describes the creation, implementation and evaluation of an online peer mentoring programme for Māori students (first time, first year learners), studying via distance mode at the Open Polytechnic, New Zealand. Although only a small study (8 tuākana, 27 tēina), results indicate this initiative was successful in providing students with both a sense and place of belonging – both important aspects to address for Māori student success in the tertiary education sector.

DOING BETTER FOR MĀORI IN TERTIARY SETTINGS


For staff who wish to delve further into improving success for Māori in the tertiary education sector, this literature review is a helpful resource. It focuses on identifying common barriers for Māori learners, enablers, and opportunities for Māori learners transitioning into tertiary education, and additional ways to support Māori learners who are engaged in the tertiary education environment. The five key integrated components that strongly and consistently emerge as enablers for Māori in tertiary education settings are identified:

- Effective teaching
- Culturally relevant and specific learning spaces and peer mentoring
- Relevant programmes
- Strategic relationships with iwi and industry
- Tertiary Education Organisation leadership and management committed to Māori learner success.

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