

HE PĀNUI

Te Puna Wānanga

November 2023



Foreword from Head of School (Urumatua Tari), Helene Connor

Tēna koutou, tēna koutou, tēna koutou katoa.

Epsom campus will close in 2024 after a long history of being on this whenua. It was first established in 1881 on as the site as the Auckland Teachers' Training College.

Over the years it changed its title to reflect the changes in how teacher education was considered including the Auckland College of Education (ACE). ACE amalgamated with the School of Education University of Auckland in 2006.

The beautiful pōhutukawa avenue, which runs past the marae was planted on Arbour Day in 1935 to commemorate the teachers of the Auckland province who died in World War 1. The pōhutukawa as most of us know is an iconic tree with a deeply spiritual meaning, connecting the beginning and ending of human life.

It is fitting that all the staff of Epsom campus have been presented with a pōhutukawa seedling as a parting gift.

Te Puna Wānanga will locate to Building B113 at the City Campus on Friday 2nd February 2024. We will be able to access our new office space on Monday 5th February. A welcome celebration for our arrival to the City Campus (Te Puna Wānanga and Pasifika Success) has been tentatively scheduled for Thursday 8th February. This date will be confirmed nearer the time.

In preparation for the move please pack up your office before the end of the year close-down, prior to going on leave for the Christmas New Year break. Please read the Office Move Instructions [Relocation to City Campus B113, B114, B201, B212 and B435](#). These instructions provide important details including the packing up of **IT / Computer Items**. The E2C newsletter will provide instructions about the move and where there will be hot desks at City Campus for those teaching on the Graduate Diploma in mid-January 2024.

For further details on the E2C relocation project, please refer to:

[Epsom to City \(E2C\) Relocation Project Intranet Pages](#)

Please contact education.reception@auckland.ac.nz if you need boxes and labels etc.

Foreword continued...

The period of transition and preparing to move to the city has been an emotionally charged time for many of our staff, some of whom have been at the Epsom campus for over twenty plus years. The 40th birthday celebrations and the closure of our whareniui Tūtahi Tonu have been particularly poignant, alongside many happy memories and lots of laughter.

The 40th celebrations and the closure of the whare over the weekend, of 11th and 12th November could not have been possible without the hard work of Ursula McIntyre, Mals Araullo, Mike Renwick, Bruce Taplin, Hēmi Dale, Tony Trinick, Piata Allen and many others. The superb organisation, the catering and all the behind the scenes mahi ensured the weekend was enjoyable and memorable for everyone. Thank you everyone!

As we prepare for E2C we are all reflecting on what we will miss the most when we leave Epsom campus. Free parking outside our office spaces is of course top of the list. Many staff are choosing to use public transport, some for the first time! For those staff who are unsure of how to catch a bus, train or ferry in 2024 please refer to the website about AT hop cards. <https://at.govt.nz/bus-train-ferry/at-hop-card>

Thank you to everyone who met with the School Review Panel which was conducted via zoom over the 10th, 11th and 12th October. The Panel Report was emailed to everyone on Friday 24 November. If you are interested in being a member of the implementation plan committee please contact Helene.

The Panel would like to thank the staff involved in the preparation of the self-review portfolio, and Dr Helene Connor, Head of School and Mr Hēmi Dale for facilitating the welcome and closing event for the review. We also extend our appreciation to the staff and students who gave up their time to meet with us over the course of the review, including those who contributed to the workshop for staff at the beginning of the third day.

I would like to acknowledge Mals and Ursula for their invaluable assistance in preparing the final Report for the Panel and thank you Mals for organising the catering and liaising with Bridget Fox to complete the schedule.

I would also like to acknowledge Mals for all her hard work and creativity in putting this latest pānui together. I hope you enjoy reading it and catching up on all the latest news in TPW.

Ngā mihi nui ki a koutou katoa



Dr Helene Connor

(Te Atiawa | Ngāti Ruanui ōku iwi; Ngāti Rahiri | Ngāti Te Whiti ōku hapu)

News & Notices

Lively Pacific presence at Epsom Campus marae (Rose Yukich and Hemi Dale)

Pacific taonga inside the wharenui at Epsom Campus Marae symbolise the enduring ties between tangata whenua and peoples of Te Moana nui-a-Kiwa.

Read more [here](#)

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- Throughout the month of November, use the Orbit Online booking tool to arrange travel for a chance to win a UoA retailer voucher and spot prizes from some of our preferred travel suppliers. Elevate your travel and your budget-friendly savings with Orbit Online!

Spring Graduation 2023

The weather turned on its charm on Monday as we celebrated Spring Graduation in the sunshine at The Brit on Quay Street.

Tānekaha Rosieur and Te Aniwa Tutara opened with a mihimihi before handing over to EDSW Dean, Professor Mark Barrow, who welcomed and congratulated our graduands.

PhD Education graduand Sandra Yellowhorse, whose research is rooted in her ancestry and culture (Kinyaa'aanii (Towering House People) born for the French of the Diné Nation (Navajo)), shared her study journey and joined in congratulating her fellow graduands.

The whole event was the perfect pre-celebration for the 2023 Spring Graduation Ceremony.

Te Reo Māori is my superpower

Starrett-Leigh Tamihana-Iorangi, who's enjoying a Bachelor of Education in Huarahi Māori, shares her te reo journey from kōrero with her tūpuna to studying as a mature student.

Read more [here](#)

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Read more [here](#)

Learning to Live with the Killing Fields: Ethics, Politics, Relationality

Lincoln Dam was invited by the Ministry of Education to deliver a keynote address at the Refugee Education Hui on Friday 10 November.

The hui was held at Te Āhuru Mōwai o Aotearoa – Māngere Refugee Resettlement Centre, and was for Resource Teachers: Learning and Behaviour (RTLB) and Bilingual Assessment Service (BAS) assessors.

Lincoln was invited to speak about the relationship between his family's story, and his teaching and research. The invitation to speak was particularly special for Lincoln and his family because it will be 40 years, in March next year, since Lincoln's father (Leng) left the Māngere Refugee Resettlement Centre.

Leng's story can be found [here](#)



Lincoln and his parents, Leng and Phanidda, in front of photographs of the Centre before it was recently renovated. In 1984, Leng stayed in the **second house on the left** (see middle photograph in the top row)



ODE TO N BLOCK

By: Dr. Ian Hyslop (CHSSWK)

Nesting

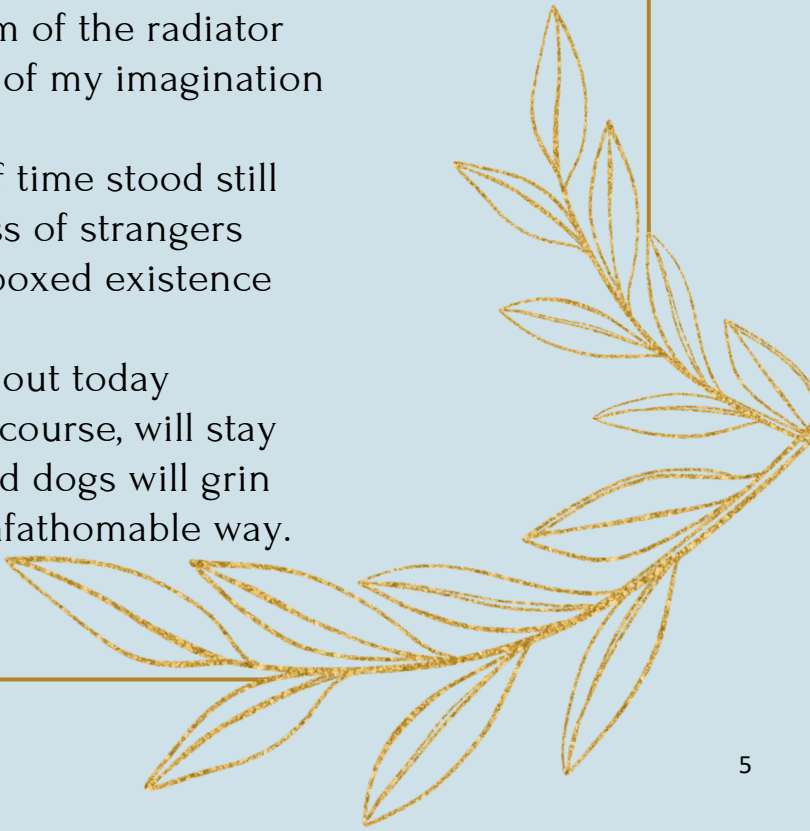
Permanently temporary
In the cold warmth of industrial space
Steel, concrete and glass
The first bomb won't getcha here
But they'll getcha ... when it's time

Early morning smiles from the cleaners
Flitting across the vast linoeulum sea
Staff like starlings in their boxes
Navigating the corridors of 70s modernity
Box canyons with pin boards and cubby-holes

The artifacts of time displaced
An architecture of Spartan comfort
Edges worn, carpets torn
The roar of the leaf blower
The almost hum of the radiator
The boiler room of my imagination

The lecterns of time stood still
The kindness of strangers
The riddle of boxed existence

Walked out today
Part of me, of course, will stay
The serious old dogs will grin
In the same unfathomable way.



Congratulations!

Di Ji's Thesis:

**Chinese Heritage Language Maintenance and Identity Construction:
Investigation of the Family Language Policy of Chinese Immigrant
Families in New Zealand**

My PhD journey has been an extraordinary voyage of intellectual growth and personal development. Four years ago, I set foot on New Zealand soil with my little daughter and husband to embark on this remarkable adventure at the University of Auckland. Over this period, I delved deep into the fascinating world of family language policies, studying their impact on the preservation of Chinese heritage languages among immigrant children in New Zealand. This journey was a continuous blend of challenges and achievements, moments of self-doubt that ultimately led to exhilarating breakthroughs. I still vividly remember the countless hours I spent wrestling with data analysis, a particularly challenging phase that tested my patience and resolve. However, it was overcoming these hurdles that made the joy of completing my thesis all the more satisfying. The sense of accomplishment upon submitting the final version of my work was indescribable, and it reinforced the notion that perseverance and dedication are the driving forces behind academic success. Throughout this profound journey, I'm profoundly grateful for the unwavering and invaluable support and guidance of my dedicated supervisors, Professor Stephen May and Dr. Peter Keegan. They inspired me to push the boundaries of knowledge, challenged my thinking, and provided invaluable insights and guidance. Their belief in my potential, coupled with their expertise, played a pivotal role in shaping the trajectory of my research and the depth of my understanding.

Additionally, the unwavering support I received from Te Puna Wānanga/School of Māori and Indigenous Education reinforced the solid foundation upon which my journey rested. Completing my PhD signifies more than just a personal milestone; it represents a unique opportunity to contribute significantly to our collective understanding of Chinese heritage language retention in New Zealand—a cause that resonates deeply not only with me but also with countless other Chinese immigrant parents. It is my hope that this research will foster a richer appreciation of the complexities involved and lead to more informed policies and practices in support of heritage language preservation within immigrant families.



Congratulations!

Professor Stephen May FRSNZ, University of Auckland Waipapa Taumata Rau, has been awarded the **Mason Durie Medal** for his work on language rights and revitalisation, spanning the disciplines of applied linguistics, sociolinguistics, sociology, political theory, law, and education.

His research focuses on how modern nation-states can best manage diversity in this increasingly globalised and superdiverse age, particularly in relation to language and education policy, and in light of Indigenous and multicultural obligations and commitments.

Stephen is regarded as a world authority on language rights and has pioneered groundbreaking work in the areas of Indigenous language revitalisation, bilingual education, critical multiculturalism, and the shift from a monolingual to a multilingual perspective in research, and the teaching and learning of languages (known as “the multilingual turn”).

[View more on Mason Durie Medal winner](#)



Dr Hinekura Smith (Te Rarawa, Ngāpuhi, Te Ati Awa), Unitec | Te Pūkenga, has been awarded the **Te Kōpūnui Māori Research Award** for her PhD research titled ‘Whatuora: Whatu kākahu and living as Māori women’.

For this research, Hinekura worked with eight Māori women to prepare and weave kākahu, (traditionally made Māori cloaks).

During their making, her collaborators told stories of reclaiming, restoring, and revisioning ‘living as Māori’ for themselves and their whānau.

Whatuora emerged from the older practice of whatu (a weaving technique), as a theorised decolonising methodology.

Congratulations!



'Ema Wolfgramm-Foliaki (second from left) receiving the **Research Impact Award 2023 Round**

Outstanding Technology Education Researcher Award

This award is made to educational researchers who have made an outstanding contribution to technology education over an extended period of time.

The award recognised Ruth's major contribution in the research field, and the valued impact it is having on teachers, learners and researchers throughout the world.

She is recognised as a world leader in her field, and it was wonderful to see her achievements acknowledged.

Spotlight on our TENZ award winners....



Congratulations Ruth Lemon - Outstanding Technology Education Researcher Award



TE PUNA WĀNANGA POSTGRADUATE CO-PUBLISHING AWARD 2023

Congratulations to Ruth Lemon who is the 2023 recipient of the Te Puna Wānanga Postgraduate Co-publishing award.

Ruth has been awarded \$500 for the paper entitled: "Challenges and Opportunities in the Indigenisation of the Marautanga Hangarau (the Māori-medium Technology Curriculum): Indigenous Knowledge and an Emerging Philosophy of Hangarau".

The paper was co-published with her supervisors, Associate Professor Tony Trinick and Dr Kerry Lee and has been published in The Australasian Journal of Technology Education (AJTE).

The Australasian Journal of Technology Education (AJTE) is recognised as the third top journal in the world in its field and is seen as the leading journal for Technology Education in the southern hemisphere. The AJTE editorial board consists of all the leading researchers in the field



Farewell and thank you!



Isaia has been covering the Student Support Advisor position since 31 July 2023.

He has been a wonderful addition to the team and has provided amazing support to the students. His last day with TPW is on 30 November.

Thank you for all your mahi, Isaia, and good luck with your future endeavors!

Welcome - New Staff

Raven Tawhara

Kia ora, I'm Raven and I'll be joining TPW as a Student Support Advisor.

I have been a part of TPW for a few years through my casual roles as a GTA and Research Assistant but it's good to be joining again full time.

I whakapapa to Whakatōhea, Ngāpuhi, Kai Tahu and Suva in Fiji but Manurewa has been my home since I was born.

I am looking forward to meeting everyone and being a part of the team!



EVENTS



Photo and text taken from EDSW Newsletter

Congratulations to Tayla Faddy and Jasmine Wilson, recipients of this year's **Sonny and Mona Riini Memorial Scholarship**. (Held on the 18th of October 2023)

This EDSW-funded scholarship was established in 1998 in recognition of the significant contribution made by Sonny and Mona Riini to the faculty, and in particular their support as whakaruruhau of the Huarahi Māori Specialisation of the Bachelor of Education (Teaching) Programme.

The main purpose of the Scholarship is to support and encourage second-year, Huarahi Māori students in their pathway of teaching.



Thank you to everyone who came in and helped in the **Working Bee**.

(not included in the photos are: Aroha Knight, Hare Paniora, Ursula McIntyre, Anne Cowsill, Hēmi Dale, Rose Yukich, and Cilla Godinet)

EVENTS

Te Rā Tuku Tohu

We celebrated the Huarahi Māori class of 2021. (Held on Saturday, 11 November)

Their whānau and friends came through to enjoy the day with us all. We also recognized that this class will be the last to complete their degrees on this marae, before the big move to the city campus in 2024.

Special mention to our own Acting Te Tumu, Piata Allen for being awarded her doctorate. The first and last presented at Te Aka Matua ki Te Pou Hawaiki.

He mihi nunui ki ngā raukura!



EVENTS

40th Celebration and closing of Tūtahi Tonu
17-19 November 2023

Watch the video from Te Karere TVNZ [here](#):

Watch the video from Te Ao Māori News [here](#):

Watch the video from Te Ao Tapatahi: (time stamp - [17:38](#))



RECENT PUBLICATIONS

Journal Articles

Lemon, R., Trinick, T., & Lee, K. (2023). Challenges and opportunities in the indigenisation of the Marautanga Hangarau (the Māori-medium technology curriculum): Indigenous knowledge and an emerging philosophy of Hangarau . Australasian Journal of Technology Education, 9.

Gillon, A. & Webber, M. (2023). Whiria Tu Aka: Conceptualising Dual Ethnic Identities, Complexities and Intensities. Journal of Critical Mixed Race Studies, 2(1), 15-31

Turner, H., Rubie-Davies, C. & Webber, M. (2023). High-achieving Māori students' perceptions of their best and worst teachers. MAI Journal, 12(20), 159-169

Highfield, C., Webber, M. & Woods, R. (2023). Te Pā Harakeke: Māori and non-Māori parent (whānau) support of culturally responsive teaching pedagogies. Australian Journal of Indigenous Education 52(1), 1-17

Highfield, C., Webber, M. & Woods, R. (2023). Culturally responsive leadership in a pandemic context: a case study of three primary schools in a low socio-economic area. International Journal of Leadership in Education: Theory and Practice.

Hetaraka, M., Meiklejohn-Whiu, S., Webber, M. & Jesson, R. (2023). Ko te mana o te tamaiti te aro o tātou mahi: Listening to voices from Tai Tokerau to re-frame literacies. New Zealand Journal of Educational Studies.

Hetaraka, M., Meiklejohn-Whiu, S., Webber, M. & Jesson, R. (2023). Tiritiria - Understanding Māori children as inherently and inherited-ly literate: A conceptual position paper. New Zealand Journal of Educational Studies

Book

Fitzpatrick, K., Webber, M., Uasike-Allen, J., Powell, D. & Wells, K. (2023). Mental health education and hauora for primary: Teaching interpersonal skills, resilience, and wellbeing. Wellington, NZ: New Zealand Council for Educational Research

RECENT PUBLICATIONS

Book Chapters

Napan, K., Connor, H. (2023). Innovations in Social Work in Aotearoa New Zealand: Embedding Indigenous Wisdom Within Social Work Education and Practice. In: Majumdar, K., Baikady, R., D'Souza, A.A. (eds) Indigenization Discourse in Social Work. pp. 187-198. Springer Series in International Social Work. Springer, Cham

Webber, M. & Watson, P. (2023). Whaia te angitū: Indigenous Māori students' career aspirations – Gendered stereotypes, supports and barriers. In P. Watson, C. Rubie-Davies and B. Ertl (Eds). The International Handbook of Gender Beliefs, Stereotype Threat, And Teacher Expectations: Sharing Solutions for Safer Spaces. (Pp. 164-176). New York: Routledge.

Alansari, M., Webber, M. & Rubie-Davies, C. (2023). Mixed methods research: theory, applications, and implications for working with diverse populations. Research Methods in Education, Social Work, and Counselling. New Zealand Council for Educational Research.

Webber, M. & Madden-Smith, A. (2023). Indigenous student identity development and school success: Mitigating social identity and stereotype threats in schools. In Tierney, R.J., Rizvi, F., Erkican, K. (Eds.), International Encyclopedia of Education, vol. 6. Elsevier.

Peer-Reviewed Report

Fitzpatrick, K., Webber, M., Uasike-Allen, J., Powell, D. & Wells, K. (2023). Mental health education and hauora for primary: Teaching interpersonal skills, resilience, and wellbeing. Wellington, NZ: New Zealand Council for Educational Research

Conference Presentations

Cliffe-Tautari, T., (2023). Reducing Māori Student Disengagement in Education: Profiling the Critically Conscious, Culturally Responsive Educator
21 Sep 2023. The 4th Barcelona Conference on Education46

Lemon, R., & Hanly, T. (2023). Curriculum integration: Principles for schools and initial teacher education. TENZ Conference 2023, Christchurch.

Lemon, R., Sutherland, C., & Fowler, A. (2023). Rupe Rere Nui: Place-based storytelling in robotics with Māori-medium students. In PATT40 Liverpool 2023: Pupils' Attitudes Towards Technology Conference. Diverse experiences of design and technology for a contemporary and pluralist society.

THESIS COMPLETIONS

2023, Kiharoa Iversen, How can Mātauranga Māori and Sport help People from Refugee Backgrounds Build Social Capital in Aotearoa? MA. Supervisors: Helene Connor, Jay Marlowe and Lincoln Dam

2023, Piata Allen, Uruuru Whenua: Using Cultural Symmetry to Rebalance Mātauranga and School Mathematics. PhD, Supervisors: Tony Trinick and Stephen May

