Te Rito

Insights from learners and staff – opportunities to enhance success for Te Pūkenga Pacific learners and Pacific staff

Part Two
Ākonga at the Centre research project
August 2021

Te Pūkenga

Matakōrero | Foreword

Te Pūkenga is inspired by the base of the harakeke (the flax bush) – the strongest part, from where all threads meet and grow. The 'rito' is the inner shoot of the harakeke. In the same way, our learners and their whānau must be at the centre of what we do across Te Pūkenga and vocational learning.

The Ākonga at the Centre research project was undertaken in late 2020 and involved a small research team that travelled across Aotearoa to gain insights directly from our learners, and those who support them. Particular attention was made to learners for whom the system has traditionally not served well. We asked them to identify the enablers and barriers to their success.

This report builds on Te Rito Part One (published in June 2021) and is the second in a series of research reports. This report identifies opportunities to enhance success for Pacific learners. The project team enlisted the expertise of a small diverse research team from the sector to ensure Pacific voices were analysed through a Pacific research lens.

We acknowledge the many stories, experiences, and aspirations shared with us; these insights will be treated as taonga. We thank everyone involved for striving to maintain the mana of all participants and allowing us to share this information as a resource for our network, and others, to strengthen our collective efforts towards a more learner-centred network.

We would like to thank:

- our learners for gifting their stories and experience
- the staff, whānau, employers, and communities supporting learners
- The 38 members of the Learner-centred Design Staff Forum, representing our subsidiaries and transitional Industry Training Organisations for co-designing and activating engagement across Aotearoa
- Our research and analysis teams, and for this report, our Pacific analysis team.

We have a once-in-a-generation opportunity ahead of us. This report contains insights into what Pacific learners and staff believe are the opportunities to enhance their success.

On behalf of our Te Pūkenga whānau, ngā mihi.

Hāpaitia te ara tika ka pūmau ai te rangatiratanga mō ngā uri whakaheke.

Stephen Town

Chief Executive

Tania Winslade

Deputy Chief Executive
Learner Journey and Experience

Some words from Te Pūkenga Pacific Staff

Kia orana, Talofa lava, Malo e lelei, Malo ni, Fakaalofa lahi atu, Ni sa bula vinaka, Mauri, Noa'ia.

Pacific learner success is at the heart of what Pacific staff strive to achieve in all the roles and responsibilities that we carry out in vocational education. Hearing our Pacific learner voices inform the foundation of our work gives us the impetus to champion opportunities for our Pacific learners.

As Pacific staff leads from both Institutes of Technology and Polytechnics and Industry Training Organisations across Aotearoa, we have come together organically to harness the power of Pacific staff and instil Pacific aspirations, wisdoms, and ways of being, that are critical to collective Pacific success within Te Pūkenga. Aotearoa is becoming increasingly Pacific. Our Pacific learners deserve learning experiences in vocational pathways that lead to lifelong careers that value them as unique Pacific peoples and meet skill shortages in a COVID-19 environment. We also look beyond our current horizons to an unknown future of optimal outcomes to elevate and promote Pacific success.

Te Pūkenga Pacific look forward to further iterative reports of this nature to continue to inform and have a flow on effect to enhancing greater success for our Pacific learners, families, and communities.

Meitaki ma'ata, Faafetai lava, Malo 'aupito, Fakafetai lasi, Fakaaue lahi, Vinaka vakalevu, Fãiåk se'ea, Ko rab'a Ko bati n rab'a.

Te Pūkenga Pacific Staff Fono

Cover Design: depicts artist Jarryd Saifoloi's interpretations of the four Pacific methodologies applied to produce this report (see inside back cover).

Ngā Ihirangi | Contents

1 Whakarāpopototanga | Executive summary

1.1 Overview

Te Pūkenga is bringing together on-the-job, on campus, and online vocational learning as a unified network, while putting learners and their whānau at the centre of everything we do. Pacific communities are one of New Zealand's youngest and fastest growing populations. For New Zealand to prosper, it is imperative that we have an education system that delivers fair and equitable outcomes for Pacific learners, their aiga and their communities.

To ensure Te Pūkenga are well placed to support Pacific learners and communities, we first need to understand the current barriers and enablers to Pacific learners' success. The Ākonga at the Centre research project, commissioned in 2020, aimed to gain insights from learners (and those that supported them) on the barriers and enablers to their success across the current learner journey. This report presents the distinctive voices of the diverse Pacific voices we heard through the project.

The project applied Te Tiriti o Waitangi inspired principles of excellence and used Critical Bicultural and Human Centred Design methodologies as a new and innovative approach for the public sector. This approach supports our efforts to embed Te Tiriti o Waitangi in everything we do and allows the research to strengthen the voices of priority populations that have traditionally been underserved in the vocational education and training system. It is critically important to inform our understanding for how best to enhance the learning and success of our Pacific learners and their families.

Below are summaries of the approach and findings.

1.2 Summary of the approach

- The methodology followed was an innovation drawing from human-centred design and a critical bi-cultural framework (Panapa, Te Noho Kotahitanga: Putting the 'Critical' Back in Biculturalism 2015).

- Ethics approval was sought and obtained from Wintec's Human Ethics in Research Group to undertake wide-session research and focus-group session research.

- Seventy-five engagement sessions were undertaken in regions from Whangarei to Invercargill. These consisted of 30 open engagement sessions in social spaces and 45 focus group sessions (60–90 minutes).

- Campus, online, and work-based learners and staff participated, as well as employers, community and whānau.

- Over 3,000 narratives/stories were gathered from focus groups and 4,000 statements from open sessions.

- Seven Pacific opportunity statements were developed from Pacific research analysis of the focus group data, despite limitations in the sample size of distinctive Pacific voices in the initial data collection.

- Kaitiakitanga – we use this data with care: it is a gift from the past to help us navigate the future. Access to these voices is a privilege and we must take great care and responsibility to represent the people from whom the data has been sought from in ways that maintain their mana, dignity and agency. Our use of the data must be empowering and avoid framing in deficit ways.

1.3 Summary of the findings from the Pacific analysis

- Pacific learners value the opportunity to study so that they can support their families. They are also heavily committed to their family obligations which can provide challenges while they study (Opportunity 1).

- Pacific identity is not homogenous, and each Pacific group has their own learning experiences and practices. They also have their own challenges and therefore it is important that these unique differences are understood in order to support them (Opportunity 2).

- Having equitable access to opportunities to support success is critical for Pacific learners. Peer –to-peer mentoring can be an excellent way to ensure Pacific learners feel like they belong. Seeing and having access to successful Pacific role models as trainers is also important. (Opportunity 3).

- There is a need for Pacific leaners to see themselves while at Te Pūkenga. Having more Pacific staff at Te Pūkenga makes Pacific learners feel like they belong (Opportunity 4).

- Having Pacific knowledge embedded in learning programmes is reinforcing of Pacific learner identities in their learning (Opportunity 5).

- A common challenge was lack of support during enrolment and during studies. It is important that support is easily accessed by Pacific learners throughout their enrolment and study journey at Te Pūkenga (Opportunity 6).

- Having Pacific staff is key to Pacific learner success. Te Pūkenga needs to invest in the development of their Pacific staff to support Pacific learner success (Opportunity 7).

2 Rangahau| Methodology

The project drew from a Critical Bicultural framework (Panapa, 2015) and a Human Centred Design approach to innovate a new methodology for the public sector. This approach supports our efforts to give effect to Te Tiriti o Waitangi in everything we do and enabled the project to strengthen the voices of priority populations that have traditionally been underserved by our system. This approach was further enhanced by introducing Pacific methodologies when analysing the data from our Pacific participants which resulted in a distinctively Pacific set of findings. The Pacific methodologies used are further explained in Section 2.2.

2.1 Human Centred Design and Critical Bicultural approaches used

Human centred design is an approach that focuses on gaining a deep and holistic understanding of people and their needs. Fundamental to this approach is continual testing and refining of responses to ensure they meet the needs of the intended people. This approach is not restricted by knowledge and takes into account real people in real environments. Human centred design works in harmony with the critical bicultural framework as they take a systemic review and seek to ensure core, root issues are solved, rather than just the symptoms/problem.

A Te Tiriti-informed critical bicultural framework ensures the research and findings are guided by principles of Māori cultural legitimacy, Indigenous-Settler partnership, decolonising and conscientising practice, transforming of structures, power relations and Māori flourishing. This framework was applied to guide how Te Pūkenga could excel at transforming our approach to meeting the needs of Māori learners and their whānau. This approach provides an ethical compass for enabling the individual voices of diverse communities to be collectivised, privileged and interpreted by their own distinctive lenses. This led to the provision of time, space and resource for Pacific methodologies to lead the analysis and presentation of the Pacific data.

2.2 Kaitiakitanga – Please use with care

- We have treated the narratives and data as taonga. It is important to remember that this data belongs to those from who it has been sourced, in this case our learners. Use of the data therefore needs to represent our learners in ways that enable them to maintain their 'mana', dignity and agency. It must be used in an empowering way, to avoid framing learners in deficit ways. Great care and responsibility have been taken in the management and protection of both the data and the stories we tell.

- *Te Rito* also imbues responsibilities to collectives of participants. Pacific data, in particular, is the domain of Pacific collective ownership. Te Pūkenga responses to the data must also respond to Pacific expectations of kaitiakitanga over Pacific collective data sets. Use of Pacific data should be done in partnership with Pacific communities.

Please use this information with care. If in doubt, please contact the Learner Journey & Experience team at Te Pūkenga. Some helpful guidance can be found at www.tec.govt.nz/teo/working-with-teos/analysing-student-data/ethics-framework/

2.3 Approach to focus group research

- 45 focus group sessions were held across Aotearoa, each 60-90 minutes.

- These involved: campus, online and work-based learners and the staff who support them. Some included community and prospective learners (secondary school or community).

- Over 300 participants produced over 3,000 narratives (statements) which were then analysed and grouped by theme, resulting in more than 275 key insights and 66 opportunity statements.

- All data was analysed using the human-centred design analysis approach of affinity mapping, bringing together similar narratives to form a cluster. Each cluster of narratives was analysed, finding the most common words used by the voices. Authenticity of voice and sentiment was premised by developing insight statements using the most frequently used words.

2.4 Approach to Pacific Analysis

Given the focus on analysing Pacific data, we sought to adopt a Pacific lens and a Pacific methodology for this report. But the Pacific is not a homogenous community. While we often hear of researchers using 'Pacific methodologies', the reality is that there is no such thing as a 'Pacific methodology'. Rather a collection of methodologies that emerge from a region with numerous similarities but very diverse ethnic and community contexts. It is impossible for methodologies, practices and customs to be considered 'all-encompassing' of the Pacific because they are most often specific to individual Pacific Island states. The analysis team represented some of the diversity of the Pacific with two Samoans, one Tongan and one Fijian as its members[1].

In respecting the diversity of the Pacific project team and the Pacific in general, the methodology took a blended approach combining research methodologies from Tonga, Fiji, Samoa and Cook Islands to analyse the data:

Kakala – Garland Making (Tongan)	'Kakala Research Framework' – Seu'ula Johanson Fua[2]
Vanua – The Land (Fijian)	'Vanua Framework' – Unaisi Nabobo-Baba[3]
Fa'afaletui – The Discussion (Samoan)	'Fa'afaletui Framework' – Alexandra McCarthy, Ramon Shaban & Cassandra Stone[4]
Tivaevae – Quilt Making (Cook Island)	'Tivaevae Framework' – Teremoana Maua-Hodges[5]

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[1] See page 15 for details of Pacific Analysis team members

[2] Johansson Fua, S. (2014). Kakala research framework: A garland in celebration of a decade of rethinking education. In M. 'Otunuku, U. Nabobo- Baba, & S. Johansoon Fua (Eds.), Of waves, winds and wonderful things: A decade of rethinking Pacific c education (pp. 50–60). Suva, Fiji: University of South Pacific c Press.

[3] Nabobo-Baba, U. (2008). Decolonising framings in Pacific research: Indigenous Fijian Vanua research as an organic response. Alter Native 4 (2), 140-154.

[4] McCarthy, A., R. Shaban and C. Stone (2010) Fa'afaletui: A framework for the promotion of renal health in an Australian Samoan Community, Journal of Transcultural Nursing 22(1): 55–62

[5] Maua-Hodges, T. (2016). Pacific research and ethics: The Tivaevae framework. Whitireia Polytechnic.

The following table outlines how the four research methodologies were applied to analyse the data. Phases 1-3 were already completed by Te Pūkenga Ākonga at the Centre project team, and Phase 4 was completed by the Pacific analysis team.

PHASE	Description of each phase	Kakala (Tongan) Garland Making	Vanua (Fijian) The Land	Fa'afaletui (Samoan) The Discussion	Tivaevae (Cook Islands) Quilt Making
1	Conception & Preparatory stage: Te Pūkenga Ākonga at the Centre team	**Teu** Preparatory stage Conceptualising designing	Na nvunavuci Conception **Na vakavakarau** Preparation and planning	**O le ā le matā'upu?** Is there a problem to be solved?	**Akapapa** Conceptualising & planning the research
2	Ethics: Te Pūkenga Ākonga at the Centre team		**Na I sevusevu** Requesting Entry		
3	Data Collection: Te Pūkenga Ākonga at the Centre team	**Toli** Pick the flowers Data Collection	**Na veitalanoa** Dialogue collection	**Manatu mai i totonu o le paopao** Perspective from inside the canoe	**Akaruru** Data Collection
4	Sort Data: Pacific analysis team				**Pakoti** To cut, analyse and interpret
5	Analysis 1: Pacific analysis team	**Tui** String the Garland Analysis stage	**Na I tukutuku** Analysis		
6	Analysis 2: Pacific analysis team			**Manatu mai I luga o le la'au** Perspective from atop the tree.	
7	Analysis 3: Community Advisory Committee			**Manatu mai I luga o le mauga** Perspective from atop the mountain	**O'ora te tivaevae** Presenting the report/findings
8	Final Analysis: Pacific analysis team			**Fa'alogologo** Listeners to think critically about the knowledge	
9	Reporting: Pacific analysis team	**Luva** Gifting	**Na vakavinavinaka** Gifting and thank you		
10	Recommendation: Pacific analysis team	**Māfana** Final Evaluation process – where we seek whether transformation, and application of sustainability of the transformation has taken place.	**Me vakilai** Transformation process as a result of research		

3 Ngā here | Limitations

The Pacific Analysis team identified the following limitations during this project:

- The Pacific Analysis team were not part of the focus groups where data was collated, which limited their ability to fully contextualise the student and staff statements.
- The sample size was small by comparison to the Pacific population of students and has limitations in its reflection of the full diversity of Pacific learners within the Institute of Technology and Polytechnic (ITP) sector. It would have been more reflective if there were even numbers of students from a variety of programmes and levels.
- There was no Pacific voice from the Industry Training Organisation (ITO) sector. Given that the ITP and ITO sectors will come under Te Pūkenga umbrella, this will be an important area of focus for the transition of ITO learners into Te Pūkenga.

4 Ngā Taunaki|Recommendations

1. With limitations on the scope and sample size of Pacific voices, it is recommended that Te Pūkenga subsidiaries continue to engage in and strengthen their collaborative Pacific research practice. There is strong Pacific research capability within Te Pūkenga network. It will be important to draw from this expertise to build on the insights gained from this project.

2. An important area of focus will be to better understand the Pacific community realities and the barriers and enablers to success for Pacific learners, their families and their communities who live in the regions.

3. Given the limitations in this project to accessing Pacific learner voices from the ITO sector, it is recommended that work be undertaken to better understand the aspirations, context and experiences of Pacific learners in work-based learning environments.

This document was shared in confidence with the Pacific advisory - Te Pūkenga Pacific (formerly known as the ITP Pacific Leads Fono) - on 13 May 2021 for feedback before final submission. Their feedback supported the opportunity statements and the subsequent recommendations.

At report date, Te Pūkenga Pacific includes representatives from:

- Manukau Institute of Technology (MIT)
- Unitec Institute of Technology
- Māori Pasifika Trades Training (MPTT)
- COMPETENZ
- Wintec
- Weltec
- Whitireia
- Tertiary Education Union Pasifika
- Toi-Ohomai
- Eastern Institute of Technology (EIT)
- Western Institute of Technology (WITT)
- Ara Institute of Canterbury
- BCITO (Building & Construction Industry Training Organisation)
- Otago Polytechnic
- Southern Institute of Technology.

5 Ngā ākonga Pasifika me ngā kaihāpai|Focus group sessions - Pacific learners and Pacific staff who support them

This section sets out seven key insights and opportunity statements produced by the Pacific Analysis team from the focus group sessions with all learners and staff who support them. The quotes are actual statements from Ākonga at the Centre research Pacific participants.

Opportunity 1	Pacific learners aspire to use their tertiary education for their fanau/ aiga/ family and communities to prosper and to access opportunities and greater choices. They also have the added commitment of looking after and serving their families as well as balancing their commitments to study.
	How will we empower and bring effect to Pacific hopes and dreams for intergenerational development and prosperity?

"Success for me is having skills to contribute to my happiness and my whanau".

"I want to be able to help my parents – pay off their mortgage"

"Having the freedom of choice to pick a role that I can make a difference in".

"My long term is about providing for my family, and my short-term goal is to do well in study and do well in my family life".

"I want to be productive in the area that I have chosen, so that my kids can see that, and to create opportunities for them".

"In Y12 XXX popped up in my thinking with their building programme. Because we do have land (on Samoan & Māori sides), it struck me that I could build something for my family".

"While cleaning offices, I saw that people had individual desks and I knew that cleaning was not for me".

Opportunity 2	Pacific learners come from different backgrounds, and often have different learning experiences. Pacific learners also experience different challenges, which may prevent them from coping with the requirements of tertiary study. Therefore, it is important that learning environments nurture and enhance all Pacific learners' well-being physically, emotionally, socially and culturally.
	How will we support the wellbeing of all Pacific learners?

"I found it [first days] scary as a first-generation student. I didn't know how to navigate my way".

"At the initial stage, self-belief and not knowing the steps that I needed to take to get to where I wanted to be".

"I had a fear to go into study. My biggest barrier was fear - heard I was not clever".

"My challenge was where to start / get the information. So much info out there. I was whakamā so I stayed in the comfort zone".

"I underestimated the juggling of time between lectures and family time, including the time to read and understand everything"

"It's scary when you sit in class with a whole lot of young international students, and they are brainy. And me, I'm going to study with these young brains and my brain is back in the islands under a coconut tree. There is no way I am going to catch up with these young brains".

"I had fear. Even getting a laptop going is tricky for me to download the course".

"There was a lot of trying to figure out where to go to find information".

"The campus was a bit like a maze at the start"

"For me, it was a bit of a shock".

"I've encountered some bullying".

"They know that we will go thru some mental stress. And that they know this, and they told us where we can access support/help".

"What helped me was that we had tutors who talked about mental health and how we can look after ourselves".

Opportunity 3	Pacific learners benefit from having access to mentoring/support from both peers and staff. Peer-to-peer mentoring provides many learning opportunities for learners who find it easier to relate to other learners. Pacific learners look to other successful Pacific people for inspiration, motivation, and support.
	How will we ensure that Pacific learners receive equitable opportunities to be successful?

"The support systems we have with older students - I've had a lot of support and they have been very patient & supportive with me".

"For me it is important to stay connected to other students to avoid feeling disengaged".

"I am class rep. I am just trying to get others to finish with me".

"There's no Pasifika support (here). All the PIs you help are looking at you...they need someone who can relate and understand. I'm the last (matua) left. To help PI succeed you need a father figure/mother figure for their support. They need a matua to lead".

"I want to see them really succeed. If I can help them to do their assignments I will. 2 girls have called me Aunty now".

"Younger learners look up to you as an older learner. It's hard to see young people not succeed (here)".

"(Magic Wand) One thing I would change - Teaching support. Actual lecturers. Students had to go to students - couldn't go to lecturers".

"Also helping a lot of students so my drive is to cross (the stage) with the (other) tauira".

Opportunity 4	Pacific learners can find tertiary institutions to be scary and lonely environments. This often leads to Pacific learners feeling disconnected and becoming disengaged. They will feel that they belong when there is proactive support at a variety of steps in the learning journey, including mentoring and engagement from senior students and graduates. Having more Pacific staff represented at all levels ensures a sense of belonging is structurally sound.
	How will we ensure that Pacific learners and staff feel that they belong, that their voices are heard, and their cultures are valued?

"If I had a magic wand I'd like - to be heard more - better understanding - letting it be ok to reach out for help".

"I did fall behind and needed to learn to speak up, this helped.

"I felt isolated and lonely. I found myself feeling really dumb and too shy to ask questions".

"Through these studies, I hope to add my voice, and be a voice on behalf of a lot of voices that aren't heard"

"I realised that if they weren't keeping in touch as often that I would disengage".

"In my first weeks, what made it easier was having tutors who were passionate".

"If it wasn't for them caring I would have really struggled in the Bachelors. I'm still in it because of that. I'm so content, + my family"

"I also got a food package from support services. that was good". "There was so much support. I want them to know I am thankful".

Opportunity 5	Pacific learners are proud of their cultural background. They have a better connection with what they are learning when they see themselves in it. Pacific learners who are not as connected to their culture would like the opportunity to learn about their culture at tertiary level.
	How will we ensure Pacific knowledge, values and principles are embedded in the learner journey and the curriculum?

"I'd like to see more Pasifika and Polynesians over in the area"

"Last year we had a cultural competency paper- that was awesome to see".

"I would like to carry on my own learning of my Pasifika history".

"Everywhere I go, I am not ashamed of my culture"

"My culture is my strength. A life of struggle but do something now to get something later"

"More training about Pacific cultures, there can be more 'A's".

"Pacific stuff can get lost in the system. It would be nice to have it more visible, not lost".

"I feel there could be more Pasifika involvement in the delivery of learning, encouragement of cultures, and encouraging multiculturalism in the early childhood sector".

Opportunity 6	Institutional support throughout the learner journey is significant in the success of all learners. For many Pacific learners, having easy access to support (from deciding what programme to enrol in, to accessing financial, pastoral, and academic support) can make a huge difference.
	How will we ensure that each Pacific learner is provided relevant support from the beginning of their learning journey and throughout?

"It would be good to have cheap water available, cheaper food. The cafe has a monopoly".

"It's a real struggle to provide money support to PI learners (grants etc). To make it easier for whānau, and support with things like tech and have adequate personal fund".

"Travel. There was the whole disappointment - course being unstable - people travelling long distance and then get here and there's no class".

"A laptop when I needed one; that would be my wish. I had no access to a laptop when I needed one at the start of the year".

"Some don't have Wi-Fi or laptop. Some are looking after siblings" (staff member)

"They get charged learning support, but we don't work after 5pm - so no help" (staff member)

"Working with family to build trust to study after hours - create safe space". (Staff member)

Opportunity 7	Pacific staff aspire to gain and demonstrate a wide range of knowledge and skills to grow themselves and their families through their job prospects and career opportunities in order to have a greater positive impact in our wider communities. Pacific learners also look to Pacific staff for inspiration, motivation, and support.
	How will we grow our Pacific staff capabilities to thrive and ensure Pacific economic and talent gains?

"More Pasifika involvement with Pasifika leaners".

"Having a diverse team is important. We have a diverse team so learners can connect and see themselves".

"More diversity in staff. Good to see a similar face who understands our cultural background".

"Pasifika support gets lost in XXX it's important. There needs to be a presence".

"One Pasifika advisor is a barrier".

"Definitely more student advisors are needed. Those that acknowledge Pasifika background".

"Previous students [who are] on staff 'get it' – [they] go over and above". (Staff member)

"Reciprocity - means always come back and grow others". (Staff member)

6 Ngā ringa raupā | Contributors

Research

The Pacific Analysis Team:

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Publication Artwork

Jarryd Saifoloi, Juice Design Co.
See opposite page for Jarryd's design notes

Artist's notes

Section 4

Represents the Tivaevae Framework.

The patterns here represent the unique designs used on the quilts

Section 3

Represents the Kakala Framework.

The patterns here represent the shape of the Garland and the flowers that are used to create it.

Section 2

Represents the Fa'afaletui Framework..

The patterns here represent the pillars of the Fale and also the rope the is weaved between the pillars for support.

Section 1

Represents the Vanua Framework.

The patterns here represent our land, the environment that surrounds us.

1 Va'a

This black shape represents a canoe with ulutao (spears) on each end (the long parts at the end of the black shape). This symbolizes the recipient's duty to his family and community, and is a reminder to uphold a sense of pride within their family and community. This ties in with opportunity 1.

2 Niho Mano

This symbol represents the shark tooth. The Niho Mano has many meanings, more notably is the symbolism of shelter/coverage as well as guidance. This ties in with opportunity 2 as it important that our learning environments (the shelter) nuture and enhance our pacific learners.

3 Tikitiki Tangata

Originating from the island of Mangaia, this symbol stands for unity. This symbol ties in with opportunity 3, where pacific students benefit from having access to metoring from peers & staff. Together we all can succed.

4 Fa'agogo

This symbol represents the Tern (bird). While a single bird can represent a traveller (learner), a group of birds with one in front of them can symbolize a leader. This ties in with opportunity 4 and opportunity 7, where our pacific learners will look to our pacific staff for inspiration, motivation, support and mentorship.

5 Tusili'i

This symbol represents the midrib of the coconut leaf. The wavey lines symbolize the hand woven sennit (braided coconut fiber). The sennit is what is used to keep big pieces of wood together like in a fale or the va'a. This symbol ties in with opportunity 5 as the woven sennit portrays a connection with our pacific learners and their culture.

6 I'a

This symbol represents the Fish. The I'a has multiple meanings. In a way it can represent the learner, but more importantly the fish has always been a fundamental resource in the life of Polynesian people. In this case, this symbol ties in with opportunity 6 as it not only portrays the learner but also the abundance of support and resources available to the learner.

Te Pūkenga