

Innovative Pacific Curriculum Integration through Academic and Information Literacy Partnerships. A case study ¹

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Abstract: Challenging the traditional ways of raising, embedding and sustaining student outcomes and success in tertiary institutions for diverse minority learners and equity groups is essential. This paper presents an innovative case study of a curriculum integration research project which began in late 2011 with the integration of academic and information literacy (AIL) skills into the undergraduate programme of Pacific Studies at university. Crucial to the success of the project is the application and implementation of indigenous Pacific pedagogies² and approaches in student engagement, teaching and learning, the active support of the Head of Department and a collective partnership approach between academics, Libraries and Learning Services, and other teams.

The project included curriculum mapping to the University Graduate Profile, a three year research survey exploring the AIL skills of 1st year and 3rd year Pacific students, ongoing student feedback, evaluations, and project enhancements.

The authors examine the implications and outcomes of Pacific AIL (PAIL) integration which include: assignment questions and assessments; essay guides; First Year Experience (FYE) Targeted Learning sessions; the development of marking rubrics and their implementation in Stage 1 courses and beyond; and the inclusion of skill based workshops into the existing Pacific Studies academic enhancement programme, Vaka Moana. Future developments and sustainability of the 'cross team' approach in curriculum integration for student success outcomes are discussed.

Relevance: This paper is of relevance to tertiary institutions exploring innovative approaches to raising the academic success of indigenous, diverse, equity groups, and minority learners.

Keywords: tertiary, minority learners, equity, indigenous Pacific pedagogies, curriculum integration, academic and information literacies.

¹ Refer to these two published papers for project details: McFall-McCaffery, J., & Cook, S. (2014). Connecting and thriving through integration: a (SP)acific example. Paper presented at LIANZA Conference 2014 - Pou Whakairo: Connect and Thrive, Auckland, New Zealand. 12 October - 15 October 2014. URL: <http://hdl.handle.net/2292/28191>

² McFall-McCaffery, J. T., & Cook, S. (2015). Connecting through integration: Blending Pacific approaches with online technologies. Paper presented at THETA 2015 - Create, Connect, Consume - Innovating today for tomorrow, Gold Coast, Australia. 11 May - 15 May 2015. URL: <http://hdl.handle.net/2292/28187>

Overview

Challenging the traditional ways of raising, embedding and sustaining student outcomes and success in tertiary institutions for diverse minority learners and equity groups is essential.

For educational institutions in Aotearoa New Zealand effectively engaging Māori and Pacific students in their education and equipping them with relevant lifelong skills useful to themselves, their families, and communities is a key priority. Pacific people in New Zealand are from ethnic groups including: Cook Islands, Niue, Tokelau, Samoa, Tonga, Fiji and other Pacific ethnicities. They represent diverse, distinct cultures, identities, languages and make up 7.4% of the total New Zealand population which is projected to grow to 9% by 2021 (Statistics New Zealand 2013 Census). A large proportion (66%) of the Pacific population live in Auckland city where the University of Auckland (UoA) is located. A predominantly young population, children make up 35.7% of the total Pacific population.

Research reports, "while some Pacific students enter tertiary studies in New Zealand with excellent entry qualifications, on average Pacific students enter with the lowest entry qualifications and take longer on average to complete their qualifications" (McFall-McCaffery & Cook, 2015, p. 3). The structurally embedded underachievement issue for Pacific and Māori and the implications of not addressing these education issues are significant. This is recognised in the New Zealand Tertiary Education Commission's Strategy and the Pasifika Strategy 2017-2020 which identifies Pacific students as priority tertiary learners requiring special focus and attention. The University of Auckland is committed to raising Pacific and Māori student achievement (University of Auckland Mission and Charter 2003), and this is reflected in policies that promote equity programmes and student support services, which

provide a range of academic study skills and mentoring services.

Pacific Studies at the University of Auckland

Pacific Studies is part of the Faculty of Arts, Te Wānanga o Waipapa or School of Māori Studies and Pacific Studies at the University of Auckland. Pacific Studies takes an interdisciplinary and multidisciplinary approach to the Pacific. Study opportunities cover Pacific indigenous knowledge, society and culture, music and dance, history, art, linguistics, political economy and identity. Cook Islands Māori, Samoan and Tongan languages are also subjects in their own right (University of Auckland, 2018, p.18). Students can major in Pacific Studies for the Bachelor of Arts degree or take Pacific Studies courses as electives.

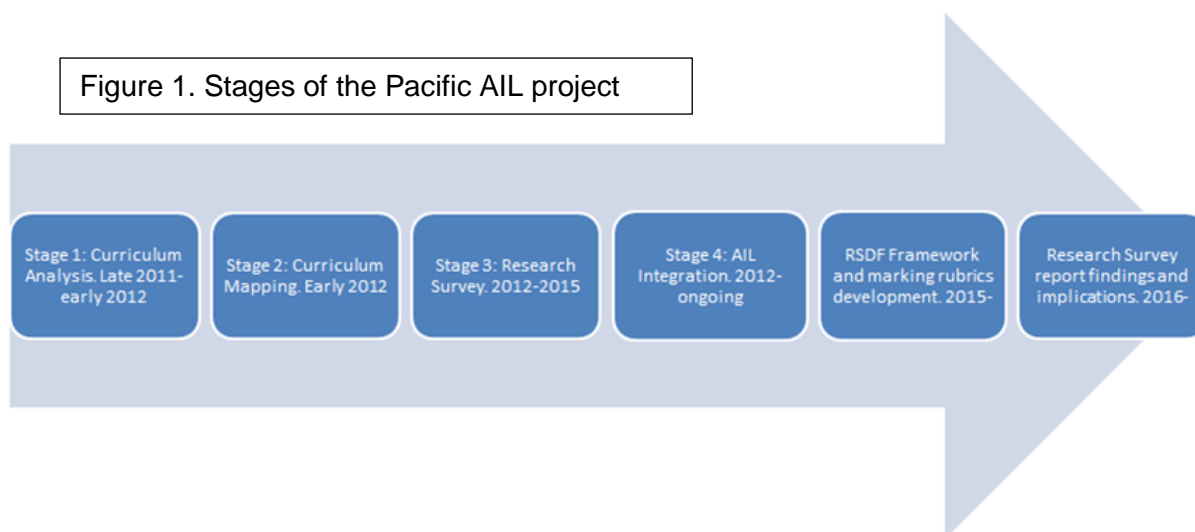
Pacific students make up 8.6% or 2,850 EFTS (equivalent to 3, 637 headcount) of the student population at the University of Auckland (University Annual Plan, 2016). The majority of Pacific students are of Samoan (1,175.8 EFTS or 1, 489 headcount) and Tongan (688.6 EFTS or 868 headcount) descent. These two ethnic groups account for the first and third major Pacific ethnic group populations in New Zealand. Many island born Pacific students including the growing number of New Zealand born students speak their own heritage language or grew up in families that use the languages (Auckland City Council, 2015).

Project background

Pacific students arrive at university enthusiastic about being successful in their tertiary studies. As identified in the University of Auckland's 2003 Graduate Profile, two core

attributes of graduate success include the ability to become an independent inquirer into curriculum issues and being able to work cooperatively in groups. The Graduate Profile identified 18 key graduate attributes which students should be equipped with under three main categories: specialised knowledge; intellectual; personal qualities and skills.

The major objective of the Pacific academic and information literacy (PAIL) project which began in late 2011, was to raise student success by identifying and mapping the Graduate Profile attributes to the Pacific Studies undergraduate courses to indicate how the curriculum aligned to the Graduate attributes. Project stages is shown in Figure 1 below.



The Graduate attributes relating to AIL skills were most significant to Libraries and Learning Services as these would inform the enhancement of student support services, and the development of effective AIL practices and relevant pedagogies. Prior to the PAIL curriculum integration project, assignment focused workshops were extra curricula and therefore largely unsustainable. These workshops and related assignment tasks such as evaluating resources, citing and referencing were not integrated into the courses and/or reinforced

throughout the programme levels. As the findings of the projects three year research survey shows, many students continue to find these challenging throughout their undergraduate years. Students' personal feedback and course evaluations acknowledged the importance of these skills. Although generic and assignment focused workshops were on offer, unless they were built into the curriculum and scaffolded throughout the programme, success in these areas continue to challenge many students. As the Pasifika/Pacific³ (PL) Librarian, Judy McFall-McCaffery despaired at the irregular and low attendance at workshops not embedded in the curriculum. Therefore a different approach was needed. Furthermore continuing to resource and support the programme in the circumstances was not sustainable long term due to other factors such as staff turnover⁴ and included students' perception that the workshops were unconnected to course objectives and assignments (McFall-McCaffery & Cook, 2015).

After close consultations with Pacific Studies senior staff, criteria were finalised for the selection of courses for mapping. To provide enough data the selected courses needed to contain both assignments and exams. Pacific language courses and courses which did not include both course assignments and exams were therefore excluded. The assignments and exams of the selected courses were mapped to 15 of the 18 attributes of the University Graduate Profile. Three of the 18 attributes in section 1 of the Graduate Profile dealt with

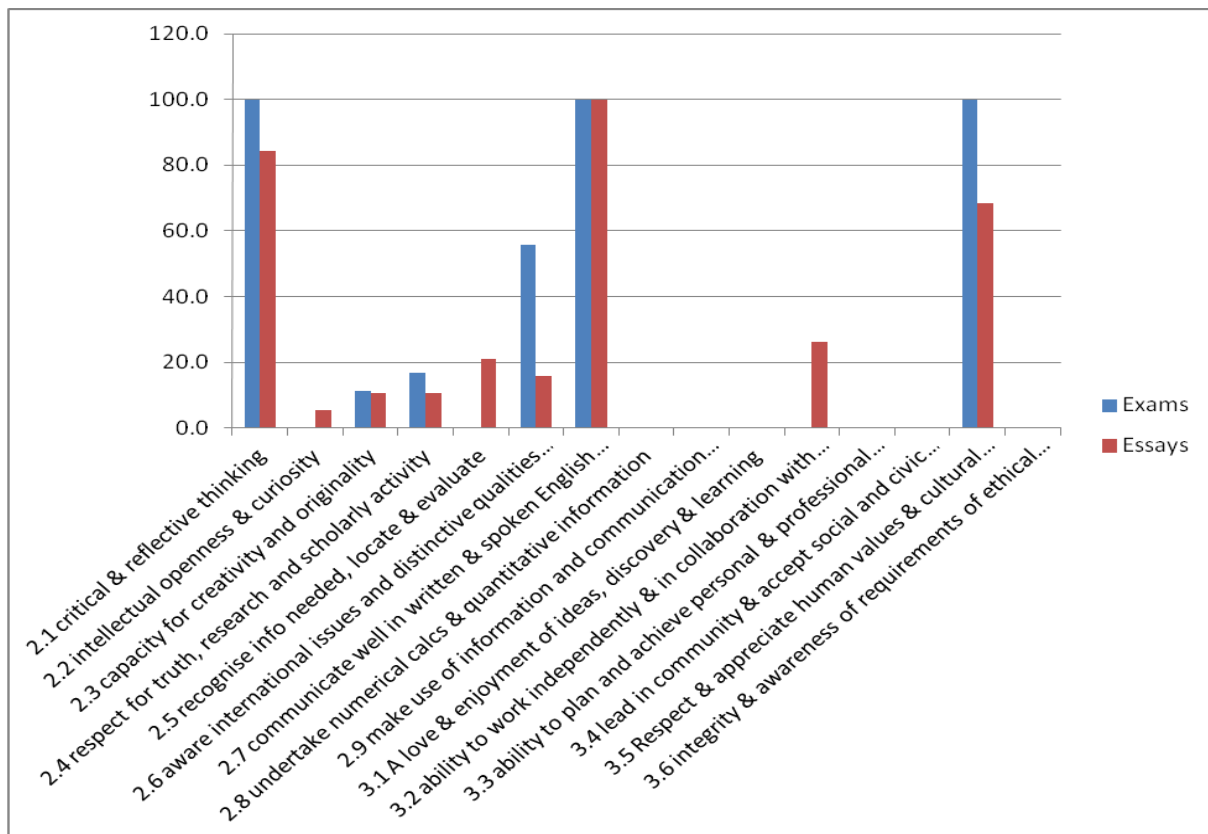
³ Pasifika is a term used in New Zealand to refer to Pacific people residing in New Zealand. Pacific includes Pacific people in the Pacific island region.

⁴ See McFall-McCaffery, J. T., & Cook, S. (2015). Connecting through integration: Blending Pacific approaches with online technologies. In THETA 2015 - Create, Connect, Consume – Innovating today for tomorrow. Gold Coast, Australia. Retrieved from <https://www.aarnet.edu.au/events/theta-2015>

specialised knowledge of subject matter. It was decided that these were largely lecturer specific and therefore were not included in the mapping at this stage.

The mapping process provided the project team with important baseline information on how information literacy featured in the courses, how it is examined, and how it related to the relevant Graduate Profile attributes along with any gaps.

The bar graph below is an example of how the Graduate Profile attributes mapped to one course.



Graph 1. Course assessment mapped against the University Graduate Profile Sections 2 and 3.

Strengths in terms of where attributes were well represented in the curriculum and unique aspects of the programme were also identified. For example, the bar graph above shows

that attributes 2.1, 2.6, 2.7 and 3.5 are well represented in both exams and essays for this particular course.

Gaps identified in the mapping of 100-300 level courses included: lack of progression and development of skill sets across levels; understanding and knowledge of Graduate Profile attributes for each level and their application; inconsistency in the delivery of course resources (print and/or online) which affected student access; no standard template for course information that included learning outcomes, course outline, course assessment and assignment essay requirements, marking criteria, and the last updated date; inconsistency in design and availability of assignment guidelines and marking rubrics.

Limitations in the mapping process included: i) Section 1 of the Graduate Profile on subject knowledge was not included in the mapping; ii) not all courses were mapped; iii) only the course assignments and exams of selected courses were mapped to Sections 2 and 3 attributes of the Graduate Profile; and, iv) not all academic staff in the department were involved in the consultations and PAIL project.

The curriculum mapping report with its recommendations was submitted to Library management and the Pacific Studies Head of Department in June 2012 (McFall-McCaffery, Wang, Wolfgramm-Foliaki & Tominiko, 2012), and the formal integration of AIL in Level 1 courses followed in 2013.

PAIL project three year 2012-2015 Research Survey

From 2012 to 2015 (see Figure 1), a three year ethics approved research survey, of first and third year students, was conducted to establish AIL skill levels and knowledge at entry, 100 level, and then at exit, 300 level, when many may graduate. A total of 854 first year students across the different faculties with 83 from 300 level courses in Pacific Studies participated in the survey.

The findings of the research survey helped confirm and aligned with our findings in the AIL integration work in addressing ongoing enhancements. These include: how students go about answering essay questions; the challenges they face in understanding the question and assignment tasks; what they do when they cannot find the information they are looking for; who they ask for help first, and first point of contact with services. The report and recommendations are also of relevance to other faculties and services with significant numbers of Pacific students.

The survey findings have been presented and the analysis made available to the Head of Pacific Studies and academic staff; the Libraries and Learning Services management; Student Equity; Tuākana coordinators (student mentoring programme), Pacific staff at faculties with large numbers of Pacific students; Pacific student support services staff and to students. The implications of the findings for the Libraries and Learning Service's 2018 new service delivery model will be significant, and for other faculties and services are being explored. The executive summary below provides some of the key findings from this research survey.

Research Survey Executive Summary

First Year students

- Majority of Pacific students entering University are school leavers (under the age of 20). The majority are in the Faculty of Arts and many other faculty first year students enrol in a Pacific Studies level 100 course.
- The teacher is almost always the last resort for assignment clarification.
- Many students struggle with starting and completing assignment tasks.
- The Library is the last resort students go to for help in finding information.
- The main challenges students face in doing assignments are: i) understanding the question and ii) understanding difficult concepts. Time management was a major issue students identified they struggled with.
- The majority of students said they enjoyed the combination of working with others and on their own.
- Students understood the need to reference and generally why, but not necessarily how to reference and use the correct Referencing Styles.
- Students from a number of programmes and faculties are not developing the AIL skills early enough to meet the outcomes of the programmes.

300 level students

- Majority of respondents were 25 years old or under; 89% were doing a BA degree; and 96% have not heard of the Graduate Profile.
- Students still struggled at the 300 level with finding relevant information, evaluating, using and applying the information and evidence in their work.

Table 1 below provides student comments, ranked from top to bottom in order of the most commonly shared challenges for level 100 and 300 students. Although issues are ranked differently in order of importance by both groups, they are very similar in first year and at 300 level. This indicates that AIL skills and progress need to be integrated and scaffolded in all levels of study.

Table 1. Survey: first year and 300 level year comments on issues

First Year survey comments	300 level survey comments
Time management	Research techniques
Understanding, analysing & answering the question	Finding the most relevant resources Essay structure & writing
Essay planning/writing	Evaluation & Analysis Time management
Procrastination/getting started	Referencing : application of ideas
Finding resources	How/Where to start Information not available

The next part in the project analysis over 2018 is to compare these research survey findings with formal feedback data collected during workshop evaluation and reflection, examine any commonalities and or differences, and/or any other important messages we can learn from the data analysis to further enhance student success. Feeding the findings back to students in workshops asking them for their opinions, has been found to be an effective strategy in identifying priority areas for immediate developments.

Key issues arising

Several key issues identified as part of this project included:

1. Service delivery and students' and staff perception

Although information and academic literacies were seen as important by Pacific staff and students, students often did not always see the connection with Libraries and Learning Services workshops. Many viewed information research skills as something to be 'done' in 100 level or first year, often resulting in low attendance in 200 and 300 level workshops. However, by 300 and postgraduate levels, students often commented that they wished they had developed the relevant research skills earlier on in their study and continued to build on them. Changing this perception was an important task and challenge of this project and required a more collaborative approach, understanding and implementation between all parties.

Students were often under-utilising the wide range of research resources and not going beyond the course reading list to search, find, and use other Library resources. This was evident in the inadequate citations in student assignments. Another challenge is referencing. The University of Auckland employs a range of Referencing styles, and students at any one time could be engaging with at least three or more Referencing styles in a Semester across their different courses.

Later in the project, with our introduction and adaptation of the Research Skills Development Framework⁵ (RSDF) in the marking rubrics, it became apparent that students at the 300 level were also struggling with evaluation skills, which are key elements in critical analysis

⁵ This project adopts and adapts the RSDF academic and research skills framework developed by Australian universities <https://www.adelaide.edu.au/rsd/>

and thinking. Evaluation skills was a major challenge students identified in the research survey that they struggle with (Table 1). Personal communication in discussions with students and staff also confirmed these same challenges.

These issues suggested that the information literacy skills students learnt in Year 1 were inadequate or lacking; were not being developed by students beyond Year 1; and were not being effectively transferred to higher levels of research. This was unlikely to change without a plan that clearly identified, developed and scaffolded an integrated set of AIL research skills from Year 1 to Year 3. Such a consistent and effective integration of AIL across the Pacific Studies undergraduate programme is then necessary to transform the current perception and situation in close collaboration with teaching staff. In addition it confirms the importance of further development of robust marking rubrics which explicitly align the course assessment with the assignment question, tasks, subject knowledge, skills and application. Furthermore it addresses the need to transfer and scaffold these skills in each level.

2. AIL collaboration efforts ad hoc and unsustainable

Past collaborative approaches to AIL teaching and learning, had been ad hoc and unsustainable. During this earlier period, work was carried out by separate teams with different philosophies, approaches and programmes. Successful collaborations at department and across faculty levels were largely due to lecturer support or good working relationships established between individuals and teams including: Student Learning Services; Tuākana (student mentoring programme); Faculty mentoring and bridging

programmes; Pacific Student Associations; Student Equity; and Pacific Alumni. However there was no continuity plan or sustainability when people left or moved to other positions.

3. Graduate profile gaps: Curriculum analysis and mapping to University graduate profile attributes

The 2012-2015 AIL project student survey findings showed that 96% of the 300 level (third year) students who responded to the survey were not aware of the Graduate Profile (GP), nor did they understand how it linked to course learning objectives, outcomes and assessments and therefore its relevance.

The 2003 University Graduate Profile has been reviewed since our project began and a revised GP⁶ was introduced in 2017. There is now significant current work being done by the University around the implementation of this new GP to ensure it is embedded in the curriculum of every faculty. Our Pacific AIL team has already remapped the new GP attributes to the 100 level marking rubrics, and are currently engaged in the rubrics development for the 200 and 300 levels.

Approaches to solving the issues

1. Application of good practice pedagogical approaches

The approaches used in this project are underpinned by good practice and evidence based research. These are applied to face-to-face interactions with students, in online learning environments, and in how we collaborate with faculty. Central in all project approaches are

⁶ University of Auckland 2017 Graduate Profile <https://www.auckland.ac.nz/en/students/forms-policies-and-guidelines/student-policies-and-guidelines/graduate-profile.html>

sustaining and reciprocal relationships of collaborations, partnerships and trust which are crucial in working with Pacific communities. Collaboration involved:

- Working closely with academic staff, course tutors and other key staff.
- AIL/Inquiry integration into the courses initially starting with 100 level courses, and included Unibound courses (university preparation programme).
- Developing online course resources e.g. utilising CourseBuilder⁷ and Canvas (student learning management system).
- Designing AIL/Inquiry class exercises and individual activities better aligned to essay guide, assessment, learning outcomes and rubric.
- Gradual modifications and improvements to assignment tasks, encouraging more student engagement and task completion. For example, better student understanding of essay tasks; clarity on the number and type of resources required in the essay; integrated research tutorials, independent AIL online activities, including a Targeted Learning Session as part of the assignment requirement and assessment.
- Scaffolding of AIL knowledge and skills across assignments, activities, semesters, and into the 200 and 300 levels.
- Rubric development and implementation from 100 level and aligning this to course learning outcomes.

⁷ Coursebuilder is an in-house online course development tool designed specifically for teaching and learning
14 | **Innovative Pacific Curriculum Integration through Academic and Information Literacy APLIC**

2. Approaches to collaboration and consultation

Collaboration and consultation are crucial in this project and developments for addressing identified issues and successfully embedding AIL into the curriculum. The established indigenous Pacific methods we use for engaging and collaborating with all team members in this project are: Tālanoa (Tongan, Samoan, Fijian) or shared dialogue and Tauhi vā (Tongan)/Teu le vā (Samoan) or caring for relationships (Vaioleti, 2006; Kaili, 2008; Airini, et al., 2010).

Tālanoa uses “Pacific based values in culturally and linguistically responsive and respectful interactions and dialogue” (McFall-McCaffery & Cook, 2015, p. 8). Tālanoa is also a research tool and method (Vaioleti, 2006). Tauhi vā (Tongan) or Teu le vā (Samoan) is the wider framework of establishing and then working within relationships of trust and reciprocity in Pacific research process (Airini et al, 2010). It requires the researchers to actively empower participants as much as possible as equal partners in the research process. As a staff member says -

“Working across departments has a lot of benefits. As the instructor and tutor, I find staff attending Library tutorials beneficial. Working together gives students affirmations that we all work together across departments in order to support their studies and research. It also deconstructs ‘silos’. As I was also a researcher while teaching, I find being part of these workshops empowering for me too as I also sharpen my research skills, which I hope to share with my students”

Tālanoa and tauhi vā/teu le vā methods were important in the ongoing consultations, discussions and keeping everyone informed for the project (Chu, Abella & Paurini, 2010).

Tālanoa and tauhi vā/teu le vā help build and enhance the relationships with the project team through formal and informal face-to-face communication, including regular meetings, email correspondence, follow-up actions and reporting. Ongoing tālanoa were and are central in true collaborative relationships. The application of indigenous Pacific methods enriched the project significantly.

As an example, Tarisi Vunidilo successfully used the tālanoa methodology in her PhD thesis, and applied the 3-R concepts of respect, reciprocity and relationship which are pivotal in this project in the PACIFIC 110: Pacific Music and Dance course, she convened.

3. Evolving approaches to teaching and learning in Pacific Studies

Pacific Studies strives to create a positive Pacific inclusive and safe environment. While it has always sought to provide this for its students, the Centre for Pacific Studies is now taking this to the next level, extending this approach to all staff and ways of working. This responsive teaching approach has resulted in an environment where all staff have the opportunity to honestly tālanoa and push the boundaries in creative ways to advance the academic achievement of our students. Some of these innovations include the establishment of the Vaka Moana⁸ programme as well as overall changes to how the Centre teaches and engages with its students.

An important factor is the use of Pacific languages and/or English in tālanoa with students and staff which provides students and staff the choice to engage in their Pacific heritage

⁸ Vaka Moana (an ocean-going double hulled canoe) is an academic support programme coordinated by Pacific academics that is grounded in Pacific values such as collectiveness, respectful and reciprocal va/relationships.

languages and/or English when exploring, brainstorming, explaining and discussing concepts and ideas individually, in small groups, or in workshops. The potential power and usefulness of encouraging students to use their heritage languages for learning in curriculum areas, and the contribution it makes to positive identity affirmation is now widespread (McCaffery & McFall-McCaffery, 2010; Tuafuti & McCaffery, 2005).

Marina McCartney has been coordinating and teaching stage 1 courses for Pacific Studies since 2013 and is a key team member in the AIL curriculum integration work and rubric development. In addition to this she manages Vaka Moana, originally an initiative of Toeolesulusulu Associate Professor Damon Salesa, the HoD for Pacific Studies. Rather than teach general academic skills that can be taught by Libraries and Learning Services on an ad hoc basis or one off hour tutorials, Vaka Moana which is grounded in Pacific values, provides additional topic specific curriculum workshops targeted to the assessments. These are run by all the course tutors and are inclusive of everyone enrolled in the course. This also results in stronger relationships being forged between the tutors and the students, hence *all* the tutors become tuākana/an older sibling and more skilled mentor.

Pacific values such as collectiveness and *teu le vā* (to value, nurture and act on social and spiritual spaces) are integrated into the Vaka Moana teaching approach. An example of this can be seen in the design of the workshops which embrace group work. Fostering the sharing of knowledge and building of relationships between our students is at the core of the Vaka Moana approach.

Respect shown by teaching staff to students, as well as reciprocity in the exchange of ideas and skills among all participants ensured that the Vaka Moana programme was successful.

Students prior knowledge and experiences are acknowledged and the Vaka Moana and Library sessions utilise cultural and linguistic references in teaching and learning strategies and approaches (Paris, 2012; Sheets, 2005 cited in Thompson, McDonald, Talakai, Taumoepeau & Te Ava, 2009). The end result of stronger relationships between students and teaching staff ensured that there was a safe 'cultural' and 'teaching' space creating a sense of belonging for our Pacific students to learn better and thrive (Southwick, Mitaera, Nimarota, & Falepau, 2017). As Thompson, McDonald, Talakai, Taumoepeau & Te Ava (2009) argue, "A culturally and linguistically responsive [sustaining, (Paris, 2012)] pedagogy for Pacific learners is therefore built around core Pacific values such as spirituality, respect, metaphors, stories, humility, humour, affection and relationships" (p.4). It remains important for us as teachers to understand our students and utilise Pacific approaches and examples students relate to (Helu-Thaman, 2014).

The Vaka Moana programme understands the diverse learning needs of Pacific students (Koloto, Katoanga & Tatila, 2006) and that students' cultures, knowledge and languages are integral part of their learning. The popularity and early success of Vaka Moana is a reflection of the commitment by staff to this teaching philosophy. At times up to 50% of students enrolled in the courses would attend these voluntary workshops.

4. Integration of AIL in Year 1 courses

The curriculum integration project started in 2013 with two Year 1 or 100 level courses: (i) PACIFIC 100: Introduction to Pacific Studies (148 students) in Semester 1 and (ii) PACIFIC 105: Pacific Worldviews (105 students) in Semester 2, now known as PACIFIC 105: The

Contemporary Pacific. PACIFIC 100 is the core compulsory 100 level course in Pacific Studies and the majority of the class are first year students. Integration included: modification of the Year 1 assignment requirements; inclusion of a First Year Experience (FYE) Targeted Learning Session (TLS); AIL workshops; development of an online course site (CourseBuilder) on Cecil (student learning management system) now called Canvas, to support blended learning; development of marking rubrics; and ongoing enhancements. PACIFIC 110, the Introduction to Pacific Music and Dance course (110 students) attracts international exchange students; dance students from the Faculty of Creative Arts and Industries; and students from the Drama Department. It is a popular course given the curriculum includes the practical component of learning the dances from Samoa, Tonga, Hawaii and Fiji. A Library assignment research and Vaka Moana workshops were embedded into the semester's programme. However the course coordinator and tutor noted that reminding students that the essay research was just as important as the dance component was a challenge. The key factor in this case was again due to the strong relationship/vā between the lecturer and the students. Her proactive encouragement increased student attendance at Library sessions. This included walking with the students to Library sessions and actively participating in the tālanoa/discussions.

Staff feedback on impact of AIL-

“As a Pacific Studies instructor, I find Judy’s presence in my classes and in our staff meeting worthwhile. Students became more familiar with her and putting a face to the name in the early part of the semester empowers students to know that they have the

academic support they need while studying at the University. As a staff member, I have developed a good working relationship with Judy that enhances the linking of Canvas between staff and students. She has been a great help in assisting staff upload reading materials for Talis as well as the research skills tab for students”

5. Modification to Year 1 assignments since 2013 -

Modifications were made to PACIFIC 100 and PACIFIC 105 assignments. The assessment rubrics for both courses were modified, making expectations more explicit for students.

Students were required to write and submit an initial essay proposal. They then received peer feedback via Turnitin’s Peermark along with tutor feedback. This gave them the opportunity to write their essay based on feedback before submitting.

There was an essential Essay Activity which was graded. Students were asked to choose their essay question topic from three options provided. Students were then asked to rewrite the essay question in their own words. This was to gauge individual students understanding of the essay topic – what makes sense to them, and an early exploration of their topic. This exercise was introduced in tutorial time and provided students opportunity to discuss their topic and edit their answers in their own time online before the due date.

The second essential Essay Activity was done during the Library Assignment Research tutorial and this involved using the Library Catalogue to find two to three relevant items to their chosen essay topic. One of the items must be from a book in the Library. This is to encourage students to engage physically with print resources in the Library and browse

surrounding items on the shelves. Students were required to write two to three sentences explaining how their selected source was relevant to their chosen essay topic.

During the tutorial students employed brain storming exercise in pairs/groups to find keywords and/or concepts that were similar in meaning on their topic for their search.

Students were encouraged to save their items online for later reference. Like the first online activity this also had a due date before the Targeted Learning Session⁹ (discussed below).

6. AIL assignment research tutorials

In 2013, AIL or Assignment Research Tutorials as students know them, were offered to PACIFIC 105 students in their course tutorial time. This made a huge difference as tutors and often learning advisors were also in attendance and participated in assignment clarification discussions and interactive activities. Teaching staff found these beneficial as it provided opportunities for us to review Assignment Research Tutorial content, students understanding of question and assignment preparation. Examples used in the workshops utilised students prior knowledge and understanding of assignment topic. This integrated tutorial development marked a significant shift in staff and students perception of AIL.

In Semester 2, 2016, attendance and participation in the Library Assignment Research Tutorial for PACIFIC 105 was allocated a 2% grade. Attendance for this tutorial and the first course tutorial was 85%, the highest of ten tutorials conducted during the semester for this course. The tutorial included essay specific activities with submissions on Canvas (via

⁹ The First Year Experience (FYE) offers a Targeted Learning Session (TLS) to first year students focusing on their assignments.

CourseBuilder). These integrated assignment research activities were designed to engage students' critical thinking and writing skills utilising an online learning environment.

By comparison, earlier in Semester 1, 2016, PACIFIC 100 Research Tutorials which were heavily promoted but not compulsory nor graded attendance was only 77%. In the following year 2017, the Research tutorials were graded, and student participation increased to 89%.

7. First Year Experience (FYE) programme Targeted Learning Sessions (TLS)

The University's FYE programme TLS bring together librarians, learning advisors, tutors, and FYE mentors in one place to address whatever problems or questions students have in relation to their assignment.

A TLS was integrated into the PACIFIC 100 course curriculum in 2013, followed by PACIFIC 105 a year later. The majority of students in this course are first year students and of Pacific ethnicity, similar to PACIFIC 105. The TLS held in the Library was timed after students had received their peer's feedback on their essay proposals. PACIFIC 110 on the other hand was a practical dance course with an essay component. The lecturer believed a focused TLS to help refocus students on the research and written component of the course could be helpful and to creatively incorporate it in future in the course.

The last PACIFIC 100 TLS held in the Library in Semester 1 2016 attracted 163 (68%) students out of 240. However it did not have the graded activity. In the following year the PACIFIC 100 TLS held in the Fale included a graded activity. Student enrolment and attendance was 207 (87%) out of 238.

Since then Pacific Studies have hosted the TLS sessions in the Centre's Fale Pasifika (Samoan open styled building) which have been hugely successful from students' perspectives. Holding future TLS at the Fale coordinated by the Vaka Moana teaching staff in collaboration with the AIL team is a current development of our integration work.

There were some concerns about moving the TLS to the Fale as it might compromise one of the goals for the TLS which was to get the students into the Library environment. However, the authors felt that providing a culturally safe environment for our students was just as important. The Library Assignment Research tutorial which took place before the TLS included a graded activity that required students to physically visit the Library and search for an appropriate source. Therefore ensuring and reinforcing familiarity with the Library environment.

The FYE TLS participation rate in the Faculty of Arts for PACIFIC 100 went from 40% to 70% (McFall-McCaffery & Cook, 2016), and to 87% in 2017. AIL has become an integrated part of the curriculum assessment and practical work, not just Library work, not just existing in theory, not just possible learning and teaching pedagogies but resulting in increased attendance and engagement.

8. Vaka Moana tutorials

The Vaka Moana integrated workshops were also offered for PACIFIC 100, 105 and 110. These covered questions students had on course assessment tasks. The sessions were facilitated by the course tutors, the Pasifika Librarian and other support staff, and scheduled at point of need (e.g. assignment deadline, tests and exams).

Staff feedback on the Vaka Moana workshops-

“The Vaka Moana tutorials were times for students to work together with other students. I find the atmosphere refreshing and also beneficial on a social level. Many students, such as international exchange students made friends during such tutorials and often they work in groups to complete tasks. For any Vaka Moana plans for 2017 and beyond, I highly recommend it for all students”

“As an educator of Samoan heritage, and a former student who has navigated the waters of the University of Auckland, I am aware of how the feelings of cultural alienation within an academic environment can affect one’s study and life. Vaka Moana represents my commitment to ensuring we provide a programme that normalises our Oceanic values within the academic space.”

9. Development of online course site - blended learning

CourseBuilder (CB) an online course development tool, was used to create course specific sites for both PACIFIC 100 and 105, and later for PACIFIC 110 on Cecil, and now Canvas. The purpose of the sites is to integrate all relevant AIL and course information in the one place and on the online space students are already using. The course sites are used in face-to-face AIL tutorials, promoted in Vaka Moana, and students can also access them any time/place. This enables a blended learning approach and utilises good practice, evidence based teaching and learning in Pasifika supported environments (Clayton, Rata-Skudder & Baral, 2004; Koloto et al 2006; Marsters 2008) that acknowledges and uses Pacific

approaches (Helu-Thaman, 2014; Mara & Marsters, 2009; McFall-McCaffery & Cook, 2014; Sanga, 2002; Taufeulungaki, 2002, 2014).

In Cecil now Canvas, the AIL online site was originally named Research Skills and then changed to Assignment Research in 2016, which is meaningful to students rather than library-centric. As a staff member commented -

“I support the renaming of such tabs online. It is critical that online tabs on CANVAS share the same words on their course outline, so students can follow through better when they are attempting their activities. For example, if Research Skills is used, then this word has to be found as well in their course outline to avoid confusion”

Using CB made it easier for everyone to collaboratively design assignment research exercises, online submissions, and self-help activities. It creates a sense of ownership and belonging for all staff to do this together. It helps tutors to become familiar with the content, use them, and promote them to students. Since then academics have requested online course sites for other courses. However with the change to Canvas, there are more options available to embed AIL links directly on the relevant module or page rather than on one site. This is a further development the team is working on which will help address the issue identified below regarding visibility and ease of access to information.

Staff feedback on the course sites

“The self-directed learning component, I feel was least used, as students struggle to find time to undertake the activities. As a tutor I have to continuously remind them to

attempt the activities. From experience, I believe that the main reason why less students attempt such self-directed activities was due to the interface and layering of pages to reach such activities. Most of the time, students have to click on a number of pages to reach these activities. Given that such students struggle to find time to complete their own written assignments, finding self-directed pages to attempt activities may be overwhelming for them”.

Some AIL integration achievements

The table 2 below shows where we have established a presence in terms of AIL integration at the different levels since the project began in 2013, and what has worked well for these courses. As new courses are developed, and as some of the courses in Year 2 and 3 in the table below have changed, work on integration continues.

Table 2 AIL courses integration

Level	AIL Courses	What worked?
Y1	100, 110, 105	<ul style="list-style-type: none"> ✓ FYE TLS (Pac 100 attendance 40% to 70% in 2016) ✓ Blended learning - course site well utilised ✓ Assignment specific F2F workshops; Pacific examples ✓ Tutor present at workshops using the <u>talanoa</u> approach ✓ <u>Vaka Moana</u> tutorials – <u>Talanoa</u> approach ✓ <u>Scaffolded</u> assignments ✓ Collaboration with faculty – <u>Vā</u> and <u>Talanoa</u>
Y2	200, 201, 206, 207	<ul style="list-style-type: none"> ✓ Online course site ✓ Assignment specific F2F workshops – <u>Talanoa</u> and examples students identify with ✓ Collaboration with faculty
Y3	306, 308, 304	In progress
100-300 level	Tongan Samoan Cook Is Maori	Language Courses In progress

Approaches used in tutorials that relate to students' lives with tālanoa and strategies used in the Pacific TLS sessions shared with Library colleagues and teams help enhance understanding of Pacific pedagogies; ongoing collaborations; continuous improvement of integration strategies, online activities and content.

Furthermore, AIL collaborations have provided pathways for research skills development, framework promotion, up-take by teaching staff, and the current rubrics development.

Impact and Implications

There is significantly better understanding and appreciation among staff and students of the value of AIL skills, knowledge and application in the curriculum and this is more transparent in the review of the Year 1 marking rubric.

Clear guidance on the number of readings requirements in the essay questions rather than a general one has proved very helpful to students and in planning Assignment workshop tutorials and activities linking to the essay plan and assignment. Specific instructions to students on the number of readings they can access from their set course reading list and how many they need to search and locate themselves, and whether these are from primary or secondary sources is very helpful. This clarification assists students to understand assignment readings requirements; help them to evaluate different sources and the different perspectives these resources contribute to their topic; encourages engagement with different resources and formats; fosters learning and helps build and reinforce AIL skills and strategies.

Judy as Pasifika/Pacific Librarian has a weekly hot desk space at Pacific Studies, and is invited to course and staff annual review planning meetings. This embedding as an honorary staff member in the Department allows her to interact with staff and students in a range of significant ways that was not possible earlier. This was later extended to Canvas collaboration to establish an online presence.

Regular communication via a range of channels put in place with teaching staff have assisted in bringing about better understanding of AIL as integrated parts of critical thinking, learning and teaching pedagogies. Ongoing tālanoa and meetings provide opportunities to discuss how technology could be used to enhance teaching and learning within the Pacific context. Basic training to ensure new staff feel confident to use and promote online course sites and associated online activities to their students is still needed. More importantly however is their central role now in the continuous improvement to our collaborative work and in monitoring student success.

Impact on students' performance

Students' feedback, using Reflection on AIL site, one-to-one and group tālanoa has been positive. However there is still work to be done. This includes engaging senior students in the class as tuākana mentors and assist in promoting AIL and academic support programmes in the classes.

Teaching staff have noted that those who attend AIL tutorials, utilise the online Assignment Research site on Canvas, and participate in Vaka Moana do well in their tests as well as submitting quality assignments. The Assignment Research site enables staff to review

students work, page views and visits. These students put into practice what they have learnt during such workshops which is evident in their written work.

Specific student feedback-

“It provided skills that we can use throughout our years at university. It is also applicable to other courses besides Pacific studies.”

“It was like a checklist for me. I used it to check whether I was on the right track and this really helped in terms of planning and getting my essay completed”. (McFall-McCaffery & Cook, 2014, p.7-8)

Reflections: project team

“This project would not have been possible without the leadership, ongoing support, advice and trust of the Head of Pacific Studies, Associate Professor Toeolesulusulu Damon Salesa. In addition he successfully revised much of his courses’ content to make them more relevant and engaging to this current generation of urban New Zealand born Pacific students.”

We acknowledge and particularly value the commitment, work ethics, professionalism and continued support of the course coordinators and tutors in embracing AIL and weaving them into the course. This has made a huge impact in the way students are approaching AIL and in changing their perception of AIL workshops and activities, and more importantly building

basic research skills and transferring these life-long skills into the next level.

Using the curriculum mapping approach is an effective way of integrating information and academic literacy into the curriculum. It allows the project team access to, and an understanding of, the curriculum. This assists in identifying gaps and how skills could be further scaffolded.

In addition using Pacific approaches provides an important link between the students' everyday life and the motivation to make strong links with their academic work, and enhances student engagement. These approaches include:

- Tālanoa method/methodology and incorporating Pacific stories, words, concepts and examples in the workshops and use of humour.
- Using content examples that students can relate to in their own lives and experiences to explain AIL knowledge and skills and the research process.
- Using in-class interactions encourages students to participate and engage with what they already know.
- Building on students' knowledge and skills instead of focusing on what students need to know shifts the focus to starting with what they already know and how they can apply this in AIL.
- Getting students to work in groups works well, especially with shy students.
- Having tutors present in workshops is beneficial both to the students and to the team.
- Feedback from tutors /discussions/debrief meetings with tutors after tutorials has been very valuable.

- Regular meetings with lecturers and tutors and follow-up on what is working and not working.
- Use student class reps as champions for student voice.
- Librarian support was factored into the Vaka Moana workshops, extra tutorials and one-to-one assistance to specific students referred by tutors.
- Library Assignment Research sessions are held during tutorial times and are an essential part of the assignment resources students need to draw upon for their essays.
- The inclusion of the FYE TLS provides a one stop shop for student support, contextualised to their assignment and holding these in the Fale Pasifika.
- Tālanoa and feedback from students, lecturers, and tutors indicates students are now using better sources of information in their assignments.
- Students who attend the workshops, FYE TLS and tutorials and use the Assignment Research site have been reported by lecturers and tutors to do well in their essays.
- Stronger integration of Research site information and strategies together with tutorials into the curriculum.
- Rubrics have been overwhelmingly successful in Year 1 courses and we expect the same positive feedback from staff and students as they work with Years 2 and 3.
- Successful scaffolding of assignments requires a shared range of ongoing better integrated support measures across Student Learning Services and other teams.

Ongoing and Future Developments

A number of challenges for future development were identified throughout the project. Some can be addressed immediately some will take time.

Staff turnover and sustainability has historically been high due to course tutors annual turnover, changes in course coordinators, part time lecturers and student learning advisers. This makes training, communication and implementation goals problematic. Reliance mainly on course tutors to promote the Assignment Research site to students has therefore not been an effective way to get students to use the site. The University's recent move from Cecil to Canvas requires reworking the Assignment Research site and significant staff development for everyone. How to better scaffold AIL from year 1 to year 3, as not all students in Stage 1 courses are first year students, remains to be examined for a sustainable solution in all university courses. This group of issues are particularly challenging as the solutions lie with the structural and staffing issues outside the control of the project team.

The tālanoa and analysis of the rubric developments and the research survey implementation is next on our agenda with Pacific Studies staff. It is also apparent from the analysis of the data that many Pacific students transitioning from secondary schools have low levels of AIL skills and this is a significant barrier to reaching high levels of tertiary achievement (Tertiary Education Commission, 2017). Working with key University student agencies involved with secondary school transition to address this issue will need to be an essential component of the new Libraries and Learning Services 2018 Service Delivery

Model. The project data also needs to be analysed together with other student course data and learning analytics to provide a more comprehensive and useful picture of student needs, performance and outcomes. This will help enhance and inform our current practices and pedagogies, in AIL integration work and rubric developments. We are confident such close attention to data from students will lead to significantly improved academic student outcomes.

Pacific indigenous approaches will continue to play central roles in all future and ongoing developments. They are however significantly more demanding of both Library and academic staff commitment and time. The research question is – is it possible to reverse the current low AIL skills and task completion by Pacific and other indigenous students without such approaches? Our view is no, so the investments must be made if things are to change.

The Head of Pacific Studies identifies key factors he considers are leading to the projects ongoing developments -

"It is remarkable to reflect on the collaborative work between Library staff and Pacific Studies academic staff. I think the source of most of the success of this project has been due to these collaborations—these relationships. In my view, what we have managed to sustain is to address the concept of *teu le va*, which is lifeless without its being embodied in culture and practice. For this to happen requires not just a shared cultural constellation, and a shared purpose, but the capacity to initiate and sustain authentic, culturally appropriate, rich relationships between different peoples, that are

energized by the kinds of lived cultural dimensions that often seem to be made empty by being described: fa'aaloalo, alofa, onosa'i, talanoa, galuega. [respect, compassion/love, patience/perseverance, communication, contribution]. Such success as we have experienced has come from this shared web of relationships, nurtured and enriched. This has allowed the construction of ala—pathways—between groups who were often working as islands, into the kinds of archipelagos and connections that better comprehend the indigenous Pacific which we emulate.” (D. Salesa cited in McFall-McCaffery & Cook, 2016, p.12).

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Glossary

Talanoa – formal and informal dialogue and interactions.

Teu le vā (Samoan) or tauhi vā (Tongan) – nurturing reciprocal relationships.

Tuākana (Māori) - an older sibling and mentor.

Va – relational /spatial/ spiritual relationships.

Vaka Moana is an academic support programme coordinated by Pacific academic staff that is grounded in Pacific values such as collectiveness, respectful and reciprocal relationships.