Professional Practice for a Positive Future

College of Work based Learning Professional Practice Symposium

Wednesday 27 October 2021

OTAGO
POLYTECHNIC
Te Kura Matatini ki Otago

Karakia

Whakataka te hau ki te uru	Cease the winds from the west
Whakataka te hau ki te tonga	Cease the winds from the south
Kia mākinakina ki uta	Let the breeze blow over the land
Kia mātaratara ki tai	Let the breeze blow over the ocean
E hī ake ana te atakura	Let the red-tipped dawn come with a sharpened air
He tio, he huka, he hau hū	A touch of frost, a promise of a glorious day
Tīhei mauri ora!	

Welcome

Tēnā Koutou Kātoa

Welcome to the Professional Practice Symposium:
Professional Practice for a Positive Future
This year's programme highlights the rich nature of professional practice
and the positive impact it is having on colleagues and learners.

**Symposium Organising Committee &
Programme Editors**

Carleen Mitchell
Dr Glenys Forsyth
Dr Henk Roodt
Prof Jo Kirkwood

Technical Support

Henk Roodt 021 0247 0279
Or via group chat

Special thank you to our peer reviewers

Title Page Photo Credit: Richard Mitchell

Contents

Schedule

9.00-9.15

Opening and Welcome
Open: Nola Tipa
MC – Glenys Forsyth
Welcome: Liz McKenzie Head of College, College of Work Based Learning
TEAMS LINK: https://bit.ly/3mdIycP

Stream 1 https://bit.ly/3mdIycP	**Stream 2** https://bit.ly/3mc1Z5v	**Stream 3** https://bit.ly/3Gg65ln	**Stream 4** https://bit.ly/3EdJUub
9.15-10.45			
Learning and Teaching Session Chair: David Woodward	**Impact & Nature** Session Chair: Jeremy Taylor	**Health and Wellbeing** Session Chair: Jo Kirkwood	**Research** Session Chair: Helen Papuni
9.15-9.45 Group work as a form of peer mentoring. Rob Nelson **R**	9.15-9.45 Measuring your impact – The Kohioawa impact model. Mawera Karetai, Sam Mann **R**	9.15-9.45 Reflections of the Canterbury dedicated education Unit: alcohol and other drug services. Shelley Higgins, Maryann Wilson	9.15.9.45 Lifting the lid on the black box of social science research in a Doctorate of Professional Practice (DProf Prac). Anne Alkema
9.45-10.15 Towards more effective facilitation of learning: The weaving of Māori and Tauiwi facilitation – What we do and why it works. Glenys Ker, Nola Tipa **R**	9.45-10.15 Small wins. Big Learning. Eel counting project supports stronger relationship between Fonterra and Mana Whenua. Kylie Wright, Alexa Forbes, Steve Henry	9.45-10.15 Impact of gaining the Bachelor of Applied Management on small business owners. Kylie Ellis, Glenys Forsyth	9.45-10.15 Story as truth and tool: – Exploring the use of fictionalised events as a method of reflective research reporting Bonnie Robinson **R**
10.15-10.45 Towards a multidimensional systems model of International Service Learning in an era of uncertainty. Michael Mullens, Henk Roodt, Samuel Mann, Emilie Crossley **R**	10.15-10.45 The fine line between pest and food. Karla Meharry, Mawera Karetai **R**	10.15-10.45 SNAPSHOT TALK Rethinking Veterinary Practice. Francesca Brown **R**	10.15-10.45 SNAPSHOT TALK Teaching green software development in computing curricula: why and how? Daniel Dang

	10.45-11.00	**BREAK**		

	Stream 1	**Stream 2**	**Stream 3**	**Stream 4**
11.00-12.30	**Learning and teaching** Session Chair: Glenys Forsyth	**Impact** Session Chair: Lesley Brook	**Journeys** Session Chair: Steve Henry & Jo Kirkwood	**Early Childhood/Secondary Education** Session Chair: Sandy Geyer
	11.00-11.30 Constructivism and reflective practice: tertiary teaching using an evidence-based approach. David Woodward, Shannon Booth, Elise Allen, Alexa Forbes, Cushla Donnelly, Jeremy Taylor **R**	11.00-11.30 Tuakana-Teina as Professional Practice. Mawera Karetai, Samuel Mann, Dobrila Lopez, Philip Alexander-Crawford **R**	11.00-11.30. Letting go - A professional journey from supervisor to facilitator/academic mentor. Jo Kirkwood **R**	11.00-11.30. Tiriti relationship two house model for decision making: An example from a parent-led voluntary organisation. Carleen Mitchell **R**
	11.30-12 Challenges in learning web development at the first year of Bachelor of Computing Systems. Daniel Dang	11.30-12. SNAPSHOT TALK Te Kakanorua (The bicultural) workplace. Naumai Taurua, Rachel McNamara	11.30-12.00 The art of enquiry as a facilitator. Steve Henry **R**	11.30-12. Challenges to coaching implementation: The early childhood intervention professional and their practice. Helen Mataiti, Anne van Bysterveldt, Judi Miller, Ray Kirk **R**
	12-12.30 Challenge based learning: Harnessing students' intrinsic motivation for authentic learning. Macie Rudoff **R**	12-12.30. Towards a practice-led model of impact. Samuel Mann, Phil Osborne, Richard Mitchell, Jo Kirkwood, Henk Roodt **R**	12-12.30 Identifying motivational factors to increase the capability of the Engineering Profession in New Zealand. Evan Madden, David Woodward, James Harrison **R**	12-12.30. Navigating the journey from primary to high school. Karen Farmer, Mawera Karetai **R**

12.30 – 1.30	**LUNCH**			
	Stream 1	**Stream 2**	**Stream 3**	**Stream 4**

	Stream 1	Stream 2	Stream 3	Stream 4
1.30 – 3.00	**Leadership** Session Chair: James Harrison	**Health and Wellbeing** Session Chair: Anne Alkema	**Journeys and Reflection** Session Chair: Rachel McNamara	**Research** Session Chair: Carleen Mitchell
	1.30-2.00 The Practice of Leadership in a Pandemic. Samuel Mann, Mawera Karetai, Tahu Mackenzie, Henry-Eden Mann **R**	1.30-2.00 Advancing Māori health nursing education in Aotearoa. Ada Campbell, Jo Greenlees-Rae, Shelley Higgins, Maryann Wilson **R**	1.30-2.00 Integrating Māutauranga Māori into a discipline area. Bernadette Muir **R**	1.30-2.00. Who will read your thesis? Publishing your research to reach your audiences. Lesley Brook **R**
	2.00-2.30 Seeding leadership: A new theory on the development of leadership identity for adolescents in their first year of high school. Sandy Geyer **R**	2.00-2.30. SNAPSHOT TALK Reflective practices for veterinary nurses. Clare Morton, David Woodward, Jeremy Taylor	2.00-2.30 SNAPSHOT TALK Towards best-practice Mātauranga Māori: What is Te Taha Wairua (from Te Whare Tapawhā) in OP teaching and learning? Helen Papuni	2.00-2.30. Engaging a ludic (playful) mindset amid research challenges. Helen Wilderspin **R**
	2.30-3.00 Mapping communities of professional practice Samuel Mann **R**			2.30-3.00. Navigating the complexity of practice-inquiry research ethics. Glenys Forsyth, Jo Kirkwood, Michael Simmons **R**

3.00-3.15 **Symposium Reflection & Closing**
Rachel McNamara
TEAMS LINK: https://bit.ly/3mdIycP

Abstracts Stream One

Group Work as a Form of Peer Mentoring
Rob Nelson

Towards more effective facilitation of learning: The weaving of Māori and Tauiwi facilitation – what we do and why it works
Glenys Ker, Nola Tipa

Towards a Multidimensional Systems Model of International Service Learning in an Era of Uncertainty
Michael Mullens, Henk Roodt, Samuel Mann, Emilie Crossley

Constructivism and Reflective Practice: Tertiary teaching using an evidence-based approach
David Woodward, Shannon Booth, Elise Allen, Alexa Forbes, Cushla Donnelly and Jeremy Taylor

Challenges in Learning Web Development at the First Year of Bachelor of Computing Systems
Daniel Dang

Challenge Based Learning: Harnessing students' intrinsic motivation for authentic learning
Macie Rudoff

The Practice of Leadership in a Pandemic
Samuel Mann, Mawera Karetai, Tahu Mackenzie, Henry-Eden Mann

Seeding Leadership: A new theory on the development of leadership identity for adolescents in their first year of high school
Sandy Geyer

Mapping Communities of Professional Practice
Samuel Mann

Group Work as a Form of Peer Mentoring

Rob Nelson

In his 1967 hit song *Matthew and Son*, Cat Stevens painted a dystopian picture of work, where the individual is trapped in a never-ending cycle of drudgery, driven on by an unknowing and uncaring employer, and with no support from, or even interaction with their peers in the organisation. Imagine if you will, the schooling that prepared them for this – discrete "knowledge" subjects taught in isolation, with little or no opportunity to practice "skills", connected only by a qualification's Graduate Profile. Individuals were trained to *compete against* rather than *collaborate with* each other. This pedagogical tradition is not one that lends itself well to the development of 21st century employability skills.

Developing an appropriate blend of 21st century employability skills requires an approach that is more facilitation than teaching; something that engages learners more with not only the structure but also the content and practice of the learning (Thompson and Deis, 2004; Hardwick, Loader, Driver, Taylor, Hill, Yeow, and Nawaz, 2017). This session will examine an andragogical co-creation model, leading to more collaborative learning (group work), and additional opportunities to develop a broader range of employability skills at deeper than a theoretical level. Group work lends itself to a mentoring approach that provides a breadth and depth of support not associated with traditional classroom-based teaching (Kubberød, Fosstenløkken and Erstad, 2018; Booth, Merga and Roni, 2016), which can increase the value of the learning experience. Considering a number of key inhibiting and enhancing factors for what we might expect group (peer) mentoring to achieve, the session will establish a guiding model to inform collaborative learning design and practice.

Rob Nelson trained as a printer then worked his way into management, later qualifying in that as an adult student. He then embarked on a second career teaching management. His current research explores collaborative learning and assessment and how this can contribute to the development of 21st century employability skills.

Towards More Effective Facilitation of Learning
The weaving of Māori and Tauiwi facilitation – What we do and why it works

Glenys Ker, Nola Tipa

Ko te tutukitanga ka tororo ka kawe ke ka hakatau te manawanui

Achievement is reaching out, bringing change, and establishing confidence that what you are doing is great!

Glenys Ker and Nola Tipa awhi a group of ten learners from a small community town in the Waitaki region, three of whom are Māori and seven of Samoan and Tongan descent. These learners are recipients of Mayoral Scholarships funded by the Ministry for Social Development (MSD) as part of a regional programme to support and grow community leaders. These learners are learning together to achieve a common goal which is the completion of the Bachelor of Applied Management through Otago Polytechnic's Independent Learning Pathway (ILP). The ILP is a unique approach to attaining qualifications, one which validates and leverages learning from experience.

Effective facilitation of learning embraces what the learner brings with them: their culture, customs, practices, and world views, the valuing of which underpins the approach taken by Glenys and Nola. Manaakitanga is central to the facilitation process which has seen the sharing of kai and learners introduced to the Otago Polytechnic campus where they had the opportunity to 'spend a day in the life of a student on campus' (not normally the case with distance learners), building relationships with support personnel.

Mā mua ka kite a muri

Those who lead give sight to those who follow

Mā muri ka ora a mua

Those who follow give life to those who lead

Glenys and Nola will share their working together – the exchanges of knowledge and understandings and the joy of nourishing and flourishing in their learning environment. They bring significant experience in teaching and learning, grounded in different cultural contexts, and find ways to highlight and weave together those experiences that support and guide their learners. Their practice is based on Ker's (2017) model for effective facilitation which highlights the importance of "fit", relationships, learner first and essential skills, knowledge and attitudes.

This is a story of learning which is embedded in fun and generosity.

Kua tawhiti kē to haereka mai, kia kore e haere tonu.

He tino nui rawa ōu mahi, kia kore e mahi nui tonu.

You have come too far not to go further!

You have done too much not to do more!

Reference

Ker, G. R. (2017). *Degrees by independent learning: A case study of practice at Otago Polytechnic, Dunedin, New Zealand [Unpublished doctoral thesis].* Middlesex University, London, UK.

Glenys Ker is a facilitator of learning with Capable NZ, Otago Polytechnic. Glenys supports learners to gain a degree qualification through Capable NZ's independent learning pathways (ILP). Glenys has interests in adult learning, management and leadership, elite sports performance, career development and in the recognition of prior experiential learning.

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Towards a Multidimensional Systems Model of International Service Learning in an Era of Uncertainty

Michael Mullens, Henk Roodt, Samuel Mann, Emilie Crossley

International Service Learning (ISL) is based on the premise of partnership that benefits both communities and learners. For example, New Zealand civil engineering students might visit Paama in Vanuatu to work with the community to design and build a sewage treatment system. The community benefits from the improved infrastructure while the learners benefit in terms of learning towards becoming global citizens and in applying their technical skills. There are a great many unanswered questions in this space - for example: should it be extra-curricular or embedded? how to prepare learners for this experience? how can learning be reinforced on return? what is the ideal project and length of project? and crucially, how can the relationship be truly beneficial in a way that does not perpetuate colonial dependencies? But topping all these questions is the challenge imposed by the COVID-19 pandemic - how can we achieve ISL when travel is not possible? The communities still need infrastructure development, and the learners still need to learn. One option is to pause all such work until a return to "business as usual". But what if that never happens? Or happens with previously unforeseen complications? Or bounces in a way that makes planning impossible? Can it be done remotely in a way that still delivers the benefits to all parties? It is clear that relying on a return to Plan A is not sensible, but nor is Plan B, or any other single letter to deal with the myriad of complicating factors. Conventional planning models are ill-equipped to deal with the complexity of the factors involved that include non-resolvable uncertainties, that cannot be causally modelled or simulated, and require a judgmental approach. What is needed is a way of considering the multiple states of the multiple parameters in a way that supports decision making for the future of ISL. In this presentation we describe the use of morphological analysis to provide a platform for making decisions for ISL in an era of global disruption. Morphological analysis is a non-quantified modelling method for structuring and analysing technological, organisational and social problem complexes. We describe the development of four scenarios and two multidimensional state and response descriptors. This presentation will be of interest to researchers and practitioners making decisions under uncertainty.

Michael Mullens is a Senior Lecturer in the School of Engineering, Otago Polytechnic, Dunedin, New Zealand. While working in Indonesia the need for sustainable development became much more of a reality which led to a career change to civil engineering, with a focus on water and sanitation. With relief and development projects in Central and South America, Eastern Europe, South Pacific and India has given him focus to work towards social and equitable development both globally and locally. michael.mullens@op.ac.nz

Henk is a transdisciplinarian working in strategic management and process modelling, including industrial and agricultural projects. He is a supervisor of postgraduate students in professional practice and innovation at Te Pūkenga, New Zealand.

Memberships include the IEEE Systems Council, International Council on Systems Engineering, and IT Professionals New Zealand.

Samuel Mann is a Professor within Capable NZ in Otago Polytechnic's College of Work-based Learning. He led the development of the Doctor of Professional Practice and the Bachelor of Leadership for Change. A geographer, his research is about the practice of redesigning for change. Focussing on socioecological transformation and professional practice means a transdisciplinary approach and the abiding beliefs that everything is interesting, and everything is possible through a positive transformation mindset.

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Dr Émilie Crossley is a JSPS Postdoctoral Fellow in the Research Faculty of Media and Communication at Hokkaido University, Japan and also mentors on the Doctor of Professional Practice at Capable NZ. Émilie holds a PhD from Cardiff University in Wales and specialises in volunteer tourism and wildlife tourism research.

Constructivism and Reflective Practice: Tertiary teaching using an evidence-based approach

David Woodward, Shannon Booth, Elise Allen,Alexa Forbes, Cushla Donnelly, Jeremy Taylor

A small group of Graduate Diploma in Tertiary Education (Level 7) (GDTE) learners. facilitators and recent graduates, representing the taught and Independent Learning Pathway (ILP) programmes at Otago Polytechnic (OP), collaborated as a Community of Practice (CoP) to explore evidence-based teaching practice (Woodward et al., 2019b).

Examples of teaching philosophy statements and the process of preparing them (Woodward et al., 2018) and developing a teaching philosophy for a teaching credential: enablers, challenges and use of metaphor' were previously considered (Woodward et al., 2019a, 2019b). Subsequent research investigated evidence-based (Cullen et al., 2017) theories underpinning pedagogical practice at OP; what drew teachers to these theories; and how theories link to teaching practice (Woodward et al., 2020b), with a range of evidence-based pedagogy identified (Woodward et al., 2020a). The commonality across all programmes investigated, being constructivism. While constructivism is well documented as an evidence-based teaching theory, use of constructivist pedagogy to effectively engage learners, identifying pedagogical tools for a more effective learning experience, across a range of teaching subjects, has not been widely explored.

Henry et al. (2020), identified CoP's as an effective social constructivist tool, hence our CoP employed a social constructivist (Palincsar, 1998), autoethnographic approach to reflect on current pedagogy, investigating what constructivist theories/models (i) inform practice, (ii) means to our educators and (iii) the most effective pedagogical practices to engage learners.

OP teachers will present a range of practice, demonstrating how they have employed pedagogy reflective of the continuum from cognitive to social constructivist strategies. Moving from teacher-centred to student-centred learning, where students are supported and develop meaningful ako based relationships with their teacher. Under this safe, inclusive environment, students can be scaffolded along a contextualised, situated cognitive (Brown, et al.,1989), real-life, problem-solving pathway to make mental and emotional connections, to integrate theory with practice, to move out of their comfort zone, to reflect, to transform and through social interaction gain collective wisdom from their peers; constructivism provides the vehicle to learner empowerment and positivity (Woodward et al. 2021).

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Dr David Woodward is a facilitator, assessor and academic mentor with Capable NZ (GDTE, BAM, MPP, DPP), head of programmes and senior lecturer in apiculture, Central Campus. With a background in botany and zoology, he was a research scientist, state advisor, head of apiculture, with 20 years tertiary teaching experience.

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Alexa Forbe is a facilitator with Capable NZ and an elected member of the Otago Regional Council. She holds a GDSP, MPP and GDTE. Her specialist areas include futuring and relational environmental thinking.

Jeremy Taylor is a facilitator and assessor with Capable NZ (GDTE, BAM, MPP and GDPP) and is currently studying towards his DPP. His research interests include international and comparative education, Chinese transnational education programmes and how to use critical reflection to improve teaching practice.

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Challenges in Learning Web Development at the First Year of Bachelor of Computing Systems

Daniel Dang

Most of Bachelor of Computing Systems programs offer at least one course in web development because this paper can provide a rich context for exploring computing concepts and practicing computational creativity. There have been quite a lot of research which investigate learner's challenges and difficulties when they first learning web development, particularly in first year when they haven't got much prior programming experience.

In this presentation, we will present the outcome of a survey of 16 EIT students who just completed the level-5 (first year) paper of website development about the challenges and difficulties that they encountered. More specifically, we asked students whether the web development is hard topic and identify challenges in learning website development processes in design and implementation phases. Based on the result, we discuss some suggestions regarding to course design, course content and course delivery in order to help learners to overcome those difficulties to achieve the pre-defined learning outcomes.

Daniel Dang, ICT Lecturer, School of Computing, Eastern Institute of Technology (EIT)

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Challenge Based Learning: Harnessing students' intrinsic motivation for authentic learning

Macie Rudoff

This presentation will share the results of a pilot implementation of the Challenge Based Learning (CBL) framework in an EIT course Te Taiao (Natural World) highlighting the benefits of a move towards authentic learning. The CBL approach gives learners the autonomy to investigate, design, and implement real-world solutions that are authentic and inherently meaningful to the learner – while maintaining academic rigour and building students' professional portfolios. Although CBL is frequently targeted at primary and secondary school students, this practice-based session shows its benefits in the tertiary space and unique resonance with even the most non-academic students.

The aim of the Te Taiao course is to "enable students to develop a practical knowledge and understanding in environmental sciences and sustainable practice in the outdoor context".

In order to properly understand the outdoor context and its problems, students worked with external experts in EIT's Ōtātara Pā Gully outdoor learning space. Through these experiences, learners honed in on an environmental problem that they wanted to address and investigated a sustainable intervention for implementation. In preparation for a "Dragon's Den"-style pitch to stakeholders (to secure funding and approval for their projects), students had to gather evidence to justify the validity and achievability of their proposed intervention. Once approved by stakeholders, students implemented their plans to improve the Gully. Projects included pest control, improving the quality of water supply, and track-cutting.

The success of this ongoing pilot is already evident in student feedback, surveys, participation and engagement – as well as positive feedback from the tutor and stakeholders. There is also evidence that the initiative has fulfilled academic requirements of the course well ahead of the course completion, despite an unplanned Level 4 lockdown in the middle of delivery.

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The Practice of Leadership in a Pandemic

Samuel Mann, Mawera Karetai, Tahu Mackenzie, Henry-Eden Mann

Many Professional Practice researchers are people trying to make a difference – to communities, environments, professional spaces, volunteer spaces, and to their iwi/hapu/whanau. There is no universally well-understood model of leadership that applies in these areas; most of our leadership understanding comes from business, sports or formal governance contexts. In this presentation we explore leadership in the informal context of people making a difference in their communities. Our premise is the observation that people are increasingly adopting a deliberately positive approach – not deluded, but purposeful. We wish to better understand the purposeful nature of leadership in positive social change. The COVID pandemic has provided an opportunity to examine professional practice in a wide range of contexts in the face of significant disruption. We have recorded conversations with over 300 practitioners in New Zealand and internationally. These interviews explore their motivations, perceptions, and attitudes to positive change. They also explore their concerns for the future of life on Earth, especially for tomorrow's leaders, our tamariki and rangatahi. We ask about changes to home and work practices, what the time of pandemic means in terms of new ways of thinking about work and living, and how these things are presenting us with opportunities to find new ways of living. This work is nurturing, and a celebration of people and communities taking a positive approach, but also an opportunity to develop and enhance models of positive practice.

Samuel Mann is a Professor within Capable NZ in Otago Polytechnic's College of Work-based Learning. He led the development of the Doctor of Professional Practice and the Bachelor of Leadership for Change. A geographer, his research is about the practice of redesigning for change. Focussing on socioecological transformation and professional practice means a transdisciplinary approach and the abiding beliefs that everything is interesting, and everything is possible through a positive transformation mindset.

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Mawera Karetai: Educator, facilitator, governor, and mediator, Mawera brings a diverse perspective to her communities. Mawera's research interest is in education and social justice. Her current work is in identifying barriers to success, particularly for those who are marginalised and discriminated against. Based in Whakatāne, Mawera is active in Te Ao Māori and enjoys working with groups to build relationships and capabilities.

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Tahu Mackenzie: E Raranga Kōrero: interweaving our stories with the web of life; building emotional resilience through nature connection for life long learning! Tahu has been very fortunate to work in the real world: the living world, the natural world as a science communicator and LEOTC Educator since 2005. First at the New Zealand Marine Studies Centre and at Orokonui Ecosanctuary since 2009. Tahu invites us to celebrate the paradise that we are part of through interactive drama activities and hands on nature adventures. She has given a thought of the day for every episode of Blowing Bubbles.

Henry Eden-Mann is a student studying Mechatronics Engineering at the University of Canterbury. His passion is making a positive difference using mechatronics and robotic systems. He is a keen programmer, drone pilot and is about to launch his first rocket! He believes that the future is daunting but incredibly exciting, as he will be at the forefront of tackling the world's biggest issues. Henry wrote the software that has transcribed and indexed the hundreds of hours of Blowing Bubbles recordings, enabling us to instantly find nuggets and inspiration in the conversations.

Seeding Leadership:
A new theory on the development of leadership identity for adolescents in their first year of high school

Sandy Geyer

The purpose of this study is to highlight the role that the school leadership structures play in empowering and/or disempowering our future leaders -and how this might be changed for the positive good. Using a pragmatic approach within a transdisciplinary framework, the study crossed the disciplines and the realities of the entrepreneurial leadership environment and the school leadership environment, to explore a possible bridge between two different world views of leadership. Early in the research a framework of understanding was developed to track the development of self – identity and personal leadership identity as currently experienced by our future leaders by means of a literature review into academically recognised theories. The first cycle of an action research process began with stage one which aimed to measure currently successful entrepreneurial leadership patterns by means of a mixed methods approach. This approach involved a quantitative research survey with a sample size of two hundred and eleven entrepreneurial leaders across New Zealand and South Africa who had achieved business continuance through the COVID-19 crisis (so far). A qualitative approach involved one on one interviews with a smaller sample size of twenty entrepreneurial leaders to triangulate and deepen the quantitative data and literature review data insights on successful entrepreneurial leadership. Stage two of the enquiry cycle translated the insights gained from stage one into an appropriate online leadership learning intervention for students in their first year of high school, called Leadership Literacy for Life. Stage three of the first cycle trialed this on-line course with a sample of one hundred and ten students, across three schools in New Zealand and three schools in South Africa to measure their before and after awareness of the entrepreneurial leadership success patterns identified in stage one. The study was particularly interested in the possibility of creating a new theory, (seeding leadership theory) using aspects of grounded theory to combine self – identity development theories, leadership identity theory and the fresh research results obtained from first completed cycle of action research. In this presentation I will overview the research findings and how they integrate towards the emerging seeding leadership theory.

Sandy Geyer is an entrepreneurial leader, author and practitioner in Entrepreneurial Intelligence (EnQ), who works with business leaders, student leaders and future business leaders in New Zealand, Australia and South Africa. She is currently engaged in a Doctor of Professional Practice study which aims to link currently successful entrepreneurial leadership patterns with student leadership learning.

Mapping Communities of Professional Practice

Samuel Mann

An academic college can be seen as a community of practice (CofP). From this theoretical basis we can see it as aggregate of people who come together around mutual engagement in an endeavour - teaching. It is simultaneously defined by its membership and by the practice in which that membership engages. But it is also not homogenous and not static. The CofP is dynamic with people arriving and leaving, and structured by internal relationships - both formal and informal and operating on mutual engagement including water-cooler conversations - and the joint negotiated enterprise. In this paper we explore an academic college from the perspective of social network theory to explore the networks inherent in the shared work practices - namely the supervision/mentoring processes and research. By visualising these networks over time, we are able to consider not just individuals' positioning and role in the network, but also the processes of moving from the periphery to the core. Or alternatively, not moving to the core as some people deliberately remain on the periphery - as external contractors or collaborators for example. The visualisations highlight structural issues that may inhibit the CofP functioning in a resilient manner. The presentation will describe how the visualisations have been used in the management of the team - to address previously unseen bottlenecks and risks. The effects of this deliberate management approach, informed by this CofP modelling, can be seen in the visualisations for subsequent years. This presentation will be of interest to those interested in understanding relationship structures within CofP. This work does not consider the third element of CofP - the development of shared understanding and language, nor the lived experience, especially of those joining the community. That, and a study of propagation of information and innovation throughout the CofP is proposed as further study.

Samuel Mann is a Professor within Capable NZ in Otago Polytechnic's College of Work-based Learning. He led the development of the Doctor of Professional Practice and the Bachelor of Leadership for Change. A geographer, his research is about the practice of redesigning for change. Focussing on socioecological transformation and professional practice means a transdisciplinary approach and the abiding beliefs that everything is interesting, and everything is possible through a positive transformation mindset.

0000-0002-1118-7363

Abstracts Stream Two

Measuring Your Impact – The Kohioawa Impact Model
Mawera Karetai, Samuel Mann

Small Wins: Big Learnings
Eel counting project supports stronger relationship between Fonterra and Mana Whenua
Kylie Wright, Alexa Forbes, Steve Henry

The Fine Line Between Pest and Food
Karla Meharry, Mawera Karetai

Tuakana-Teina as Professional Practice
Mawera Karetai, Samuel Mann, Dobrila Lopez, Philip Alexander-Crawford

Towards a Practice-Led Model of Impact
Samuel Mann, Phil Osborne, Richard Mitchell, Jo Kirkwood, Henk Roodt

Advancing Māori Health Nursing Education in Aotearoa
Ada Campbell, Jo Greenlees-Rae, Shelley Higgins and Maryann Wilson

Measuring Your Impact – The Kohioawa Impact Model

Mawera Karetai, Samuel Mann

A trip to the beach is good for so many things, and in this case became the inspiration for the Kohioawa Impact Model. The inspiration came from the image of a collection of pipi shells, and the beauty of the unique patterns that had formed on each shell.

This wonder of nature inspired a process where our impact and the impact of our decisions can be easily mapped, showing us a clear picture of where we stand and what we have to offer at those times in life where we need to understand that. It can map our positive and the negative impact, as well as the potential in our aspirations. It is visual, easy to use, and the end result can be shared with others, without the need for complicated explanations. It is an effective tool for aiding in decision-making, and fun way to map our strengths, weaknesses, and usefulness in our lives. It is an easy solution to problems like: "I can't decide", "what is my impact?", and "am I doing harm?"

In the presentation we will show you how to use the Kohioawa Impact Model. This model is at the beginning if its life. We have ideas for turning this into an app, and we invite input into how it can be made even more useful. Further research will develop it for new uses as an impact tool.

Mawera Karetai: Educator, facilitator, governor, and mediator, Mawera brings a diverse perspective to her communities. Mawera's research interest is in education and social justice. Her current work is in identifying barriers to success, particularly for those who are marginalised and discriminated against. Based in Whakatāne, Mawera is active in Te Ao Māori and enjoys working with groups to build relationships and capabilities.

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Samuel Mann is a Professor within Capable NZ in Otago Polytechnic's College of Work-based Learning. He led the development of the Doctor of Professional Practice and the Bachelor of Leadership for Change. A geographer, his research is about the practice of redesigning for change. Focussing on socioecological transformation and professional practice means a transdisciplinary approach and the abiding beliefs that everything is interesting, and everything is possible through a positive transformation mindset.

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Small Wins: Big Learnings
Eel counting project supports stronger relationship between Fonterra and Mana Whenua

Kylie Wright, Alexa Forbes, Steve Henry

For a number of years, it has been known that eels inhabit the water ways on the Fonterra Te Rapa dairy manufacturing site in the Waikato. The initial aim of this study was a pure science, quantitative investigation of the population dynamics of the eel population in the mixing pond. Future management required a baseline of size, species, and if the eels were yellow (feeder) or silver (migratory). The second aim was to assess if any maturation was occurring earlier than physiologically expected. Gaining ethical consent for the research to handle eels for measurement was rigorous. Eels were captured using a fyke net, measured, tagged with a microchip before being released back into the mixing pond.

However, after Kaitohutohu consultation, Mana Whenua were included in the planning and in the actual research. This ended up bringing a qualitative, ethnographic element to the study. As the researcher became involved in Mana Whenua discussions, an autoethnographic element also emerged.

The eel measuring research was very important for Fonterra's consent requirements but so was the ethnographic element – eels/tuna are taonga and mātauranga Māori must be included in Fonterra's environmental management practices.

The programme was successful with a baseline established that is useful for Fonterra's ongoing management. Relationships improved as the researcher followed Mana Whenua advice during the sampling of eels. That involvement moved the researcher view from that of a pure scientist, to one where science alone isn't enough; environmental management must include genuine cultural inclusion (as opposed to tick boxes).

Kylie Wright: This research was conducted by Kylie Wright, Wastewater Manager at Fonterra Te Rapa as part of her Graduate Diploma in Professional Practice (Sustainable Practice). Kylie has previous degrees in science including a Master of Science where she studied the stress response in seahorses.

Alexa Forbe is a facilitator with Capable NZ and an elected member of the Otago Regional Council. She holds a GDSP, MPP and GDTE. Her specialist areas include futuring and relational environmental thinking.

Steve Henry has over 30 years experience as a facilitator in diverse settings. He is based at CapableNZ, Otago Polytechnic, Te Pūkenga (NZ's Polytechnic), Steve's role is to mentor learners according to their set goals towards degree level qualifications in professional practice at Bachelors and Masters level. Steve Henry lives in Kateriteri, Tasman, Nelson.

The Fine Line Between Pest and Food

Karla Meharry, Mawera Karetai

While Māori were the first acclimatisers in Aotearoa, with the introduction of various plant and animal species, it was not until the arrival of Tau iwi that we saw a mass introduction of species from around the world. The organised introduction of species to Aotearoa was the work of the Acclimatisation Society, established here in the 1860s, as part of a movement to introduce useful and familiar species to the "new world".

Without exception, every species introduced here, over the almost 130 years the society operated, has had an impact – mostly negative. Now, with pest animal species numbers continuing to grow, we have introduced new toxins to our environment in an effort to manage their spread and impact. The environmental cost of inaction is unacceptable. Continuing to spread poison over the taiao is unacceptable. So, what is acceptable? As we better understand the impact that the intensive farming of food has on our natural environment, is it time we looked at those pest species that we poison as a source of protein to be consumed, rather than just a pest to poison?

Join us as we discuss pests as protein, while we show you how to prepare and cook peacock for the whanau.

Karla Meharry is Eastern Bay of Plenty born and bred. She is a business consultant, community volunteer and wild food chef. Karla was a 2020 recipient of the Otago Polytechnic Distinguished Alumni award for the work she does in the local community. Karla's area of interest is in enabling people to feed themselves with what they can find around them.

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Mawera Karetai: Educator, facilitator, governor, and mediator, Mawera brings a diverse perspective to her communities. Mawera's research interest is in education and social justice. Her current work is in identifying barriers to success, particularly for those who are marginalised and discriminated against. Based in Whakatāne, Mawera is active in Te Ao Māori and enjoys working with groups to build relationships and capabilities.

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Tuakana-Teina as Professional Practice

Mawera Karetai, Samuel Mann, Dobrila Lopez, Philip Alexander-Crawford

Delivering partnership and equity in vocational education is the basis for current reform in education and can be seen in guiding documents such as Te Pae Tawhiti. While we recognise the importance of surface efforts towards culturally appropriate learning environments, we see these as the icing on the cake. To really address inequity, and a true partnership, we have to address the cake - the substance of the learning environment. This requires a system change, but to date, such calls for systemic change have not been seen in the light of the professional practice of education. In this paper we describe a Tuakana-teina Engagement Framework which is about that substance. Inspired by Pere's Te Wheke, taking lessons from ongoing research into mentoring, and based upon the Professional Practice Canvas, the Tuakana-teina Engagement framework is a professional-practice based tool for facilitating the transformation of teaching and learning provision through culturally responsive relational practice. The framework provides associated guidelines and self-assessment tools that provide the leverage and lubrication for systemic change. The framework is deeply rooted in Te Ao Māori models of learning and wellbeing ensuring that Māori ways of knowing, being and doing are normalised.

Mawera Karetai: Educator, facilitator, governor, and mediator, Mawera brings a diverse perspective to her communities. Mawera's research interest is in education and social justice. Her current work is in identifying barriers to success, particularly for those who are marginalised and discriminated against. Based in Whakatāne, Mawera is active in Te Ao Māori and enjoys working with groups to build relationships and capabilities.

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Towards a Practice-Led Model of Impact

Samuel Mann, Phil Osborne, Richard Mitchell, Jo Kirkwood, Henk Roodt

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This paper describes an approach for considering methodological impact for practice-led research. In all areas of research there is an overarching goal for impact. In conventional research areas, this impact is usually evidenced through contribution to the literature - adding to a body of theoretical knowledge through evidence supporting or challenging the current models of understanding. The hope is that such theoretical contributions will have real-world impact through later use of these reinforced or new models in informing practice. In practice-led research, the impact is more direct. As the research is "in practice" - or in the case of professional practice research "on practice" - the practice change is already happening. Such impact can be measured in terms of improvements in community metrics, in health outcomes or in improving wider understanding through narrative - the stories of everyday life and work are contributions in their own right. But it can be difficult to transfer the implications from this impact to other areas - be it geographic, temporal, cultural, areas of endeavour and so on - the practice has changed but only locally with little or no feedback to a wider body of knowledge. The complexity or messiness of practice is unavoidable or even itself the subject of practice-led research, and while conventional research questions usually stem from identified gaps in the literature, in practice-led research the questions come mostly from practice: "we need to improve how we…", "this should work in theory, but in practice it doesn't…" and so on. This means that tightly defined research projects are largely impossible, methods are largely pragmatic and it is difficult to express findings in a generalisable or reproducible manner. Using conventional frameworks of research, it is difficult for practice-led research to make claims of wider impact or contribution to theoretical bodies of knowledge. But what is often overlooked is the potential for practice-led research to have impact through methodological contributions - the approach of the work. In this presentation we argue for an alternative (or perhaps complementary) conception of methodology. While the usual abstraction of methods to methodology is to terms such as epistemology and ontology, we argue for a methodological abstraction for practice-led research. We describe a canvas-based approach for articulating methodological contributions inherent in practice-led research. We expect that by improving how practice change is described, we will come to see practice change itself as a contribution with wider impact.

Samuel Mann is a Professor within Capable NZ in Otago Polytechnic's College of Work-based Learning. He led the development of the Doctor of Professional Practice and the Bachelor of Leadership for Change. A geographer, his research is about the practice of redesigning for change. Focussing on socioecological transformation and professional practice means a transdisciplinary approach and the abiding beliefs that everything is interesting, and everything is possible through a positive transformation mindset.

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Phil Osborne says: "I'm always on the lookout for wisdom. I collect it. My hope is that a little rubs off on me. The great thing is, there's more wisdom than I can ever find, so it's a pretty secure job. As I get older, I may be able to contribute as well as collect. Mashup a little of what I've collected into something new. Add it to the commons. Expand wealth.

Professor Richard Mitchell, (Co-Head Independent Learner Pathway, CapableNZ), has been in tertiary education for the last two decades. His research focuses on four broad areas: consumer behaviour (particularly experience design); business networks and clusters; food design, and adult learning (including expertise in curriculum design). Richard has presented his research in more than a dozen countries and has held positions on national and international industry and research bodies in the food and beverage sector. He has a passion for design-led pedagogy, work-based learning and professional practice learning.

Jo Kirkwood is a Professor with Capable NZ, Otago Polytechnic. Jo works with learners on the Master of Professional Practice and the Doctor of Professional Practice as academic mentor or facilitator. Jo's latest research is on the learner journey in postgraduate study and exploring styles of supervision/academic mentoring.

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Henk is a transdisciplinarian working in strategic management and process modelling, including industrial and agricultural projects. He is a supervisor of postgraduate students in professional practice and innovation at Te Pūkenga, New Zealand.

Memberships include the IEEE Systems Council, International Council on Systems Engineering, and IT Professionals New Zealand.

Advancing Māori Health Nursing Education in Aotearoa

Ada Campbell, Jo Greenlees-Rae, Shelley Higgins, Maryann Wilson

Introduction

The purpose of this presentation is to share the collaborative experiences of Māori Health Nursing education within the graduate nursing programme. With the purpose of addressing gaps in nursing knowledge and expand the learning opportunities for registered and enrolled nurses.

Background

Canterbury District Health Board (CDHB) education unit staff became aware that nursing staff applying for Professional Development and Recognition Programme (PDRP) had knowledge deficits around the application of nursing competencies within their PDRP. In particular, the ability to apply the principles of the Treaty of Waitangi to nursing practice and practicing nursing in a manner the client determines is cultural safe. At the same time Ara Senior Academic Nursing Lecturers were developing a graduate certificate course for registered and enrolled nurses with similar Māori Health content to that which is delivered in the second year of the Bachelor of Nursing (BN). It is within the BN Wānaka Hauora course second-year nursing students learn the application of the principles of the Treaty of Waitangi to nursing practice and practicing nursing in a manner the client determines is cultural safe.

In collaboration with Canterbury District Health Board (CDHB) education unit staff and Ara academic Nursing staff the Graduate Certificate Māori Health Nursing course was developed. The role out began in 2016 and had been delivered yearly since then.

Results

Participant engagement was positive. This was evidenced by participant and stakeholder feedback. This feedback as enabled the course to be expanded to include online and kanohi ki te kanohi/face to face delivery. While originally participants were from the Waitaha/Canterbury region, participants are now from all over Aotearoa /New Zealand. Successful graduates also return to share how their practice has changed since completing and contribute to the courses Kaupapa.

Conclusion

Responding to the health needs of Māori and improving the health outcomes for Māori requires nurses to gain relevant education and skills to apply 'real life' nursing experiences. The Graduate Certificate Māori Health Nursing Course enables nurses to gain this knowledge and skills in a competent and culturally safe manner.

Ada Campbell: Ngāi Tahu, RN, MHealSC, Senor Academic Nursing Lecturer: Ara Institute of Canterbury, Christchurch

Jo Greenlees-Rae: RN BN MNursing Nurse Coordinator Projects Nursing Workforce Development Team. Canterbury District Health Board, Christchurch

Shelley Higgins: RN, BN, PG Dip HealSC (Mental Health) Charge Nurse Manager, Specialist Mental Health Services, Canterbury District Health Board, Christchurch

Maryann Wilson: Ngāi Tahu, RN, MNursing, Senior Academic Nursing Lecturer: Ara Institute of Canterbury, Christchurch

Abstracts Stream Three

Reflections of the Canterbury Dedicated Education Unit: Alcohol and Other Drug Services
Shelley Higgins and Maryann Wilson

Impact of Gaining the Bachelor of Applied Management on Small Business Owners
Kylie Ellis, Glenys Forsyth

Letting Go – A professional journey from supervisor to facilitator/academic mentor
Jo Kirkwood

The Art of Enquiry as a Facilitator
Steve Henry

Identifying Motivational Factors to Increase the Capability of the Engineering Profession in New Zealand
Evan Madden, David Woodward, and James Harrison

Integrating Mātauranga Māori into a Discipline Area
Bernadette Muir

Reflections of the Canterbury Dedicated Education Unit: Alcohol and Other Drug Services

Shelley Higgins, Maryann Wilson

Introduction

This purpose of this presentation is to share what we have discovered about expanding undergraduate student clinical placement opportunities and enhancing learning experiences. Until 2016, the Canterbury Dedicated Education Unit Model (DEU) had provided clinical learning opportunities within the Canterbury District Health Board Specialist Mental Health and Addiction Services. However, the non-government organisation (NGO) alcohol and drug Sector (AOD) had not been explored. The concept of the Dedicated Education Unit Model will be referred to, in conjunction with practical suggestions of expanding the learning opportunities for undergraduate students.

Background

The teaching team had become aware of the 'untapped hidden gems" of learning and clinical practice experiences available in the non-government alcohol and drug sector. In order to enhance the student's mental health and addictions clinical experience and expose students to the automatous role of the nurse within these organisations these "gems" were explored. This led to the inclusion of the alcohol and drug NGO sector within the DEU model.

Results

The result of this way of supporting learning was beyond our expectations. Initially we used this approach with a degree of caution as the success of this venture was reliant on relationships and knowledge of the alcohol and drug sector held by the teaching team. However, through networking with non-government organisations other DEU opportunities have emerged. As a result of these emerging "gems", we have received positive student feedback about their learning and clinical experiences.

Conclusion

If you are wondering how to increase student learning and clinical practice opportunities, then get to know your non-government organisation (NGO) community. You may find a 'hidden gem'.

Shelley Higgins: Shelley Higgins: RN, BN, PG Dip HealSC (Mental Health) Charge Nurse Manager, Kennedy Unit: Specialist Mental Health Services, Canterbury District Health Board, Christchurch

Maryann Wilson: Ngāi Tahu, Academic Liaison Nurse: Dedicated Education Unit (DEU), RN, MN, Senior Academic Nursing Lecturer: Ara Institute of Canterbury, Christchurch

Impact of Gaining the Bachelor of Applied Management on Small Business Owners

Kylie Ellis, Glenys Forsyth

Small businesses are an essential part of the New Zealand economy (Ministry of Business and Innovation, 2019). Yet a changing business landscape, where consumer demands are constantly evolving, can make it challenging for business owners to stay relevant (Business Mentors NZ, 2017). Hence, improving management knowledge can enhance business performance or strengthen specific skillsets (Fuller-Love, 2006).

The Bachelor of Applied Management (BAppMgt), delivered by Capable NZ at Otago Polytechnic, appears to be popular with business owners within the NZ Context. This programme acknowledges the skills, knowledge, and learnings from their significant experiences as a small business owner. In doing so, it provides them with the opportunity to have their work validated/acknowledged/credentialed. Graduates anecdotally report the process as transformational through the enhancement of their personal and professional self. However, this understanding has yet to be formalised. Thus, the purpose of this research was to gain a deeper understanding and evidence of the personal and professional impact of gaining a BAppMgt on small business owners.

Nine BAppMgt alumni, all small business owners, were interviewed. Interviews were recorded, transcribed verbatim then analysed for emerging themes. Five themes emerged: self-care, reflection, success, transition, and amplified leadership capabilities. In this presentation I will provide a synopsis of each theme.

Overall, the findings help us to understand the impact achieving the BAppMgt had on their personal and professional self. They help us to appreciate the pivotal role of on-going education in the continuing personal and professional development of small business owners. Furthermore, this understanding can help with the specific marketing of Capable NZ programmes to small business owners.

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Kylie Ellis is a Learning Facilitator and Assessor with Capable NZ. She works as a Facilitator of Learning within undergraduate programmes, supporting learners to articulate their skills and knowledge gained from their work-based learning experiences. Kylie has extensive experience in small business ownership and is still actively involved in two local businesses. Her passion for business and education enables her to make fundamental changes across multiple industries and enhance people's quality of life.

Glenys Forsyth is a learning facilitator and ethicist for Capable NZ, Otago Polytechnic. She works with learners on both undergraduate and postgraduate programmes as academic mentor or facilitator. Glenys has interests in reflection as a tool in professional practice, and ethics in practice of practitioner-researchers.

Letting Go – A professional journey from supervisor to facilitator/academic mentor

Jo Kirkwood

This paper describes my journey from being a Postgraduate 'supervisor' for many years to being a 'facilitator' and 'academic mentor' to postgraduate learners undertaking work-based learning.

Within Otago Polytechnic's Master and Doctor of Professional Practice programmes the term supervisor is not used but the learner has both a facilitator and an academic mentor. These programmes are for professionals who are engaged in work-based learning with a strong focus on reflection. When working alongside these learners, it is the learner who has a greater knowledge of their work context and situation (Talbot & Lilley, 2014) rather than the facilitator/academic mentor. Thus, the learner is the expert in their field and the facilitator and academic mentor are there for their expertise in areas such as literature reviews, methodologies, insider research, ethical issues for insider researchers and so forth.

The facilitator and academic mentors become learners as well and the focus is no longer on myself being an expert in the research area of the study and to transmit knowledge (Light et al., 2009), but to a model which changes ones role from a bearer of knowledge to a facilitator of learning (Light et al., 2009; Mann et al., 2017; Trautwein, 2018). The facilitation role is more akin to a mentor (Mezirow, 1991) or a coach (Powell, 2003) than a 'supervisor'.

The concept of ako is a teaching and learning relationship where the educator is also learning from the student in a two-way process (Ministry of Education, 2015). The facilitation relationship is one that is built and sustained, involving reciprocity between the teacher and the student (Karpouza & Emvalotis, 2018). Thus, there is an ongoing dialogue between the learner and facilitator, as opposed to a transfer of knowledge (Mann et al., 2017).

This paper is a reflection of my own journey through various supervision styles and offers some insights for others to consider when working with postgraduate learners.

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Jo Kirkwood is a Professor with Capable NZ, Otago Polytechnic. Jo works with learners on the Master of Professional Practice and the Doctor of Professional Practice as academic mentor or facilitator. Jo's latest research is on the learner journey in postgraduate study and exploring styles of supervision/academic mentoring.

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The Art of Enquiry as a Facilitator

Steve Henry

The quality and fit of facilitation for a learner is a key success factor for adult learners at CapableNZ. This relationship is based on trust and an increasing permission to enquire together.

Enquiry from a facilitator is a delicate matter in the independent learner design. It requires an awareness there is an abundance of data from the past and the power lies with the learner to decide which data to give emphasis to. Facilitating is an exercise in patience and timing to know when to enquire and when to be silent or wait. When a learner asks for dialogue, because they think you know the answers, not providing a perspective and saying it is yet to emerge may be empowering and/or frustrating for the learner.

Learners can generate insight and breakthrough in often unexpected ways. Such enquiry with a facilitator has the potential to inspire or offend and constant consent is sought to have dialogue about the patterns seen. "I wonder if" and "have you considered" or "Have you looked at this way of framing your enquiry" "sounds like" are better from the facilitator than pretending to know what is really going on in a learners enquiry.

As a facilitator any question I ask must pass through a clear filter of why am I asking this? Will it serve the learner right now? And in the future? What happens if I dont ask this? Will they find this themselves in time? By asking this am I removing an opportunity for them to discover this?

Enquiry and questioning is an art form- at its worst it interferes with a learners unfolding learning process, at its best it can comfort the disturbed and disturb the comfortable and activate learning.

Steve Henry has over 30 years experience as a facilitator in diverse settings. He is based at CapableNZ, Otago Polytechnic, Te Pūkenga (NZ's Polytechnic), Steve's role is to mentor learners according to their set goals towards degree level qualifications in professional practice at Bachelors and Masters level. Steve Henry lives in Kateriteri, Tasman, Nelson.

Identifying Motivational Factors to Increase the Capability of the Engineering Profession in New Zealand

Evan Madden, David Woodward, James Harrison

The shortage of skilled workers, specifically engineers, in New Zealand is well published (Freeman-Greene, 2020). To recruit the best talent into engineering careers and address the increasing shortfall of highly skilled workers across the industry, my enquiry explores the influences, needs and motivators specific or unique to engineering careers. Identification of these factors in career selection, aims to increase workforce capability and develop engineering as a sustainable vocation.

Through my constructivist grounded theory (Charmaz, 2014) enquiry, I seek to discover what specifically influences subsequent career decisions and consider what prior learning experiences may provoke that initial interest in engineering careers. Additionally, I sought to uncover the motivations necessary for engineering to be considered as an enduring career choice. I delve into the cause-and-effect relationship that supports the development of relatable learning experiences from the cultivation of formative interests. These learning experiences are critical in career decision making and the core category of my analysis.

The framework I have developed is supported by applied psychological motivation theories, particularly social cognitive career theory (Lent et al., 2002). This process enables the evaluation of specific and unique influences and motivations, supporting consequent behaviours and career decisions. Career potential, hobbies, interests, and previous experiential learning are examples of causal factors that can enhance this motivational effect leading to a career selection. I seek further understanding of these exclusive parameters as they exclusively relate to engineering careers.

The requisite pathway to reach the start line of a professional engineering career at university, is precarious. The contemporary educational philosophy has a profound impact upon engineering careers. It systematically prioritises the advancement of our elite talent into further academic development (Lum, 2009). As I have experienced, and for the majority, the opportunity to reach the start line will only happen once in a lifetime. These conditions and others emphasise the critical intersection that occurs when determining to pursue either an academic or vocational engineering pathway. The results and final analysis remain under development, preliminary findings will be discussed.

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Evan Madden has recently transitioned into an educational role with Southern Institute of Technology. Prior, he has built an extensive career over 25 years in various electrical engineering roles, supporting the manufacturing industry. Evan enjoys the challenges associated with education, academic studies, and his MPP research project planned for 2021.

Dr David Woodward is a facilitator, assessor and academic mentor with Capable NZ (GDTE, BAM, MPP, DPP), head of programmes and senior lecturer in apiculture, Central Campus. With a background in botany and zoology, he was a research scientist, state advisor, head of apiculture, with 20 years tertiary teaching experience.

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Dr James Harrison, BSc Hons, MBA, PhD, has undertaken careers in industry, government, and tertiary education here and overseas. He has supported mature students to complete bachelor and master's qualifications at Capable NZ in Otago Polytechnic, since 2015. He has recently completed his PhD with Victoria University, Melbourne, researching vocational and professional development practice.

Integrating Mātauranga Māori into a Discipline Area

Bernadette Muir

This presentation looks at how Mātauranga Māori is woven into the teaching strategies used in the Bachelor of Architectural Studies (BAS) at Ara Institute of Canterbury. Until recently the BAS at Ara has been taught from a western perspective, however many drivers are shaping the evolution of teaching in Aotearoa – from demand from learners to broader global, societal shifts. Our Treaty of Waitangi obligations require a fundamental change in our teaching approach. Architecture is a highly pragmatic discipline which must meet safety and comfort standards; however, architecture may also be seen as a means to reflect the values and identities of communities.

In this presentation, it will be discussed how teaching practice in the BAS has evolved towards a culturally responsive paradigm. The concept and approach for Mātauranga Māori integration was mainly informed by the concepts reported by Macfarlane's (2019) He Awa Whiria: Braided Rivers Approach model, and Pere's (1994) work on the concept of Ako and Māori Educational Framework. The approach helps to address the complexities and opportunities we are faced with today, and better caters to the needs of all our learners and the increasing student diversity present in our institutions.

Additionally, this presentation discusses the Living Building Challenge framework, a sustainable model for building projects that challenges people to live in relationship with living systems and with each other; and the strong link to Te Ao Māori.

By weaving Mātauranga Māori into the teaching of the BAS at Ara, we aim to provide students with a bi-cultural world view that will equip them with the skills required to engage with and adopt different perspectives, to look for new solutions and participate confidently in a world community facing problems that require creative solutions.

Keywords: Mātauranga Māori, culturally responsive teaching, bi-culturalism, Ako, architecture, sustainability

References:

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Pere, R. R., & Te Kohanga Reo Trust. (1994). *Ako: Concepts and learning in the Māori tradition*. Te Kohanga Reo National Trust Board.

Bernadette Muir is a senior member of faculty at Ara Institute of Canterbury and a Fellow of the New Zealand Institute of Architects. She has published in the areas of architectural education and sustainability in architectural design with a focus on Aotearoa and embedding a culturally responsive paradigm. Her research interests include project-based learning, professional communities of practice and how we address ideas of place in architecture.
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Abstracts Stream Four

Lifting the Lid on the Black Box of Social Science Research in a Doctor of Professional Practice (DProfPrac)
Anne Alkema

Story as Truth and Tool:
Exploring the use of fictionalised events as a method of reflective research reporting
Bonnie Robinson

Tiriti Relationship Two House Model for Decision Making:
An example from a parent-led voluntary organisation
Carleen Mitchell

Challenges to Coaching Implementation:
The early childhood intervention professional and their practice
Helen Mataiti, Anne van Bysterveldt, Judi Miller, Ray Kirk

Navigating the Journey from Primary to High School
Karen Farmer, Mawera Karetai

Who Will Read Your Thesis?
Publishing your research to reach your audiences
Lesley Brook

Engaging a Ludic (Playful) Mindset
Amid Research Challenges
Helen Wilderspin

Navigating the Complexity of
Practice-Inquiry Research Ethics
Glenys Forsyth, Jo Kirkwood, Michael Simmons

Lifting the Lid on the Black Box of Social Science Research in a Doctor of Professional Practice (DProfPrac)

Anne Alkema

This presentation describes the exploratory case study approach used in my doctoral study – The Case of Tapatoru: Building the Capability of Foundation Educators through Professional Standards.

In my day job as a social science researcher, I gather data by talking and listening to people, by reading what others say and by watching what others do. In addition, as I have realised during the DProfPrac, the research process also requires being reflexive about my practice. In textbooks the process of research seems relatively straightforward as we read about methodology, methods, data analysis – the science of social science. But it is the artistry required that brings the 'social' to the 'science'. It is artistry that is essential in the real world of research where, in Eliot's (1915) words, "Between the idea and the reality Between the motion and the act falls the Shadow".

In this presentation I describe the rationale for the exploratory case study approach (Creswell, 2013; Merriam 1998; Yin, 2009; 2014) and the methods used - the data sources, data collection and data analysis. I also discuss the concepts of validation and triangulation. These concepts are considered for the contribution they have in relation to the trustworthiness and transparency of research approaches and subsequently the findings.

I also describe the epistemological reflexivity (Halliwell, 2010; Hook, 2015; Palaganas, et al., 2017) required as I grappled with thinking about: the research questions and how these might have limited what could be found; the extent to which I conducted effective interviews (with basic and occasional deep levels of meaning) or great interviews (richly detailed) (Hermanowicz, 2002, p. 481, cited in Fujii, 2018, p. 54); how the ways in which I analysed and interpreted the data impacted on the findings; and how I could have used different data collection methods, spoken to different people, and the extent to which this might have changed the findings.

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Anne Alkema is an independent social science researcher. Over the last 12-15 years she has conducted research in a number of sectors, but mainly in education where her focus has been on vocational and foundation education. Over the last three years Anne has been working on her doctoral study which has recently been submitted for examination.

0000-0003-2440-7019

Bonnie Robinson

Perhaps one of the hardest things to do in applied academic work, is to find your voice. There are so many voices staking their claim to my study of values-based leadership - the academic formal voice, the managerialism voice of neoliberalism, the positivist voice of the academic work of my youth, the authoritative voice of certainty. These voices may or may not be valid to my field of enquiry, yet they are not mine. How to find the voice that represents my practice, my reflection, and yet, in a qualitative human research project, also remain true to the multiple voices of numerous participants?

Enter an experiment with story. Telling my research narrative as a partially imagined and partially factual discussion between some of the people I interviewed and myself. Their words joined with my imagination, analysis and reflection around how these words would connect, disagree, and conclude if these participants had ever met as participant/co-researchers engaging with each other's insights to make meaning together.

In experimenting like this I stand on the shoulders of a range of disciplines – sociology, ethnography, history, literature, education and on the work of many - Dewey, Richardson, St Pierre, Le Rossignol, Reynolds, Clandinin, Connelly, to name but a few. "Academics" who sought/seek to expand research beyond traditional reporting, with its often-unacknowledged bias, towards explorations of meaning. Thinkers who advocate the power of "writing as enquiry" and the way in which fictional writing discovers new knowledge.

This presentation explores my story experiment to date and asks whether this can not only help me to find my voice, but also be a potential outcome to my enquiry, offering values-based leaders a decision-making tool.

Bonnie Robinson is a part-time Doctor of Professional Practice student. Bonnie has 25 years' experience in the non-profit social service sector where she has worked as a researcher, policy analyst, and service manager. She currently works as CEO of HBH Senior Living, a non-profit provider of services for vulnerable older people. Bonnie also has a number of governance roles within the NFP sector and leads workshops on governance and strategy.

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Tiriti Relationship Two House Model for Decision Making: An example from a parent-led voluntary organisation

Carleen Mitchell

It is becoming increasing obvious that the future of professional practice will involve active Tiriti partnership. For Playcentre Aotearoa it does (New Zealand Playcentre Federation, 2013), but for many it's a case of how and where to start.

Playcentre Aotearoa, a parent-led early childhood education service, has been committed to Tiriti partnership and biculturalism for over 30 years. Through working parties, cultural audits, and education of its members, Playcentre has been able to implement a Tiriti partnership that works and is embraced by its members (Manning, 2014; YWCA Consultancy Group, 1999).

Since 2006, Playcentre governance decision making has used a two-house model for Tiriti partnership (Playcentre Aotearoa, n.d.), leading the way in what a Tiriti partnership can look like (Hautapu, 2011). The two-house model was formally adopted by Playcentre in 2011, the model has evolved over the years to include the use of houses: Treaty House; Tāngata Tiriti House; Te Whare Tikanga Māori; and space: Te Wā o Tū (New Zealand Playcentre Federation, 2013).

This presentation discusses the value of the two-house model, the use of houses and space and they role they play in decision making, and the process of decision making that occurs during a national executive meeting.

Finally, the presentation will conclude with a look at how the two-house model could be incorporated into the School of Work Based Learning given the recent appointments of Tiriti partner positions for Capable New Zealand's Individual Learning Pathway (ILP) and Professional Practice (PP) leadership roles.

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Carleen (BSoc Ser, MProf Prac) is a contractor to Capable NZ, Otago Polytechnic, working across a range of undergraduate programmes and on the master's programme. Prior to working for Capable NZ, Carleen was an early childhood and adult educator for Playcentre and has been the President of the Otago Playcentre Association.

Challenges to Coaching Implementation: The early childhood intervention professional and their practice

Helen Mataiti, Anne van Bysterveldt, Judi Miller, Ray Kirk

In early childhood intervention (ECI), coaching is recommended as a way of working with parents, educators, and other members of ECI team (Ministry of Education, 2011). The change- supporting interactional practice has been shown to have positive impacts on wellbeing, learning and development, and socialization outcomes for children and their families. To date however, there is insufficient knowledge about how ECI professionals learn to implement coaching in practice. Existent research identifying supports and barriers to implementation has mostly been restricted to North American locations, so has limited generalisability to Aotearoa New Zealand's unique socio-cultural context.

As part of a wider doctoral project looking at coaching in the local ECI context, this qualitative descriptive study examined ECI professionals' implementation of the practice in everyday work. Semi structured interviews were undertaken with 15 emerging and practicing ECI professionals from across Aotearoa New Zealand. Thematic analysis of interview data revealed how implementation had been hindered by four main areas of challenge. The identification of implementation challenges indicates that ECI professionals are likely to be in the early stages of applying coaching in the field (Grant, 2010).

This paper focuses on one of the identified areas – namely, challenges related to the ECI professional and their practice. Changing roles and responsibilities, trust in the effectiveness of coaching, feelings of uncertainty and confusion, and conflict in professional identity were each reported to have impeded coaching implementation. The findings give insight into how internal factors relating to the individual ECI professional can result in resistance to implementation. This information allows policy makers, those with leadership responsibilities for professional practice and professional learning, and professionals themselves, to address these specific issues, to support integration of coaching into everyday work.

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Dr Helen Mataiti (*presenter) - Helen recently completed her doctorate in Health Sciences at the University of Canterbury. She works as a contractor for Capable New Zealand, College of Work-based Learning, Otago Polytechnic.

Dr Anne van Bysterveldt - With a background in professional education in allied health and education, Anne researches in the area of early childhood intervention.

Associate Professor Judi Miller - Retired lecturer and programme director in counselling education.

Emeritus Professor Ray Kirk - Emeritus Professor in Health Sciences, School of Health Sciences, University of Canterbury.

Navigating the Journey from Primary to High School

Karen Farmer, Mawera Karetai

In a short time, thousands of rangatahi all over Aotearoa will begin their transition from the relationships-based security of primary/intermediate school to the often daunting, insecurity of secondary school. The mental health and wellbeing of our rangatahi is increasingly a concern, as they move into a future full of uncertainty: climate change, the future of work, seismic fear, impending global financial stress, Covid, social media addiction, AI and a myriad of other complex issues stand between our rangatahi and their future.

Our rangatahi are aware. That awareness comes with a warning from those they trust, and those charged with the responsibility of keeping them safe, that the information they rely on to inform their knowing may not actually be "truth". They are told that all information they are exposed to must be treated with scepticism. This warning does not come with sufficient strategies to navigate these issues. Along with these fears is the fear of the unknown and the loss of the relationship with their primary teacher. As parents, the loss of our children's relationship with their primary teacher is a concern. How do children navigate this complex change without the security this kind of relationship provides?

While most of our rangatahi manage this transition, for a significant number, unable to navigate their way through this, the transition is neither smooth, nor successful. To successfully make the transition to secondary school requires robust processes in place to build confidence and resilience, implemented by the receiving schools.

In the presentation, we will explore strategies implemented by schools around Aotearoa, and pose ideas for new strategies to support our rangatahi in successfully navigating this next step on their pathway through formal education.

Karen Farmer: Karen is an educator and facilitator working in the professional learning and development sector. Karen has over 20 years experience teaching in primary through to tertiary environments. Her professional interests are literacy, and students with diverse learning needs. Based in Whakatane, Karen, a lifelong learner, is active in the local community.

Mawera Karetai: Educator, facilitator, governor, and mediator, Mawera brings a diverse perspective to her communities. Mawera's research interest is in education and social justice. Her current work is in identifying barriers to success, particularly for those who are marginalised and discriminated against. Based in Whakatāne, Mawera is active in Te Ao Māori and enjoys working with groups to build relationships and capabilities.

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Who Will Read Your Thesis?
Publishing your research to reach your audiences

Lesley Brook

One of the goals of a professional practice degree is to transform the practice of others as well as your own. To this end, communication of research findings to appropriate academic, workplace and professional audiences is expected. For my Master of Professional Practice, I chose to produce a portfolio of research outputs which did not include a thesis. This was important to achieve the goal of transforming the practice of others and aligned with my professional role as a research manager specialising in achieving and assessing the impact of research.

My final portfolio incorporated research outputs that communicated my research findings to a variety of audiences: academic conferences/symposia, academic journal articles, radio interview, public seminar, social media posts, and a plan for further dissemination that included two professional presentations. Publication of research is important to ensure that the research does in fact contribute to a positive future.

This presentation will discuss the opportunities, challenges, and advantages of doing a research degree by publication, with hard work and serendipity both playing a part. It will include practical advice about getting published, including identifying relevant audiences and channels to reach those audiences. It will be relevant to educators with respect to different modes of assessment, and to students, graduates and others considering publication of their research.

Lesley Brook is the Research Projects Coordinator in the Research and Postgraduate Studies Directorate at Otago Polytechnic. Her research interests are in the impact of research beyond the academic community.

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Engaging a Ludic (Playful) Mindset Amid Research Challenges

Helen Wilderspin

What happens when a research project design dissipates under the weight of Covid 19 restrictions, to then morph into something engaging and life-giving?

My DProfPrac research project is about the role of creative play in engaging adults in learning, creativity, spirituality, and liturgy. In 2020, I planned a series of workshops for adult learners based at a theological college. The purpose was for each of the workshop participants to then create and lead liturgies that included aspects of creative play. Unfortunately, various alert level changes in Auckland derailed much of my planning so I was only able to manage three workshops, and little follow up.

At the beginning of 2021 I was perplexed as to the best course of action, so I shifted my focus from creating new events and instead worked with a group I was already part of at college. Sometimes if you take the chance on a new course of action it pays off. Over the last six months I have explored creative play with the group using a variety of methods including as a basis for team building, and in conjunction with appreciative inquiry to draw out insights and develop critical reflexivity. It is encouraging to see the group become more playful and willing to take creative risks with their liturgical planning, for example, holding worship services in unusual places. I too am being more ludic (playful) in my writing, developing a more poetic style in my thesis. Creative play has become an important part of both the group process and my professional practice.

In this presentation I will share some of my experiences, unfolding research and poetic voice (Faulkner, 2020), emerging from Action Research and autoethnographic inquiry. I will consider the significance of the group process in forming individual learning and a playful mindset (Leather et al., 2020).

References

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Helen Wilderspin is currently working towards her DPP full-time and is based in Auckland. She is exploring the impact creative play can have on adult learning, creativity, spirituality and liturgical worship.

This topic arises from her background as an Anglican Priest involved in parish ministry, school chaplaincy, various adult educational initiatives in the church, and clown ministry. Helen's range of qualifications include a Grad Dip (Theology), Post Grad Dip (Teaching/Education) and an MA (Art History).

Navigating the Complexity of Practice-Inquiry Research Ethics

Glenys Forsyth, Jo Kirkwood, Michael Simmons

In research, ethics is an important consideration as it provides guidelines, for researchers, to conduct responsible and ethically appropriate research. The ethics process was developed based on a medical ethical model where the assumptions underpinning ethical principles are valid and applicable in all situations. This has been termed as 'universal ethics' (Msoroka, & Amundsen, 2018). However, the nature of practice-inquiry, where the aim is to create change within one's own workplace, challenges the universal ethics model by asking practitioners to fit into an ethics framework that does not appear to accommodate the ethical complexity of practitioner inquiry. The aim of this paper is to provide an overview of current literature and anecdotal evidence, that has led to a master's project on exploring 'Ethics in practitioner research practice".

Exponential growth occurred at Otago Polytechnic from 2018 onwards in practice inquiry projects due to the growth in the Master of Professional Practice and the development of the Doctor of Professional Practice. This growth has led to an escalating number of practice-inquiry ethics applications occurring within the institution. Increasingly, the ethics system is seen as inappropriate for practitioner inquiry research where it is viewed as an add-on process; a compliance activity (Brown et al., 2020; Guillemin & Gillam, 2004). However, Fox et al. (2007) stated that doing ethical research and obtaining ethical approval to do research are not synonymous" (p. 95). Thus, regardless of the preparedness of practitioner researchers, it is highly likely they will have to negotiate a range of unanticipated ethically important moments in the form of dilemmas and concerns such is the fluidity of practice inquiry (Guillemin & Gillam, 2004; Rossman & Rallis, 2012). This lends itself to the need for practitioner researchers to embed ethics thinking throughout the entire project process rather than just at the time of ethics application.

Whilst there is some research focused on practitioner research ethics, what appears to be missing is the voice of the practitioner researcher and their viewpoints on and understanding of ethics in practice, hence the purpose of the proposed research.

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Glenys Forsyth is a learning facilitator and ethicist for Capable NZ, Otago Polytechnic. She works with learners on both undergraduate and postgraduate programmes as academic mentor or facilitator. Glenys has interests in reflection as a tool in professional practice, and ethics in practice of practitioner-researchers.

Jo Kirkwood is a Professor with Capable NZ, Otago Polytechnic. Jo works with learners on the Master of Professional Practice and the Doctor of Professional Practice as academic mentor or facilitator. Jo's latest research is on the learner journey in postgraduate study and exploring styles of supervision/academic mentoring.

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Michael Simmons is a Learning and Development Specialist for Capable NZ, Otago Polytechnic. Michael works with learners on undergraduate and post graduate programmes and also specialises in the development and delivery of in-house organisational learning and development programmes. Michael's Masters research focused on the optimisation of leadership development.

Snapshot Talks

Towards Best-Practice Mātauranga Māori:
What is Te Taha Wairua (from Te Whare Tapawhā) in OP Teaching and Learning?
Helen Papuni

Reflective Practices for Veterinary Nurses
Clare Morton, David Woodward, Jeremy Taylor

Rethinking Veterinary Practice
Francesca Brown

Te Kakanorua (The Bicultural) Workplace
Rachel McNamara, Naumai Taurua

Teaching Green Software Development in Computing Curricula: Why and How?
Daniel Dang

Towards Best-Practice Mātauranga Māori: What is Te Taha Wairua (from Te Whare Tapawhā) in OP Teaching and Learning?

Helen Papuni

As my title suggests, I am always in pursuit of best-practice mātauranga Māori.

It is interesting to me that after almost 40 years since its first outing as a model of Māori well-being, Durie's (1982) Te Whare Tapawhā is still being taught here in OP courses, and in the main, with minimal change.

I am interested in gathering your kōrero, thoughts, practice stories on how you teach Te Taha Wairua in your discipline. Are you comfortable teaching Te Taha Wairua and why? Do you need to use the English translation for to it have meaning or relevancy in your classroom? Do you teach, and do students learn, about the whole model in English and how do you know that something isn't being lost in translation?

Does Te Taha Wairua feature in the OP's Covid-19 recovery and management strategy going forward?

As my koha to you for your kōrero, I will share insider knowledge from a Māori practitioner viewpoint about the wai-rua in Te Taha Wairua.

Helen Papuni (PhD, DSciEd)
College of Work-based Learning

Helen is the volunteer Māori Chaplain for OP and a co-Head of the Professional Practice programmes at the College of Work-based Learning.

Reflective Practices for Veterinary Nurses

Clare Morton, David Woodward, Jeremy Taylor

The veterinary nursing industry is fast-paced and busy with high-stress levels and a general lack of well-being. I want to look at how we can encourage our vet nurses to use reflective practices to promote their mental health and create a more sustainable approach. We could be teaching learners to be reflective when they are training to be vet nurses, but we need to teach our educators how to be reflective first. My research looks at how our vet nurses can be reflective both as students and graduates and how educators can develop reflective models to achieve this within the veterinary nursing programme.

Clare Morton is part of the diploma team at the Otago Polytechnic School of Veterinary Nursing. Clare has been a vet nurse for over 19 years and she moved into tertiary education as part of her job at Massey University and joined OP four years ago. Her interest lies in reflective practices and how we can teach this to ourselves and students to help create a more sustainable practice.

Dr David Woodward is a facilitator, assessor and academic mentor with Capable NZ (GDTE, BAM, MPP, DPP), head of programmes and senior lecturer in apiculture, Central Campus. With a background in botany and zoology, he was a research scientist, state advisor, head of apiculture, with 20 years tertiary teaching experience.
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Jeremy Taylor is a facilitator and assessor with Capable NZ (GDTE, BAM, MPP and GDPP) and is currently studying towards his DPP. His research interests include international and comparative education, Chinese transnational education programmes and how to use critical reflection to improve teaching practice.
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Rethinking Veterinary Practice

Francesca Brown

Veterinary practice wellbeing low, business profitability is low, and clients are ever more demanding wanting more for less. There is a push to look after staff better, change business models and correct renumeration and therefore pricing of veterinary services. But how can this be done. This research project is in the initial stages. We have collected data from veterinary practice clients on their perceptions of veterinary practice and from veterinary practices about what and why they do things the way they do. I will briefly present the data analysis to date and outline next steps.

Te Kakanorua (The Bicultural) Workplace

Naumai Taurua, Rachel McNamara
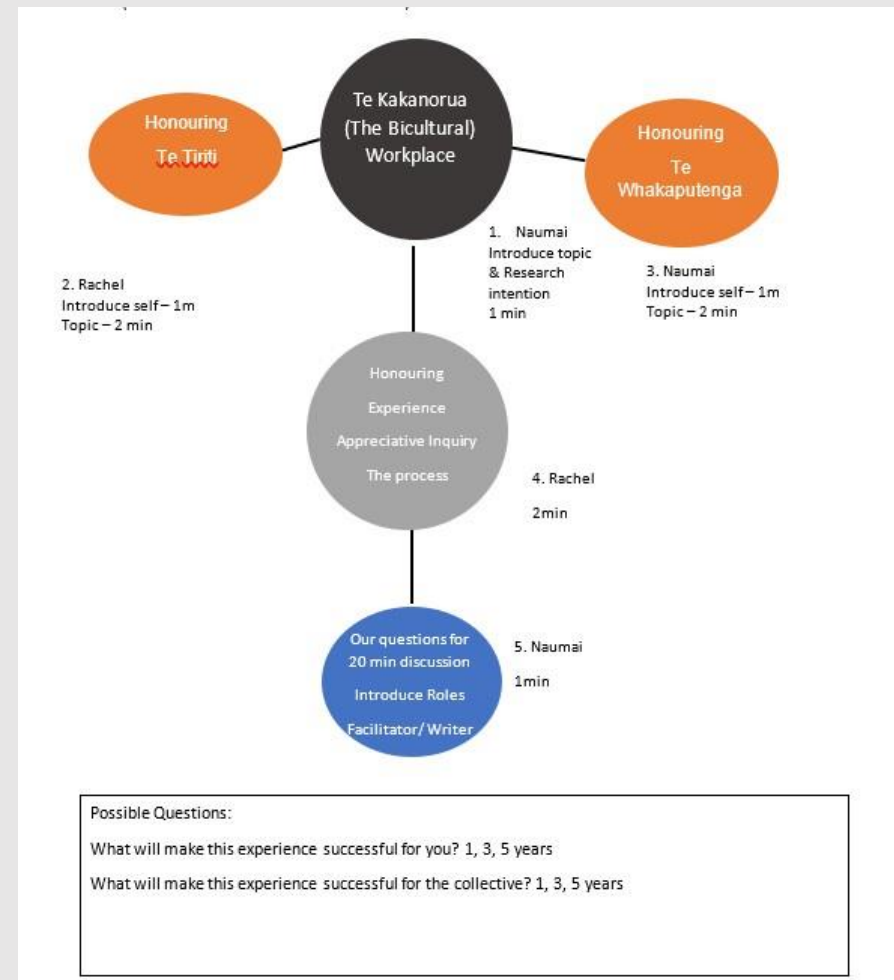
Teaching Green Software Development in Computing Curricula: Why and How?

Daniel Dang

We'll talk about what is Green IT in general and Green computing concepts in Software Development: Why should we teach this topic in Computing Curricula and how to teach it effectively. The existing GREENSOFT model of software engineering applies Green IT practices to reduce the energy consumption of computer while developing software but this model doesn't talk about how to implement a "GREEN" software itself (the way of coding and testing).

Daniel Dang, ICT Lecturer, School of Computing, Eastern Institute of Technology (EIT)

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Symposium Reflection Strategies

A reflective session with Rachel McNamara.

A chance for symposium delegates to reflect on and discuss key concepts for them from the symposium.

Sometimes when we participate in professional learning there is a risk that we get so busy the next day that our positive intent for action takes a back seat. This reflection tool is a suggestion as something to use that will assist you to prioritise learning from the Symposium.

These could be responding to a whakaaro, comment, an image, an emotion, a recognition of impact or change.

Session name:

What key concepts have I taken from this session?	
What might this mean for me as a facilitator/teacher?	
What might this mean for my learners?	
What action is there to be taken?	

Session name:

What key concepts have I taken from this session?	
What might this mean for me as a facilitator/teacher?	
What might this mean for my learners?	
What action is there to be taken?	

Session name:

What key concepts have I taken from this session?	
What might this mean for me as a facilitator/teacher?	
What might this mean for my learners?	
What action is there to be taken?	

Continue	Start	Stop

This is another tool that could be useful as you look over your reflections. Consider the things you recognise as good practice and are affirmed that you will continue doing. For everything you decide to start doing as a change in your practice, consider what will be something you are comfortable to stop doing. This is to ensure you are not constantly adding to your workload.

Session Chair Role

Introduce each presentation – title and author. You will have bios and abstracts to refer to.

Keep to time

Each timeslot is 30 minutes. Because we expect people to be switching between streams, it is important to keep to time, if a presentation finishes early, do not start the next one early. Similarly, if a speaker does not turn up, please do not proceed to the next speaker. Henk will be available to contact any speakers who are no-shows to see if we can reach them. If we cannot locate them, take a break until the next speaker is due to start. It would be good to stay online so you can explain to people what has occurred. Write a note in the chat if necessary.

Give presenters a time warning (eg. 5 mins to go for presentations, 2 mins to go for snapshot talks).

Q and A

Thank presenters and then Facilitate Q and A. Please ask people to raise their hand (using raise hand button) when they want to ask a question. You can un-raise their hand once the question has been answered.

Please check the chat for any questions as well.

Recording sessions

We will be asking presenters if they wish for their session to be recorded. You will be given a list of those who want to be recorded. Record the presentation only – not the Q and A. At the start of those sessions which are to be recorded, please advise everyone that it will be recorded (not Q and A) and that if they wish to turn off their camera, they should do so now. Stop the recording at the end of the presentation. Advise people that the recording has stopped. Start Q and A.

Sharing slides

We will endeavour to provide you with presenters slides the day before in case they have any trouble sharing their screen and you can do that for them. We expect most will have slides, but some of the snapshot talks may not.

Times

Presentations – 20 mins presentation, 10 min Q and A

Snapshot talks – 10 mins presentation, 20 min Q and A. These are designed for more idea stage projects etc where they are seeking advice, feedback etc.

Teams

A video is available with instructions around using Teams for the symposium.

Need technical help?

Text Henk 021 0247 0279, include your name and stream

Teams Information for Presenters

How to links:

- Microsoft Teams training in Moodle (OP staff only, super useful): https://moodle.op.ac.nz/mod/book/view.php?id=738313

- Microsoft Teams training (open to anyone, this is a useful link to send all your participants along with the video): https://studentservices.op.ac.nz/it-support/microsoft-teams/

- Video for presenters:
    - Presenting if you have the Teams app already: https://www.loom.com/share/5421169cacfa4f48ba20ec72ada90524
    - Presenting if you do not have the Teams app and are joining as a guest via the web: https://www.loom.com/share/3408026833cb42e5bdbd922298f46321

Some advice for etiquette:

- In the spirit of wānaka, please turn your camera on during sessions if possible.

- When joining, please mute your microphone initially in case a discussion is already in process.

- Use a headset and microphone, if possible, to ensure people can hear you clearly and minimise external noise.

- Please keep questions until the presenter has finished and use the "Raise Hand" function to let the chair know or type the question in the chat.

If your presentation has sound or a video with sound, please remember to click the "Include computer sound" button before you start presenting