

He aha te mea nui o te ao? He tāngata, he tāngata, he tāngata

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Our kōrero today:

- Over-arching guidance
- Context
- Known issues
- Our approach
- Ākonga and kaimahi voice
- Challenges
- Next steps

Over-arching guidance

- TEC strategy
- Code of Pastoral Care
- Te Pūkenga priorities

Context

- 3-year Bachelor of Nursing at NMIT
- Year 1 = most time on campus, mostly together

Ākonga numbers 2022

	Year 1 (n = 38)	
Māori	6	(16 %)
Pasifika	4	(11 %)
International	1	(2 %)
Non-Māori Non-Pasifika	27	(71 %)

Known issues

- Nursing is a challenging programme (Adorno et al., 2021; Hughes et al., 2020)
- Transition into first year in particular (Adorno et al., 2021; Picton et al., 2018)
- Differences in expectations between students and staff (Porteous & Machin, 2018)
- Drop-out rates? (Eick et al., 2012; Walker, 2016)

Our approach

- RBL = Relationship-Based Learning (Bishop, 2019)
- Secondary sector, ākonga Māori
- Prioritises whakawhanaungatanga
- Manaakitanga
 - Caring and Sharing knowledge

What did we do

- Introductions - name, background, anything to share?
- Regular sessions
- Learning and using names
- Focus on “how are you, what is going on for you”
- Techniques for peer facilitation in session
- Following up outside of session (reinforcing relationships, extra support)

Ākonga voice - learning

- “If it wasn’t for the study groups I probably wouldn’t have passed”
- “We work through what we need help with the most”
- “We get a chance to talk and figure things out”
- “I find the groups really useful for helping my own understanding”

Ākonga voice - wellbeing

- “Mindfulness - filling the bucket each week”
- “It always feels like a big well-being boost”
- “Helps us to be mentally prepared for each new challenge”
- “We should have this over the whole bachelor degree”

Kaimahi voice

- It's been really different, not having to pick up so much academic writing teaching
- Mā te huruhuru ka rere te manu – adorn this bird with feathers to enable it to fly
- This is how we see you working with our nursing ākonga, and we are all grateful

Challenges

- Logistics
 - Timetables
 - Keeping groups together
 - ‘Natural’ attrition?

Challenges

- Philosophies
 - Change of kaiako, leadership
 - ‘Buy-in’ is essential

Ways forward

- Establishing programme 'cultural norms'
- Continuing support for Y2
- The power of ākonga voice
- Modelling ongoing professional learning and development
- Rolling out to other programme areas

Discussion – how does our approach align?

- **TEC strategy**
 - Wellbeing, safe, inclusive, reducing barriers, skill development
- **Code of Pastoral Care**
 - Wellbeing, safe and well, inclusive and supportive, learner voice
- **Te Pūkenga priorities**
 - Equity and participation, meet the needs of learners,
 - Manaaki. Aroha. Tiaki | We reach out and welcome in.
 - Mahi Tahi. Whanaungatanga. Tātai hono. Mahi tohungatanga | We learn and achieve together.
 - Kia tupu, kia hua. Tū horomata. Tohungatanga | We strengthen and grow the whole person.

References

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