MONOGRAPH

MENTORING PRACTICES AND INITIATIVES ACROSS TE PŪKENGA

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Introduction

Mentoring has a long history. The meaning of the word comes from Mentor in Homer's Iliad. It involves a more experienced student (mentor) providing support to a less experienced student (mentee). It has been used in many different disciplines such as medicine, education, trades, pharmacy, business and many others. It has been used in education for young students entering the educational system and being mentored by senior students (Boudney, Paul, & Bon, 2006; Etzel, Aquifary, Shields, & Wang, 2018; Fox & Stevenson, 2006; Lopez, Sibley, & Ikarath, 2019). It has also been used for new employees being supported by a more experienced staff member on their employment journey (Deale, 2020; Inzer & Crawford, 2005).

This monograph presents 14 contributions from tertiary vocational institutions in New Zealand. The participants contributed mentoring cases describing how mentoring was implemented in their educational organizations.

Two distinctive types of mentoring are presented. The first is mentoring of a student by their lecturer or facilitator and the second is mentoring by a peer. The lecturer-led mentoring is directed by the lecturer and has a lecturer-centered approach. One of this approaches is illustrated by the contribution from Sarkar. The majority of contributions in this monograph are in this category. However, some practitioners also use a mentoring approach in their teaching, leading to an integrated approach to both teaching and mentoring. Examples of this integrated approach are evident from authors leading the contributions such as Harrison, Henry, Kerr, Naumai, Papuni, and Taylor

Another aspect of mentoring is the ongoing relationship between mentors and mentees. Successful mentoring can lead to life-long relationships. Such a relationship is illustrated by the contribution from Fielden.

Lecturers bring a wealth of experience to learning and teaching. However, for most of them has been a long time since they were students. Memories may have faded and what may be seen as urgent and pressing issues by students

may differ from those seen by the lecturer. One such issue is home sickness. Although it can be an exciting time, moving to another city leaves a student without their established friends and support network and may result in a feeling of helplessness when they struggle to do things that were effortless in their home city. This issue is particularly salient for international students who may face additional language and social-cultural barriers. Other students who are experiencing or have recently experienced such issues are best suited to understand these issues, and those that have successfully navigated through the challenges are in the best place to guide others through this. This thinking and a focus on student well-being underpin the national peer mentoring project and the related peer mentoring contributions in this monograph from Baker, Lopez, and Veil.

The foregoing suggests several areas that could benefit from further research. First, it would be useful to investigate how the teacher-led approach could be integrated with peer mentoring to bring out the best of both approaches. Second, it would be useful to investigate how central organization through Te Pukenga could enhance student outcomes, both in academic achievement and well-being. Third, research on how Maori perspectives could be incorporated to underpin and strengthen the bi-cultural nature of NZ. Finally, for international students, it would be useful to investigate how a student's on-going career development could be enhanced and what it would take for international students to feel they have become a valued NZ citizen at the end of their journey.

Dr Dobrila Lopez (Editor)

1 Implementation of the peer mentoring programme for postgraduate international students at the Southern Institute of Technology.

Oras Baker, Dobrila Lopez
Southern Institute of Technology, Eastern Institute of Technology

Introduction

The Postgraduate and Masters of Information Technology at SIT had 20 international students enrolled in level 8 and 9 papers in the second semester of 2020. A mentoring programme was introduced with the objective of improving the support of international students. This programme has been developed as a part of the Ministry of Education project "Developing a collaborative peer-mentoring model for international student support".

Overseas research has shown that international students feel supported when participating in mentoring programs that facilitate integration into international communities of students who share similar interests and worries (Clark, Andrews, & Groman, 2013; Collings, Swanson, & Watkins, 2014).

Over the last academic year, we have implemented a peer-mentoring programme at our postgraduate computing school, offering mentoring support to international computing students. The initial learnings from mentoring programmes already implemented have shown that the programme can improve the acculturation of our students and help them to start to develop their social network as well as support them in the challenges of living in a new country (Lopez D. , 2021; Lopez & Clear, 2020; Lopez, Lopez, Sibley, & Ikarath, 2019).

The mentoring programme

The mentoring programme was introduced in the postgraduate programme of the SIT by the postgraduate programme manager of the IT department, who has

taken the role of the main programme coordinator for the SIT. SIT has actively participated in the national project "Developing a collaborative peer-mentoring model for international student support" coordinated by Dr Dobrila Lopez from the Eastern Institute of Technology. The objective of this national project was to design a model that works for international students and is able to improve their well-being and academic achievement.

The implementation at SIT

At SIT, this peer mentoring programme was implemented for international students in computing postgraduate programmes and was delivered in a hybrid mode (partially online and partially face–to-face). Online delivery used both synchronous (video conferencing) and asynchronous modality (text messages and email) (Brown & Dexter, 2002; Murphy, 2011). One challenge was that at the time of the implementation the national coordinator was in Auckland and communication with her was fully online. In contrast, the mentors, mentees and the local SIT coordinator were in Invercargill and had the option of face-to-face interaction.

The implementation followed the following process: a) the recruitment of volunteers for the mentor position, b) mentors' induction and training, c) introduction of mentors to mentees, d) establishing regular meetings between mentors and mentees, and e) establishing regular meetings between mentors and project coordinators.

At the start of the implementation, mentors were selected by the SIT coordinator, taking into consideration the cultural needs of the international students. Research has identified that peer mentoring has better success when mentors and mentees are from the same cultural background (Shen, et al., 2020). The majority of students were from India and China and therefore the selection of mentors was based on this demographic and their cultural needs. Since all the students were physically in Invercargill at the time of the implementation, there was no need to group students in the same time zone, as is often needed with international students for online delivery. Six student mentors were appointed, four from an Indian background and two from a Chinese background. In making the selection, the SIT coordinator also considered criteria such as academic success and communication skills.

Mentors induction and training was fully online and facilitated by the national coordinator. The induction covered the list of responsibilities for the mentors which included: a) attending a mentor-ship training session and any on-going trainings when needed or requested to do so by program staff, b) attending an orientation session to meet their mentees on campus, c) taking up to 5 mentees, d) attending a mentors meeting once per week for the first half of the

semester (Zoom meeting on Thursdays) and after that every second week to report any issues, e) being respectful to mentees, f) establishing appropriate boundaries, g) directing mentees to support services as needed, h) reporting any issues raised by the mentees to the programme coordinator at the weekly meetings. Some other responsibilities towards mentees were to show respect for their time and culture, to support them in their academic activities and to help them build their social networks. Mentors also needed to attend a focus group at the end of the semester. A key challenge for them was to learn the structure of the supporting services at SIT and their emails and other means of communication so that mentors could advise mentees on how they can help.

The initial meeting of mentors and mentees was organized by the local coordinator in a face-to-face meeting at SIT. During this meeting mentors and mentees exchanged their emails and phone numbers to be able to stay connected. They also decided on the day and time of their weekly meetings. Mentors and mentees were free to decide to meet face-to-face or online using social media or both. The SIT mentors used both ways of communicating.

Communication between the mentors and coordinators (both national and local) was online using Zoom. The mentors meeting was online because the national coordinator was in Auckland. The responsibilities of mentors towards the programme coordinators included one meeting of all mentors and the programme coordinator each week for the first eight weeks of the semester and one meeting every two weeks for the rest of the semester. The objective of these regular meetings with mentors is twofold. The first is to guide them in their role of mentoring others, review all issues and act on any that are urgent. Some of these identified issues that were deemed important were reported to the manager and appropriate actions were taken. The second objective was to support the mentors while they were doing this voluntary work, answer mentors' questions and clarify their own doubts. The challenges were to get all mentors to identify the issues, to overcome a fear of reporting the issues and reassure them that everything that was said at the meeting would stay at the meeting and that their primary role was to help the new students by being a bridge between the students and the educational system. The role of coordinator is to present any issues to a manager without disclosing who reported them. The central challenge was building the necessary trust over time to get the mentors to feel protected and openly report any issue as the voice of a new student.

A critical success factor for the peer mentoring programme gaining the support of senior management. However, this was readily secured at SIT and the peer mentoring programme was successfully implemented.

It is worth mentioning that the implementation of the peer mentoring model at SIT was largely based on the core national model which proved to be flexible enough that only minor changes in its structure were needed for implementation in another educational institution.

Evaluation of the programme

Evaluation of the programme was conducted at the end of the semester. This evaluation included a focus group with mentors and a questionnaire with mentees. The mentors' focus group was organized online for a duration of one hour and conducted by the national coordinator of the programme. The study used a qualitative method with semi-structured questions and focus group to collect data from all participants. The data were analysed using content analysis and a brief summary of the major findings from the mentors' focus group is presented here.

Findings

The findings identified the following key characteristics of the programme: the motivations of mentors to undertake this mentoring role, the benefit of sharing knowledge and experiences with mentees, supporting mentees with their problems and issues and the positive impact that mentoring programme had on mentors, mentees and supporting services. Mentors recommended continuing with the mentoring programme mentioning "Yeah, definitely, it should be uh ... Go on every semester I think, because there is always will be a need for it, for new people, yeah...", "Next year, they will handle more problems probably than just how to do assignment..", "Also, I think this is- because these are unprecedented times, everything- something new is happening, so when new students come, there could be changes in a lot of things, so definitely I think they will be needing some sort of guidance to work through it" and "Yeah, just a little support is big when you are alone, and you are psychologically affected."

One issue that all mentors mentioned was to start the programme as soon as students arrive in the country in order to give new students support from the outset and to minimise the feeling of been lost in a new country.

Conclusion

The implementation and evaluation of the peer mentoring programme at the postgraduate and masters' programme at SIT, according to their mentors, was successful. All mentors reported that the programme was helpful to new students and impacted positively their academic achievement with additional support and clarifications offered, by guiding them when they had issues and helping them build their networking and support systems during their study. Some key challenges identified were appropriate selection of mentors (which should reflect the culture of the student body), training that empowers mentors to deliver mentoring support as well as supporting mentors during this process. In addition, support from senior management was crucial and this project was fully supported by the SIT computing manager.

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Dr O Baker

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Dr D Lopez

Dr Dobrila Lopez is a Principal Lecturer at the Computing school of the EIT's Auckland International campus. Her research interest is in computing education. More specifically focused on international education and feedback. Her latest project was development of the national collaborative mentoring model funded by the Ministry of Education. She published her research nationally and internationally and is actively participating in several international conference committees.

2 A multi focused lens on mentoring: A case study in an ITP in New Zealand

Kay Fielden
New Zealand School of Acupuncture and Traditional Chinese Medicine

Introduction

Mentoring has been defined in many ways. This definition below encapsulates the important characteristics of mentoring.

"Mentoring is a dynamic, reciprocal, long-term formal or informal relationship that focuses on personal and/or professional development. A mentor is a sounding board and guide. Mentors provide perspectives [and] resources and ask thought-provoking questions. In the ideal mentoring relationship, mentors and mentees learn and teach each other." (Brown, Takahashi & Roberts 2010).

Informal mentoring happens when people self-select to engage in a supportive relationship that is a reciprocal. The mentor-mentee relationship is fluid with roles interchanging during the process (Gregoric & Wilson, 2015). Such relationships, whilst they occur within an organisation, are not recognised by the organisation, nor are they managed in any way. Informal mentoring relationships have four phases (Kram, 1983). These are: initiation, cultivation, separation, and redefinition. From this theoretical stance on what happens within a mentoring process, these phases can meld fluidly from one to the other, without always maintaining this passed order.

Theoretical Perspectives

There are many theories that have been proposed to underpin mentoring. These include: Academic and social integration theory (Tinto, 1993); Developmental theory (Russell, Murrell, & Chickering, 1982); Involvement theory; (Astin, 1984); Social support theory (Pearson, 1990); Complex adaptive systems (Turner,

2019). While there are many more theories, the focus for this chapter is on the continuum of change in the dynamic relationship between mentor and mentee from a mentees perspective.

The Case

ITPs are no exception to any workplace. There are times when an academic needs guidance through workplace practice, policies, and procedures. In the ITP in this example (ITPA), There was a senior organisational role to support the well-being of all staff and students, where this staff member, (Emily F. (this is a pseudonym)), guided and supported people within the organisation. Emily's formal title and role were not as a mentor, however, the activities she conducted in her role to support well-being in ITPA, fell within the definition of mentoring for some people. For some people seeking help for well-being, the relationship was a short one and therefore did not fall within the definition of a mentor relationship. For other people, the relationship was an ongoing relationship. In my case, the relationship with Emily has been ongoing for more than 20 years. This relationship has moved through many stages from formal mentoring with meetings help on campus and recorded and reported, to informal meetings off-campus that 'did not happen', to a lasting friendship. In this long-term dynamic relationship, there have been many twists and turns along the way.

Discussion

What this case epitomises is the fluid and flexible working supportive and guiding relationships that evolve over time. Rather than falling within any particular theoretical framework, working relationships that provide support where and when it is needed sometimes fall within the cracks in an organisational setting. These relationships are not formally recognised however they provide ongoing support and direction, particularly for those who find themselves in uncomfortable work situations. Key components of any such relationship are trust and respect for both mentor and mentee. The long-lasting friendship that has developed has now moved beyond the informal mentor-mentee relationship.

This long-lasting supportive relationship is an exemplar of my ongoing mentoring in many situations. These have been to support both staff and students in many situations. I have mentored younger staff members in their role as academics. I have provided support for staff in difficult work situations. I have mentored students wanting to enter postgraduate study. I have provided mentoring for staff starting out as researchers and I have also provided mentoring support for staff to become postgraduate supervisors. The model I always fall back on is the informal mentoring relationship established between Emily and me at ITPA as a way forward allowing the situation to dictate the direction and level of support required.

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Prof K Fielden

Kay Fielden has been an academic for more than 40 years. Kay has taught, supervised, and researched across all sectors of tertiary education, Polytechnic, University, and Private Training. In this time, Kay has taught at all academic levels between 5 and 10. Kay is an active researcher and postgraduate supervisor, examiner, and mentor for others new to supervision.

Kay has been a mentor at several tertiary institutions, training staff to be postgraduate supervisors, using different training models.

Kay's academic expertise spans the following academic areas in Business, Information Technology, Leadership, Health, and Education.

3 Mentoring postgraduate international learners in Capable NZ.

James Harrison, Glenys Forsyth, Jan Hendrik Roodt
Capable NZ, Otago polytechnic

This monograph describes the mentoring of international learners undertaking postgraduate studies at the master's level within Capable New Zealand, a school at Otago Polytechnic that has been supporting adult learner-centred programmes in Work-Based Learning and Professional Practice for around 20 years.

Postgraduate studies in professional practice were begun in 2014 and led to a Master of Professional Practice (MProfPrac) for international learners in 2015 at Otago Polytechnic's Auckland International Campus. At the outset, this programme was wholly led by James Harrison but as the programme expanded, further mentors began supporting international learners from 2018. Most of the international learners undertaking the MProfPrac were successful people in mid-career, some with families, who were seeking to develop their careers and life in New Zealand. They were entitled to full-time work permits along with their adult partners. As a result, the pressure on them was twofold in the sense they needed to find work to support themselves and their families at the same time as undertaking an equivalent full-time research study programme to complete their degree within the required time frame.

This was a challenge within the NZ employment sector where able people from different cultures having less fluent English were not recognised differently from younger learners with little or no previous experience. Fortunately, greater than 90% have succeeded with their studies and finding better employment at graduation, an achievement met due to the strength of the mentoring support system.

An additional challenge was the didactic nature of earlier education that learners from Asian cultures often relied upon. For example, they were used to academic programmes comprised principally of supplied knowledge content to be remembered and formally examined. However, the Capable NZ programme required learners to take charge of their own selection of studies relating to their choice of research and drawing their own conclusions from their findings and related analysis work.

Mentors involved in the MProfPrac programme shared a range of common and differing experiences. The common ones included prior experience with personalised postgraduate study programmes, working with adult learners and those of different cultures, as well as a shared desire to contribute to their success. The differing ones included wide outside professional experience in industry and government sectors in NZ and overseas, with leadership responsibilities for development of professional teams. It was therefore natural to form personal and professional relationships of the kind promoted by Rogers, Lyon, and Tausch, (2013) in their significant work to build learner-centred relationships throughout education.

At the outset of this programme, three-hour face-to-face tutorials were undertaken twice a week with small groups of new learners to help them understand the expectations of the learner-centred approach required for the MProfPrac. This also included ten-minute periods to monitor individual concerns (see Appendix 1). Essentially it involved helping the learners to recognise and build on their own professional development learning processes of a kind described by Harrison (2019), as well as providing active support in the development of their study patterns and the nature of the work required for the master's research.

This may be best summarised by the concept of ako in which both the learned and the learner operate in an equitable relationship where both parties learn from each other as the journey proceeds. The similarity of this approach with the Oxford and Cambridge University tutorial model described by Anderson-Braidwood (2009) was also recognised.

Following the initial induction period, a mixture of one-hour fortnightly individual online and face-to-face meetings were undertaken with each student. This tended to alternate between mentors to review work progress on research plans and their implementation. More recently, the idea of co-mentoring a learner throughout their whole learning journey is emerging, which allows the learner to be part of a professional discussion with one or both mentors to better explore the significance of research findings and analysis. Such practice builds and extends the confidence of the professional learner.

An important dimension of Capable NZ's mentoring support has been pastoral care support for learners, offering support and advice concerning employment and other domestic issues they may face on entering a new culture. The mentors see themselves as a one-stop-shop for most learner matters, and this helps develop a professional relationship of a kind expected in the NZ working environment.

Following on from this, strong relationships have been developed between peer mentors assigned to a specific learner. The culture of Capable NZ currently is such is that there is a high level of collegiality resulting from significant shared research interests in professional learning and development as well as the many stair-casing conversations that are undertaken together in and out of the presence of one's learners (Dowman, Harrison, & Soltani, 2017). This is now extending to learners and mentors providing joint research presentations at Capable NZ's professional practice events and at external conferences.

It has become evident to Capable NZ mentors that the nature of the relationships and processes they are continuing to develop are creating significant improvements in graduate success with their research studies. Mentors are cognisant relationships remain at a variety of professional levels to suit different learner needs.

Within the international learning space, good mentoring provides a vital support mechanism and bridge for a learner to successfully transition between different cultures.

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Appendix 1Support Programme for International MProf Prac learners at OPAIC centre in Auckland

Week	Outline content and process
1	■ Introduction to Master of Professional Practice (MPP) programme ■ Academic expectations and required learning capabilities ■ Learning management capability including project and time management ■ Preparation for work experience
2	■ Learning practice capability including reflection ■ Significance of models and theories ■ Expectations for the Review of Learning outcomes ■ Expectations of work experience interviews
3	■ Learning process capabilities including researching online, reading and recording ■ Completing a Review of Learning (ROL) portfolio with APA referencing
4	■ Learning demonstration capabilities including delivering presentations ■ Review of progress on ROL preparations
5	■ Review of ROL portfolio drafts for finalisation in following week ■ Review of progress with work experience findings and reflections
6	■ ROL portfolio hand-ins ■ Review of presentation preparations
7	■ Practice presentations
8	■ Assessment panel for student ROL outcomes
9	■ Evaluation and reflection on ROL outcomes and processes

Dr J Harrison

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.

Dr G Forsyth

Dr 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.

Dr H Roodt

Dr Henk Roodt 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.

4 Co-mentorship of postgraduate learners in Capable NZ.

James Harrison, Jan Hendrik Roodt, David Woodward
Capable NZ, Otago polytechnic

Context

The post-graduate learner pathway in Capable NZ is based on the capture, development, and qualification of professional practice learning. The focus is on professional practice development and personal transformative learning. Each learner is individually supported by a Capable NZ team which includes facilitators and academic mentors. The facilitator is primarily responsible for ensuring the operational quality process and pastoral care of the learner whilst the mentor ensures the coherence of the research process and results. In this monograph, we explore the benefits of co-mentorship, where the facilitation and mentoring process are more equally shared.

The Learner at the Centre

Capable NZ learners come from all enterprises and walks of life with varying cultural backgrounds. They are seen as experts in their practice, and the practice may consist of several fields and disciplines. They are early-mid to late-career professionals wishing to consolidate their learning from professional practice, cultivate their professional impact in the workplace and society, and transform their capabilities.

The Mentor-ship Team

Mentoring is a form of social cognitive development that offers learners models to observe (Daloz, 2012; Mullen, 2005). Learning occurs in a social environment, and by observing others, learners acquire knowledge, skills, rules, strategies, beliefs, and attitudes (Daloz, 2012). At Capable NZ co-mentoring at the postgraduate level occurs mainly via audio-video calls in an online setting.

Individual learners meet regularly with their facilitator to discuss their research progress and findings and at stages provide written work for mentors to review, provide feedback and feed-forward.

The co-mentoring process aims to provide extra support to the learner. As well as providing academic rigour, guidance, pragmatic advice, and continuing support, mentors and facilitators (the mentoring team), may complement and deliver contrasting pedagogy, that broadens learner success in a postgraduate qualification. The mentoring team is carefully selected by the professional practice team heads at student enrolment to complement each other and the learner.

Mentors come from a range of professional practice and academic disciplinary backgrounds. The relationship may last for up to 18 months at the Masters level, and may extend to between three and six years in the doctoral programme. As a result, the mentor-ship team must engage with the learner and their topic, and there must be a clear indication to the student that the relationship is holistic, not simply transactional.

More recently interaction with other learners in the current cohort of masters or doctorate programmes has been encouraged although the establishment of discipline-specific or general forums for learners to interact with fellow compatriots and the whole mentor team.

Working as a Team

Mentors in Capable NZ often describe themselves as being on a journey with the learners they work with. On this journey, they recognise that the learner is the subject matter expert, even though they may have experience in similar enterprise environments. The learner is made aware of this position early in the process. This requires a clear understanding of the cultural background of the learner; who may be expecting to be led in a certain way through the postgraduate process, perhaps similar to a university departmental experience. However, the relationship becomes one of the knowledgeable people interacting to develop a positive outcome for all, learning from each other as they share knowledge (Allen & Eby, 2003). Within the Aotearoa New Zealand context, the subtlety of the approach is best explained as ako, reciprocal learning within the framework of manaaki (support), aroha (respect), and toha tukuroa (reciprocity), aiming for growth and reflection (Davies & Eruera, 2009; Bishop & Glynn, 2000).

In the best outcome, the learner internalises the modelled and shared capabilities of the mentors and develops a powerful transformed professional voice and meaningful and sustainable new practice (Schunk & Mullen, 2013). Capable NZ mentors have identified the following aspects that support the learners to have the best chance of success:

- Ensure the safety and success of a thriving team. Adhering to the well-documented processes of the Capable NZ postgraduate offering, a team of mentors can focus on different aspects of the journey as their skills are required in the interaction with the learner. For example, while one mentor focuses on developing an empathetic academic relationship with the learner, the other mentor can keep the team on track and check on administrative tasks by ensuring that the learner develops and adheres to a shared delivery plan and reporting standards. The mental well-being of the mentors and the learner is crucial during the journey because the study is part of the work and life experience of the learner. The mentors become part of the shared experiences and need to manage the professional relationship while staying empathetic and focused on delivery. The co-mentoring approach allows the mentors to look out for each other at all times while also making sure that the learner experiences pastoral care and a professional approach from either party. During these learning journeys, "life happens", and the co-mentor model contributes to a thriving and successful team.
- Ensure continuity of delivery. The learner is on a tight schedule of professional work, family, and community life that merges with transformative learning. Learner energy and commitment are required that must be mirrored by the mentoring team. Being able to switch mentoring emphasis and maintaining a balanced workload is a necessity to ensure the best interaction and support for the learner.
- Model rigorous academic discourse and richness of views. During the many regular meetings with the learner, it is inevitable that mentors will offer different views to share and to consider. In one or two instances the opportunity may arise to engage in academic discourse, modelling the use of evidence and argument structure. The learner is invited to contribute ideas and to take part in such conversation. The benefit to the whole team arises when there is learning and teaching experienced by all involved. At the same time respect for the views and positions of others is developed as an important contributor towards the transformation of practice and the development of a strong practice voice.
- Share richness of perspective (culture, fields of practice). The mentoring team often come from different cultural backgrounds and/or fields of practice. The team benefits from the diversity of perspectives by relating discussions of professional and enterprise experience along with work stories (Zachary, 2005). This is augmented by a regular online community of events where stories of individual learning journeys can be shared.

- Balance pragmatic applied research and professional practice transformation. At the postgraduate level, Capable NZ mentors come from different doctoral programmes delivered in different disciplines across the world. Many have worked in different industries and public sector environments, often using applied research and pragmatic approaches to deliver organisational change, new strategies or innovative services, and product systems. Mentors often belong to professional bodies and have experience of pragmatic work-based research methods. They may have also experienced transformational professional practice growth and workplace disruptions and can recount these experiences. Co-mentors can consider their extensive experience and outcomes-driven research to explain and model auto-ethnographic action research with their learners, the core method and strategy used at the postgraduate level in Capable NZ. This often happens through the telling and re-telling of stories – the lived experiences. Critical reflection and using the self as a source of 'data', can value these diverse lived experiences, making the concepts more accessible to new learners.

An Emergent Finding

One of the authors, Harrison (2019 identified from recent PhD research that professional development and learning is very much linked to cyclical iterative approaches of practice that mirror problem solving, action research and experiential practice. He has found that helping students connect their professional practice to such a framework enhances their confidence and motivation to engage in unfamiliar study they thought could be daunting. They find that research and the interaction with their mentors in the process are no different to what they are used to from everyday work practice but undertaken against more rigorous axioms.

Final Remarks

The main aim of postgraduate student co-mentorship is to ensure a successful journey that demonstrates academic rigour and transformative personal growth for the learner. The practice at Capable NZ has shown that a co-mentoring approach contributes to a positive outcome for all. More importantly, such an inspirational approach allows everyone to learn from each while sharing our insights and knowledge equally in the spirit of ako.

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Dr J Harrison

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.

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5 Mentoring in communities of practice at Capable NZ, Otago Polytechnic.

Steve Henry
Capable NZ, Otago polytechnic

I am summarising learner forums at Capable NZ about their role in mentoring. Capable NZ has approximately 75 staff as facilitators and 725 learners enrolled at any one time; consequently, group mentoring occurs in several ways. At Capable NZ, mature learners have an independent learning pathway where they reflect on their experience to generate learning for credit in a portfolio of evidence. Facilitators support the learner to do this (Ker 2017).

In the undergraduate programmes, facilitators have recognised the value of learners being exposed to each others' ups and downs as they navigate reflecting on their experience. Thus, organising learner forums across different programmes, such as the Bachelor of Applied Management and Bachelor of Social Services, has allowed learners to share their study progress, and to feel more connected to fellow learners as they study from a distance. Another added benefit is that many of these forums are led by alumni of the Capable NZ programmes. For example, the Ngai Tahu cohorts of 2013 to 2015 comprised 55 learners in the Bachelor of Applied Management. Whilst working independently, these learners gather for events to celebrate and to share their practice (Henry et al 2020).

In the postgraduate programmes, the focus is on multidisciplinary mentoring. For the Masters of Professional Practice, there is a fortnightly forum open to all learners (Henry, 2019). Even although these learners are customising their curriculum, there is a richness in sharing their work with peers from different professions. This forces the use of non-technical language. This forum has run for more than two years and is proven to be a successful learning tool for many. Such a forum gives learners not only a sense of connection but a feeling of peer connection. It allows learners to bring more of themselves to discussions, to

have open and honest conversations about their postgraduate experiences, and gain insight into their professional practice. The Doctorate in Professional Practice facilitates a Facebook group and they have monthly online community of practice gatherings for people to introduce themselves and their learning.

The most complex mentoring programme is in the Bachelor of Leadership for Change (BLFC), where learners collaborate as a part of their customised programme. This change of focus means all learners whether in years 1, 2, or 3 are supporting each other in unexpected ways to build a community of practice. Some are school leavers, and some are mature adults. The BLFC has a fortnightly speaker in a range of areas of change, who is a respected person in their field. A recent development is to invite all Professional Practice learners to these speaker sessions. The main mechanism of mentoring is to observe and then participate.

This and the above summary can be explored further in the following published articles.

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S Henry

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.

6 The power of peer mentoring: for facilitators by facilitators.

Glenys Ker, John Gualter, Kylie Ellis
Capable NZ, Otago polytechnic

Effective facilitators are made, not born, and not everyone can facilitate deep learning without mentoring support. Facilitation is not a simple set of technical skills but an alternative pedagogy with its own theoretical underpinnings. Effective facilitation is embedded in reflective practice, and these tenets lie behind the peer mentoring programme for facilitators in Capable NZ (CNZ), particularly the Independent Learning Pathway programmes (ILP). However, the argument could be made for all new staff who work as facilitators in both undergraduate and postgraduate programmes.

New facilitators often do not know what they do not know, so it is important that they have an experienced colleague act as a sounding board, and guide them. It is also essential that when they face challenges with their learners, they have prompt access to wisdom that can help them answer their questions. Thus, peer mentors are the first 'port of call' for the development of new facilitators in Capable NZ (CNZ).?

The CNZ Peer Mentoring Programme is an extension of the induction programme provided for new facilitators, ensuring induction becomes a process, not a one-off event.

The Expectations of a Peer Mentor

The Peer Mentor:

- Ensures that the new facilitator understands the CNZ mentoring model and the underpinning competency framework of this model, which is the basis for their professional development as a facilitator

- Builds the confidence of the new facilitator by partnering them until they have at least five to six learners complete their qualification, which could take between ten to eighteen months
- Provides the facilitator with guidance for specific learners as and when needed
- Is primarily responsible for offering advice and guidance regarding the day-to-day aspects of facilitation work and also helps out with knowledge resources for the benefit of the learners.

Attributes and Criteria to be a Peer Mentor

The Peer Mentor:

- Has at least three years of experience in CNZ and understands CNZ's and OP's culture and environment, and embraces OP values
- Is keen to be a peer mentor, having a positive outlook on their work
- Has a track record as a confident, competent, and successful facilitator
- Has the experience as an assessor of learners who has undertaken an Independent Learning Pathway (ILP) with CNZ
- Has strong communication and interpersonal skills
- Has patience and empathy
- Is open and non-judgemental
- Is well regarded and trusted by others
- Is open to new ideas and approaches – the mentor-mentee relationship offers mutual learning opportunities.

The Peer Mentoring Programme has advantages for both the mentor and the new facilitator

For the new facilitator:

- They become knowledgeable and familiar with CNZ practices and organisational culture
- They acquire a thorough understanding of the CNZ facilitation model and the uniqueness of the programmes CNZ delivers
- Routine queries regarding fundamental operational and academic issues are dealt with expeditiously
- Any initial confusion and uncertainty are reduced
- Formal team meetings are freed from addressing everyday challenges and can focus on more substantive development
- Increased self-confidence, allowing them to focus on adding value to their craft.

For the Mentor:

- Recognition of their expertise
- New insights into their own practice: the mentor-mentee relationship is one of reciprocity
- Enhanced capability in both mentoring and facilitation practice.

The institution, of course, benefits from enhanced staff capability and with it greater productivity.

Challenges

The Peer Mentoring process is not without its challenges, for both mentor and facilitator

- There needs to be a fit between mentor and facilitator – the relationship is key to success, just as it is for the learner–facilitator relationship
- Mentoring is not about giving advice but developing the new facilitator's reflective capability for learning from experience
- There is a risk that the new facilitator may feel criticised and become demoralised
- Professional boundaries may be harder to maintain, e.g. regarding learner privacy
- Not all facilitator issues are resolved with their mentor and may need to be escalated or referred elsewhere
- Workloads need to accommodate the mentoring process – for both mentor and facilitator
- The risk of dependency – the new facilitator not standing on their own feet and the mentor not knowing when this needs to happen.

Glenys Ker, John Gualter and Kylie Ellis are peer mentors to a wide range of staff in Capable NZ. They are highly experienced facilitators and assessors working with learners in the Bachelor of Applied Management (a key programme on offer in CNZ).? They have been working in Capable NZ since the inception of the Independent Learning Pathway for learners who undertake degrees that validate their significant years of experience in the workplace.

G Ker

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 the recognition of prior experiential learning.

John Gualter a facilitator, assessor and peer mentor in the ILP programmes brings a diverse experience to the role of facilitator and accordingly takes on work with learners in different spaces – the Forces (Defence, Airforce, Navy, Police) and has adopted a model for these cohorts that is based on a project of learning that has input from the organisation as to the project required – one that is designed to be of value to the organisation as well as to the learner. The impact of this work-based learning qualification has been highly successful for both learner and organisation. John has a background in Serious Crime Investigation, Management, and Training with the New Zealand Police as well as a background in professional music.

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.

7 Development of the peer mentoring programme for the international students at EIT's Auckland campus

Dobrila Lopez, Sreedath Ikarath, Samuel Ekundayo, Cherie Freeman, Jonathan Sibley
Eastern Institute of Technology

Introduction

The mentoring programme started at EIT Auckland campus in 2018 for international students. The main reason was to support student's well-being, academic and psychosocial needs. Mentoring is defined as "a well-established, evidence based social support strategy that can enhance academic, social, personal and career outcomes of recipients" (Beltman & Schaeben, 2012). While there is some overseas evidence (Mills, Heyworth, Rosenwax, Carr, & Rosenberg, 2009; Roberts, Clifton, & Etcheverry, 2001; Sanchez, Bauer, & Saronto, 2006; Terrion & Daoust, 2006; Terrion & Leonard, 2007) for the success of peer-mentoring programmes for international students, there is very little research of programmes in New Zealand.

Mentoring Programme

The mentoring approach uses experienced senior students to mentor new and less experienced students. The programme has several steps: the selection of mentors and training, the matching of mentors with mentees, the introduction of mentors to mentees, the establishment of on-going weekly meetings of mentors and mentees and meetings of mentors with the academic programme coordinator. The mentors' selection is organized through invitation and interview. The matching of mentors and mentees is based on several factors. First, an attempt is made to match mentees with mentors from the same culture. Second, an attempt is made to match mentees with mentors in the same academic discipline. Other factors include matching time zones for online interactions

The introduction of mentors and mentees is organized at the orientation day either online (during the Covid lockdowns) or face-to-face on campus. Students exchange their information and set up social media groups for regular communications. They then establish a meeting time that suits all group members. In addition the mentors will meet with programme coordinator once a week to discuss issues and identify possible solutions.

This mentoring programme has become online during the Covid-19 lookdowns. Mentor training was conducted online on Zoom. The key difference was that all meeting between mentors and mentees including their introduction to each other was online. These meetings between mentors and mentees utilized social media, such as WhatsApp and WeChat, for both the regular meetings and individual communication. In addition all meetings between mentors and programme coordinators were also online. Mentoring in this programme was organized in groups; each mentor was in charge of one group of students and helped and guided a group of 6 to 7 mentees. Online peer mentoring was utilized in both postgraduate diploma and masters' programmes.

The mentoring programme in 2020 included a pilot with an industry mentor available during the semester to answer any questions related to NZ industry and its working culture, expectations from employers, cultural differences, and expectation of the mentees and so on. This industry mentor was the CIO of an IT company. Feedback indicated that students welcomed this initiative and would like to have an industry mentor as a regular part of the mentoring programme. One more initiative was to use the peer mentoring programme to help international students get a better understanding of our Maori culture. This was added at the request of our international students who felt that basic understanding of the Maori culture should be included in their education. In their words" where else I will learn about it?... If my child is learning this in her school I should be able to do this in my education too. It is in fact the responsibility of NZ education to help us to improve this understand for Maori culture."

The impact of peer mentoring programme on staff and students

Formal evaluation of the peer mentoring programme was undertaken at the end of each semester. We also organized focus groups with students and interviews with representatives of academic support staff, library staff and admin staff. The results were transcribed and analysed using thematic analysis. An overview of the key findings is presented here.

Staff perceptions

Academic support and library staff perception

Academic support and library staff both reported having a lower number of enquiries since the implementation of the peer mentoring programme because mentors were able to answer simple enquiries directly and staff got only the more complicated enquiries. In addition, mentors were used to help promote and support additional academic and library workshops and other activities by encouraging mentees to attend.

Admin staff and pastoral care staff perception

Admin staff reported that was visible that students appreciated this mentorship support because they were usually completely lost on the first day of their study; it is very difficult to come to a new country in which they do not know anyone. It makes a huge difference when they meet their mentors who can reassure them that it is going to be OK and that they can succeed the same way the mentors did.

Lecturer staff perception

Lecturers reported two benefits of the programme as improved communication with students and receiving useful feedback about students' understanding of the course. The course understanding was improved by identifying difficult topics for students and giving the lecturer feedback on how well the students understood these topics. They also noted fewer questions because mentors had already answered some of them for the new students.

Students' perceptions

Mentors

The impact on mentors was described as that helping other students made them feel good about themselves. They reported that this work was self-empowering and satisfying. They noted that working with new students reminded them of their own frustrations on how to approach postgraduate study and in particular research. This motivated them to help, support and motivate new students to carry on. Mentors also reported that this mentoring has enabled them to learn about themselves as well as learning about others. As one student commented: as you are helping others... you are learning more yourselves... and your understanding of the issues become deeper... In addition, mentoring helps mentors develop skills in problem solving, negotiating, and intercultural experience that are highly valued by New Zealand employers. The challenges reported by mentors include some technical difficulties with e-mentoring and the preference of mentees for individual meetings which were harder to accommodate and it was not always possible to do so.

Mentees

Mentees (new students) reported that mentors answered questions they were not sure how to ask or were uncomfortable to ask staff, and that ... just knowing that there is someone else to ask (rather than admin or a lecturer) was enough to make them feel less stressed. Students also reported that ... it was easier to ask student mentors than the lecturer, some did not like to ask in class ... were not sure if the question was ok ... we needed more explanation ... wanted to know what to expect ... Students appreciated the privacy of their groups and the networking built to support them and help them thorough the educational process. In particular, social networking was very important because students felt less isolated.

These findings have shown that the programme has improved acculturation of our students, helped them to start and develop their social network as well as supporting them in the challenges of living in a new country (Lopez, Lopez, Sibley, & Ikarath, 2019). In their own words: "It was as if we were completely blindfolded when we came in here" (Lopez, Lopez, Sibley, & Ikarath, 2019, p. 9437) and then their mentor helped them to go through this initial shock and to cope better with their new life and study. The results show that students are more likely to ask fellow students than admin staff or lecturer staff. New students have a person, their mentor, whom they can contact when they need information or support. This is a very efficient way to manage the very high stress that students have coming to New Zealand to study. We have also seen a very positive impact on mentors whose self-esteem has increased as they help others to succeed (Lopez, Erturk, Ikarath, & Ekundayo, 2019).

Conclusion

International students need social, cultural and educational support at the beginning of their study to feel included and welcome in New Zealand so as to be able to undertake their study in optimal conditions. This required support goes beyond the traditional learning support that is offered within tertiary organisations. Overseas research and initial experiences at our institution have indicated that a peer-mentoring programme can be successful in delivering a new student this support across all aspects of their learning journey including communication skills, community integration and academic skills. New students are allocated a mentor who has already succeeded in the programme and transitioned to NZ society. A mentoring approach improves international students' access to information about the social and cultural services available to them locally as well as promoting collaboration and understanding.

The peer-mentoring programme uses senior students as mentors. These mentors are selected from the same pool of students as the mentees and are

assigned to the mentees from the outset of their study to the end of their first semester. Allocating a student as a mentor from the outset means that new students always know who to contact for any issues that arise. This certainty is unique to this project.

With the creation of the Te Pukenga following the reform of vocational education, we believe it would be of most benefit for a sector-wide initiative to be developed. The ability to share the model was a key goal for this mentoring project. Using a sector-wide model will strengthen the programme and increase benefits for international or domestic students who may move from one tertiary institution to another.

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C Freeman

Cherie Freeman is the Auckland Campus Director of the Eastern Institute of Technology (EIT). A descendant of Ngati Rehu – Ngatiwai her learning philosophy upholds Te Tiriti o Waitangi and incorporates mātauranga Māori. She has many years of leadership experience in the New Zealand Tertiary Education sector and is passionate about student success. She supports and contributes to research that enhances the learner journey.

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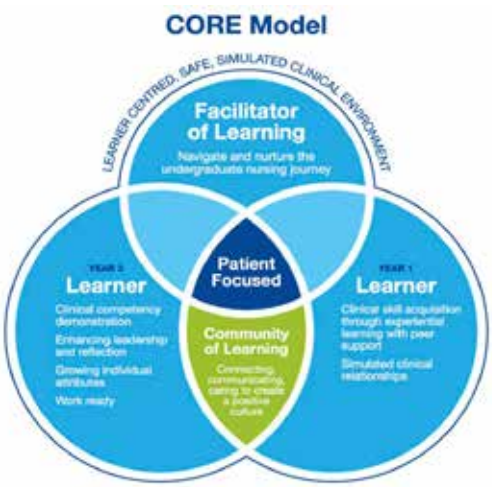
8 Navigating and nurturing journey towards clinical excellence.

Rebecca McDiarmid
Otago Polytechnic

The mentoring practice/initiative

Supporting colleagues to learn within the clinical setting requires consideration of multiple aspects of education theory, understanding how clinical skills are developed, and communication strategies. The title preceptor is regularly applied to the Registered Nurse who supports undergraduate nurses within the clinical setting. Within the undergraduate setting, we have aimed to develop the skills required to be a preceptor, developing a specific programme called clinical coaching. Clinical coaching took place when year three learners coached and supported year one learners within the clinical laboratory. When year three learners complete their final clinical transition, clinical placement, year one learners are commencing their first clinical placement. The connectedness of colleagues builds collegial support within a community of learning, as highlighted in the CORE model (McDiarmid & Burkett, 2020).



The objective

Clinical coaching aims to create an environment where the connection of learners leads to the co-creation of knowledge. Specifically, year three develops and enhances leadership, communication, skills which transfer to the clinical setting to support professional responsibility related to nursing competency direction and delegation of care. Clinical coaching provides year three learners with the ability to develop and reflect upon skills required as a preceptor in clinical environments. For year one learners, the opportunity to work with year three learners with clinical skills creates a supportive learning environment. As our clinical settings continue to change with the staffing mix and acuity variation, new graduate nurses need to understand the professional responsibility to direct, delegate care and support and assess the development of colleagues.

How it was organised

Year three learners participated in a workshop that introduced an educational theory, clinical skills development and professional responsibility according to the Nursing Council RN Competencies (2016), and enables them to reflect on the role as a preceptor. Year 3 learners completed an e-learning (LT lesson) that enabled students to complete reflective exercises, access articles, review lab lesson plans, record experiences and feed back on their coaching in labs and clinical, and to enrol and submit evidence to complete an Edubit micro-credential. Each group of year three learners was able to participate in two clinical labs with the year-one learners. These labs focused on acquiring a specific clinical nursing skill. Following the clinical lab, year three learners participated in a reflective debrief (photograph 1). Feedback from a debrief in 2017 inspired the formal research of clinical coaching. Learners were invited to participate in an online survey and focus groups to gain further insight into their experience of clinical coaching.

Key participants

Year 1 learners, year 3 learners, Clinical Coaching Workshop Facilitator and Researcher, Clinical Laboratory Facilitator.

How long it has run so far

A pilot commenced in 2017. The model continued until 2020. Scheduled clinical coaching was not able to commence in 2021 due to lock down and has been modified.

What was achieved

Results themes from qualitative surveys in 2018 and 2019 are summarised in the following table.

Key theme	Quotes
1. Growth in confidence	*"Clinical coaching built my confidence and made me realise I actually knew a lot more than I gave myself credit for"* *"Clinical coaching gave me confidence, belief in myself"* *"Allowed me to reflect on how far I have come"*
2. Mentor/preceptor development	*"I found the exercise a good introduction to my role as a preceptor/mentor"* *"It made me think about the way I want to be as a preceptor"*
3. Connection	*"It was great to work alongside peers, sharing of knowledge"* *"It was an opportunity to connect with peers in other year groups, where they could ask questions about what to expect through the undergraduate programme"*
4. Safe learning	*"The year one felt reassured and comfortable, we are not their tutors so they were more relaxed"* *"The year one felt comfortable asking the questions which they felt might be 'silly' to ask the lecturer"*
5. Preparation for future experiences	*"Clinical coaching provided an opportunity to talk about placement and experience, and what to expect"* *"Year 1 appeared to enjoy hearing about where we had been on clinical and what was happening through the course"*

The benefits of clinical coaching were described by the year-one learners within their course summary feedback and in personal reflections detailing enhanced skill development credited to the guidance of the year-three clinical coach. Concurrently, year three academic lecturing staff identified a related theme, improved articulation of professional competency, within the year three clinical e-portfolio.

Learners across both years identified numerous benefits of clinical coaching. Year three respondents felt they had an increased awareness of their skill and knowledge with accelerated confidence and ability to direct the skill/

task to others. Confidence relates to self-efficacy and the ability to recognise what an individual contributes. Learners reflected upon their clinical skill and knowledge progress, and these reflections provided the year three learners with a renewed sense of achievement for their current professional capacity and capability. Clinical coaching situated the year three learners' trajectory within the pathway from novice to the expert.

The opportunity to learn about and apply concepts related to mentoring and preceptorship was valuable. The practical application was seen to be incredibly beneficial for learners in year three. Participants acknowledged their learning journey and the influence that preceptors have in shaping and guiding practice. Learners felt more equipped for their future responsibilities within the role of preceptor. This feeling relates to the number of references to professional responsibilities, and specifically to direction and delegation.

This research highlighted that clinical coaching created an opportunity for learners to build relationships as colleagues and develop a sense of belonging within a safe learning environment.

Clinical coaching provided an opportunity to share stories from practice and hence show encouragement for the year one learners. Peer learning created a supportive space where learners felt comfortable to share their stories and seek guidance for their skill development. We report a consensus that collaborative exploration of these experiences was reassuring and enhanced confidence for future clinical placements.

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9 Bicultural Mentoring.

Helen Papuni, Naumai Taurua, Alexa Forbes, James Harrison, Carleen Mitchell
Capable NZ, Otago polytechnic

Mentoring occurs through a relationship between a mentor and their mentee, and the practice of mentoring can be as different as the individuals involved. The mentor's role is to support and guide a mentee to reflect and learn from their experiences and improve their practice (Jarvis, 2010). Daloz (1986) outlines three strategies for mentoring adult learners: support, challenge, and vision, with each strategy having the functions including listening, sharing, task setting, modelling, and suggesting new language. While these are not the only functions Daloz (1986) lists, these functions fit the role and skills of effective facilitator practice at Capable NZ (Carpenter and Ker, 2021).

The following is a collection of views on bicultural practice and mentoring at Capable NZ. What was to be a discussion on mentoring practice in a bicultural environment became secondary to the need to discuss biculturalism first. The views range from questioning if bicultural practice exists to emergent at best. Currently, a shared understanding of biculturalism does not exist at Capable NZ (CNZ); in time it is hoped that CNZ can move into this space, however, there is much work to be done before this is possible.

The facilitators' mentoring practices within a bicultural context that are mentioned below highlight individual views on the practice of mentoring work-based learners rather than a collective framework of practice.

Te Pae Tawhiti[1] and biculturalism:

Ko te pae tawhiti whāia kia tata, ko te pae tata whakamaua kia tina
Seek to bring distant horizons closer, and sustain and maintain those that have arrived

Te Pae Tawhiti is a draft document that spells out how Te Pukenga (and OP, Capable NZ) will give effect to Te Tiriti o Waitangi, specifically how we respond with excellence to the needs of Māori learners and their whanau, and to the aspirations of iwi and Māori communities through Aotearoa (2020, p. 5). This is not just a high-level, strategic aspiration; it is how business as usual will be conducted at every level of service throughout all current subsidiaries of Te Pukenga. What the document does not mention is biculturalism. Biculturalism might be a competency that one brings to Māori students but how does being bicultural guarantee inclusivity and equity for Māori, i.e., does our work-based biculturalism result in more equitable outcomes for Māori and are we enabling more Māori to succeed as Māori? Using Te Arawhiti[2] guidance, I suggest that biculturalism must have a commitment to working towards these two outcomes first.

Helen Papuni

Bi-culturalism – A Ngāpuhi Perspective

He Whakaputanga o te Rangatiratanga o Nu Tireni in English is "The Declaration of Independence of the United Tribes of New Zealand". The first constitutional document in which Rangatira (Chief) declare their mana and sovereignty to the world as an independent nation (Archives NZ, 2017). Acknowledged by the British Government in 1836, James Busby would later declare it "The Magna Carta of New Zealand Independence".

Following the signing of The Treaty, Te Kara, or "The United Tribes flag of New Zealand" was removed and replaced by the Union Jack. Hone Heke repeatedly cut the flagstaff in total rejection of the Union Jack as he asserted, along with other Rangatira (chiefs), their absolute right to fly the flag beside the Union Jack, in recognition of equal status with the Crown.

For Ngāpuhi Maori, being bicultural, a modern word is shared power and under Te Whakaputanga, sovereignty was not extinguished therefore it remains Māori right to live their identity

and provide chieftain-ship in all things Māori[3] for its people, land, and resources (Waitangi Tribunal, n.d.). On an operational level, mentoring Māori already practised within Te Ao Māori (the Māori World) should be by Māori for Māori, however, if there is space not exclusively.

Naumai Taurua

Bicultural

Justice Durie says "biculturalism in New Zealand can be defined by its objectives" and one is to make state-operated facilities more culturally amenable to Māori as with the recognition of Māori preferences and practices..." (Durie, 2005, p.4) My work is relational and it is to encourage, support and build relationships that support learning. I commit to upholding the mana of everyone I work with as best as I can within my cultural and knowledge base. I look to recognise each of us as an individual, and to look to the bigger collective agreement. This raises many questions of course. How do we keep the conversation going when it stumbles? How do we uphold individual ideals while ensuring those of others are heard? How do we maintain our identity while contributing to the collective? How do we build equity while maintaining values and concepts that may not be willingly shared?

Alexa Forbes

Bicultural mentoring in Capable NZ

Our initial discussion on bicultural mentoring with new Māori colleagues today showed me that we are only at the beginning of a journey to create the appropriate bicultural spaces that are needed to engage and empower more of our learners in the future.

During my six years with Capable working with both international and NZ students, I have identified some aspects of learner centred engagement with my students and how to provide a successful combination of academic and pastoral support. My approach is to encourage my students to base their continuing development on their existing achievements and skills and to help empower them towards realising their full potential.

1 See Tuhono https://www.op.ac.nz/hub/news/item/8939 to access the full document.

2 Te Arawhiti/The Office of Māori/Crown relations https://www.tearawhiti.govt.nz/te-kahui-hikina-maori-crown-relations/engagement/

3 While the word Māori is used in this text, Māori is a government word. Māori is not one nation but a collection of hapu and each hapu has its own tikanga and beliefs.

I feel an important process to support this journey will be more and closer contact with my Māori colleagues to build a bi-cultural climate together, in which we can come to share the best of who we are and what we build together for and with our learners.

James Harrison

A personal perspective on mentoring adult learners

Relationships are at the core of my professional practice for mentoring adults. Through the initial meeting, a rapport with the learner is established that lays the foundation for building a strong relationship based on respect and trust. When mentoring a learner there are two dimensions, I am aware of from the beginning of the relationship: the power dynamic that can exist between a mentor and mentee, and; whether the relationship is bicultural. As the mentor, I am in a position of power that can be detrimental to effective relationships and the trust needed for mentoring. Therefore, I need to be mindful of how and what I am communicating to the learner and to hand over power and control of the learning to them. In a bicultural relationship, I need to be culturally aware, this includes understanding my own world view and cultural practices of the mentee and help them explore how their personal and cultural practices inform their professional practice. When a positive and productive relationship is formed between myself and the mentee it is empowering for the mentee and rewarding for me.

Carleen Mitchell

In conclusion, Helen is right to question how being able to operate in a bicultural relationship with the learner will result in more equitable outcomes for Māori and if the relationship truly enables Māori to succeed as Māori. If biculturalism is a sharing of power between Māori and the Crown as Naumai points out, then can a mentor-mentee relationship be considered a true bicultural partnership when there is a power dynamic as highlighted by Carleen? If a power dynamic does exist, surely this hinders a relationship that truly allows Māori to succeed as Māori. As James states, we need to build a bicultural climate together and Alexa proposes thought-provoking questions about moving forward in the bicultural space. Thus, there is much work to do for many non-Māori facilitators to understand exactly what this means and how it will work.

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10 Role of mentors in Capstone projects

Armitrajit Sarkar
Ara Institute of Technology

Introduction

One of the fundamental differences between supervision and mentoring is that the former is often task-oriented (e.g., completion of a capstone project) whereas the latter is more about caring for an individual's long-term development (Acker, 2011). Capstone project supervisors are the central figures of the journey, we mainly have two types of supervisors – Academic and Industry. Academic supervisors along with the Course convenor, play the role of the mentor. As pointed out by Acker (2011) and (De Welde and Laursen, 2008), mentoring involves, offering advice on both academic and non-academic careers; acting as a sounding board and being open to new ideas; providing honest feedback and the chance for the mentee to reflect and be challenged; help mentees to adopt a self-reliant approach to problem-solving and enable mentees to become effective decision-makers. Work Integrated Learning (WIL) capstone projects can have a significant impact on various stakeholders including learners, institutions, industry, and discipline. Capstone projects enable learners to demonstrate industry work readiness by applying their knowledge of Information Technology to a real-life problem-solving scenario. Capstone project offers an avenue for learners to intensify their learning experience, build confidence in applying their skills and capabilities, and provide real work opportunities. Capstone projects provide multi-facet benefits, for the institution, it reinforces the notion that academic activities relate meaningfully to the industry by bridging the industry-academia gap. For learners, project deliverables can further enrich their grip on the discipline. For industry, capstone projects can be a useful experience to investigate solutions to real-world problems and save valuable organizations time and money as well as finding future potential assets for the organization in form of a semester-long constructivist interview. The mentor-

student relationship is one of the most important factors in the success of this process as it supports mentees to discover development needs and set their own objectives for professional growth.

Capstone Project Values

The feedback from stakeholders strongly suggests that capstone projects boost students' engagement, skills, and knowledge, and offer a competitive advantage in gaining employment with project sponsors and other industry employers.

Stages of Capstone Projects and role of various mentors

Course enrolment recently has been approximately 70 students each year. The course has a loading of 45 credits (equivalent to 450 hours), which is 75% of a full-time workload of 60 credits. The WIL industry project proportion of the course has a work commitment from the student of approximately 300 hours with up to 150 hours available for academic outcomes. This project requires the involvement of an IT professional as the Industry Supervisor (IS) and a member of the IT teaching staff as the Academic Supervisor (AS). In addition, the course has an academic staff member in the role of the Course Convenor.

Start of the Project

When an appropriate project is found, the student is required to complete a Work Integrated Learning Agreement form with sign off from the industry sponsor, the student, and the WIL course convenor. The student then works with the Industry and Academic Supervisors to create a project proposal that becomes a formal agreement of the work they are committing to do, both for the Industry Supervisor/Client and the Academic Supervisor. During this phase, the industry sponsors and academic staff can clarify and help the student articulate the project and course deliverables as well as the expected milestones and deadlines.

It is critical during this phase for the mentors to be helpful, supportive, demanding, proactive and disciplined. At this stage, students need a lot of help transforming a vague interest into an achievable project. Middle of the Project

Towards the halfway (150 industry hours) of the planned duration, a halfway progress report is created by the student (as an extension of the original proposal) and submitted to both the IS and AS, who give formal assessment and feedback on it. Another important aspect of this halfway point assessment is that it allows for updating of the project documentation incorporating any renegotiated deliverables and scope changes, following agile project management principles. At this stage, mentors must insist that the student do the work that was agreed upon. Also, ensure that the work is of high quality. It is important to not settle for sloppy, incomplete, or badly written work. Provide regular, insightful feedback to ensure that the work is of the highest level of quality.

End of the Project

As the project ends, the students confirm the fulfilment of the outstanding deliverables and submit a final project report, methodology essay, poster, and poster short paper, and create a panel presentation. Each student has a final oral presentation and panel examination attended by at least the IS, AS, and CC. The grading of the project and course deliverables are based on the guidelines and rubrics for each of the deliverables. The rubrics and guidelines are discussed with and made available to the students in the first week of the course. The marking of the outcomes relates to meeting standards expected by both the industry and the academic institution. The mentors play a major role in assuring the quality of the deliverables and validating the thoughts of the students. Additionally, they also provide honest feedback and the chance for the mentee to reflect and be challenged; help mentees to adopt a self-reliant approach to problem-solving, and enable mentees to become effective decision-makers. Which helps the students to become life-long learners. Also, it is very common to help the mentee to support on their next phase of the journey after the completion of the capstone project by helping them to secure an appropriate position in the industry.

There is a significant time commitment required from the mentors. Ideally, the mentors and mentee may choose to meet weekly, or more or less frequently depending on the stage of the project and their needs. Regardless of the project, there should be sustained mentor-student contact throughout the Capstone project. Students meet their industry mentors regularly throughout the week and at least once a week with their academic mentors. Each meeting is for 30 minutes.

Conclusion

The student is both a representative of themselves but also an ambassador of the calibre of students that the institute can provide. It is therefore in the institutes's best interest to have programs that prepare the students for the WIL experience, and for ensuring their success during the placement. Faculty and industry sponsors who have taken on this mentor role in the past have appreciated the opportunity to work closely with an enthusiastic, dedicated, skilled, and talented student, and it is important that this is a positive experience for all parties involved. The Capstone project is a central component of the BICT curriculum and for many students, it is also one of the most rewarding and influential experiences of their undergraduate careers, which potentially can lead toward employment. To be successful, mentors need to possess certain qualities and skills that will help them meet the expectations of the mentoring role. Common traits of a good mentor include aptitude, intellect, integrity, ability, professional attitude, high personal standards, enthusiasm, and a willingness to share (Fisher 1994).

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11 Mentoring Maori: A Ngapuhi Maori facilitator at Otago Polytechnic. Naumai Taurua

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The whanau, the foundation in all facets of Māori life, depicts how we live, both socially and professionally.

Whanau are kaumātua (grandparents), mātua (parents), and tamariki (children). Kaumātua (grandparents) keep a watchful eye over whanau (tamariki and mātua) ensuring safety and lore are observed. Mātua (mum and dad) will care for the family and under their guidance, the children develop and grow. The older children care for the younger children (tuakana/teina) with the oldest child being responsible for all children. If the older child is not present, the next oldest is responsible, and so on. Young children are never left on their own (Durie. 1999, pg.103).

Te Whare Tapa Whā, and its four well-being dimensions, taha wairua (spiritual), taha hinengaro (mental), taha tinana (physical) and taha whānau (family), developed by Dr. Mason Durie (1984), and the tuakana/ teina system, both strength-based Māori approaches, epitomises Māori mentoring. Indicators of success, though not exclusive, include enhanced identity and connectedness which in turn strengthens resilience, overcomes adversity, and aids stress management (Cherrington, 2009).

In an organisation, tuakana/teina roles are assumed by the length of service and the whānau role is `interchangeable e.g., a person can be a matua, responsible for a specific service but also a kaumātua influencing and advising all services delivered. The tuakana/ teina relationship, in combination with Te Whare Tapa Whā, individually and collectively cares, develops, and grows staff and clients, simultaneously.

Te Kahui Hauora Trust and its staff, provide preventative iwi health services within Te Arawa. New staff members are mentored, in tuakana/ teina, with older serving staff members. The CEO (mātua) leads the team and reports to the governance board (kaumātua) who provides advice and guidance. The Board rarely rescinds a decision, however, it might do so if law or lore, Māori knowledge passed from person to person and generation to generation, by word of mouth (Izett, 1904, p.10) is involved. A kaumātua (elder) also sits on the Board ensuring the organisation and staff remain safe under lore. The role of the kaumatua is protecting, interpreting, and preserving the cultural laws governing behaviour and practise (Overall et al., 2010, p.155).

As a new member in Capable NZ, I am teina and Stacey (colleague) is tuakana however, being the youngest serving staff member, everyone will care for my well-being and development. Kelli (mātua) leads the team and we come together regularly, as a whānau, to discuss matters of importance and in the role of kaumātua, we might discuss learners and their well-being.

Each facilitator (mātua) is responsible for a group of learners (tamariki). If learners are struggling academically or able to benefit from peer support, they might be paired in a tuakana/ teina relationship. Learners, as children of the whānau, are never left on their own.

The ideal, to advance Māori mentoring is the whānau Te Kahui Whetu (mātua) supports learners (tamariki), a Māori management team (kaumātua) advises, guides and cares for the whānau while a kaumātua (elder) sits alongside, providing advice and guidance on lore.

Māori health and well-being are measured best by the model Te Whare Tapa Whā (Rochford, 2004, p. 46). Shown as four pou (pillars), taha wairua (spiritual), taha hinengaro (mental), taha tinana (physical) and taha whānau (family), each pou (pillar) represents a cornerstone, within the whare tupuna (house of ancestors). Should one of the four pou or dimensions be missing or damaged, a person or a collective becomes 'unbalanced' and eventually unwell (Māori health models – Te Whare Tapa Whā, 2017). Remove two pou (dimensions), the house collapses, and is rendered unstable.

Practising the concepts of Te Whare Tapa Whā and tuakana/ teina ensures the mauri (life force) is strong within the whānau that, in turn, develops the mauri (life force) of the tamariki (children). Both models are well known and widely practiced in New Zealand and have been validated in evidence-based research (Cherrington, 2009). So, this culturally appropriate approach, when mentoring Māori, deserves critical consideration.

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12 A Journey of thousand miles begins with a single step

Jeremy Taylor
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"Guide, guru, parent, friend – mentors are all these to learners lucky enough to find a teacher willing to make a difference in their lives" (Daloz, 1983, p.2). This quotation represents an aspirational approach that, for me, aptly introduces the concept of mentoring and its importance to learning. Applying these ideas to my experiences working with Chinese learners, I am reminded of the transformative impact that effective mentoring offers educators working in transnational education environments and learners studying towards their international qualifications. Furthermore, if practised successfully, mentoring can assist learners to not only become more empowered but can also lead learners to safe spaces, where different perspectives become more permissible. The purpose of writing this article is to share some of the mentoring practices I have applied that have assisted Chinese tertiary learners; specifically, the mentoring ideas discussed below connect with my previous Chinese transnational teaching experiences. Although some of the strategies discussed in this article are transferable to broader cohorts of international learners, I would caution the reader to explore their learners' backgrounds first, before wholesale adoption.

The role

In forging successful learning partnerships with Chinese learners, it is helpful to consider the role of a mentor and associated perceptions.

Mentors are individuals who are:

- Advisers who can use their career experience to share their knowledge and new mentors, in particular, should be aware that Chinese learners will most often see their mentor as having significant teaching responsibilities (Pratt et al., 1998). In my experience, Chinese learners will most often see a mentor as

an individual who is their teacher first and holds considerable knowledge that needs to be disseminated across a classroom. At times this expectation can be challenging, as being viewed as a knowledgeable sage carries an enormous weight but it is still worth remembering that learners originating from a Confucian Heritage Culture will have significant expectations of their mentors (Wu, 2015).

- Supporters, or even cheerleaders who can deliver effectively both emotional and moral encouragement to learners. Through such an approach, trust can be created, which I would argue is one of the most effective ways to forge successful relationships with Chinese learners (Roessingh, 2006). In my experience, until trust has been created, there is always a degree of remoteness present in the classroom.

The approach

Assisting Chinese learners requires a reflective mentor to explain the rules of the academic game and provide learners with the necessary tools to deal with the hidden curriculum. The hidden curriculum can be thought of as the unwritten, the unofficial, or as Alsubaie (2015) points out, it can also refer to the unspoken behaviours or implicit values contained within educational settings. In my experience, the hidden curriculum represents one of the most significant challenges getting in the way of success and two examples of the hidden curriculum impacting Chinese learners include:

- The values surrounding summative assessments and strategies for being successful.
- The belief that learners will want to share opinions in front of their peers.

The rules of the academic game are at times highly complex and mentors working with Chinese learners need to consider how to demystify the learning experience. This goal can be achieved through being warm and being open to answering questions. At times, it is also helpful to recognise the collectivist nature of Chinese culture, as this can manifest itself into behaviours where learners are reluctant to speak out in front of their peers (Foster & Stapleton, 2012). A mentor can answer a learner's questions away from the larger class as a strategy to deal with this behaviour. Another strategy to consider is providing constructive and specific feedback that de-constructs what is required to succeed in summative assessments. Throughout this process, it is helpful to avoid making assumptions about what a learner may know and provide generous levels of scaffolding.

Another defining characteristic of being an effective mentor with Chinese learners is being mindful of the need to provide ongoing encouragement. For many Chinese learners, asking a mentor for help can be challenging, so letting learners know that it is acceptable to make mistakes can work wonders. From past experiences, I have found it common for Chinese learners to suffer from periods of anxiety and insecurity about what was needed to be achieved in a module or how to work with other learners in small tutorial groups. A practical strategy to consider here is to assist learners with specific steps on how to write more effectively or what behaviour is acceptable in small groups.

The takeaway

Developing effective mentoring relationships with Chinese learners, at least in my experience, is one where considerable time needs to be taken. Strong relationships do not happen overnight and a mentor operating in this context should prepare themselves for delays. Also, a reflective mentor needs to be open to developing the necessary knowledge of Chinese learners and their expectations. Still, the rewards can be great, as mentoring holds tremendous potential for improved outcomes.

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13 Toi Ohomai Institute of Technology: Support for international students and peer mentoring

Heather Vail
Toi Ohomai Institute of Technology

Toi Ohomai's historical context of international student care

2017: Students filled the classrooms and public spaces on Toi Ohomai's Rotorua campus, with Punjabi pop songs pulsing from mobile phones as IT, forestry, hospitality, healthcare, and many other educational pathways conducted the bursting international cohorts.

2021: After the world was put on pause due to Covid-19 pandemic restrictions, the moment arose to take a break from processing international enrolments in New Zealand's tertiary sector and reflect on how educational institutes ought to modernise their care for international students.

As a signatory to The Education (Pastoral Care of International Students) Code of Practice 2016, Toi Ohomai agrees to care holistically for students who have travelled from their domicile to make their home in our part of the world. In its Statement of Intent 2019-2023, Education New Zealand (2019) maintained how it strongly values international education and the excellent student experience learning providers continue to review and develop. Subsequently, with the new model for national tertiary education being put in place through Te Pūkenga, further attention to those in the international education sector remains crucial.

Toi Ohomai became an entity of five campuses when Waiariki Institute of Technology merged with Bay of Plenty Polytechnic in 2016, the largest tertiary

Year	Active international student enrolments at Toi Ohomai Institute of Technology
2017	1,678
2018	1,557
2019	1,950
2020	1,718
2021	710

provider in the Bay of Plenty. The international student numbers kept at a high level, until the national lock down in 2020:
International student academic success rates have remained close to the 95% target rate every year. Yet the mental health, connectivity, family support, and cultural integration have not been kept track of in numbers. Stories are told commonly about students experiencing culture shock in a variety of ways, adjusting to new conditions that can provide anxiety and discomfort. Being unable to return home or help their families directly during the pandemic strife, or potentially return to New Zealand if they do go home, international students are struggling with loyalty and purpose, and other new stresses, on top of academia.

Peer mentoring practice and participants

At Toi Ohomai peer support initiatives for international students have appeared sporadically, yet not been sustained. Waiariki campus had a Buddy Programme that was initiated in 2010 whereby domestic students were placed to work with one or more international students. It was led by the polytechnic's International Business Development Manager. Due to student members' cultural misunderstandings and programme management, lack of sufficient time and resources, the Buddy Programme did not last long (1-2 years). Structural changes, such as the campus merger, have since inhibited the institute from reworking or continuing this initiative.

Through the now-defunct student union (Student Pulse) there was a more recent, very loose peer mentoring programme for international students. Again, stretched resources and budgets had not been enough to allow the initiative to take hold. People previously involved in international student peer mentor-ship efforts have maintained that they strongly support and recognise the value peer support provides for all our students.

The institutes's Learning Success & Engagement Team staff has an extensive outreach to all students that can be of interest to international students when needed. This support includes sessions for speaking conversational English,

academic support, and confidential personal support. The following provisions reflect the integrity of the institutes's approach to support for all tertiary learners:

- Learning facilitators
- Programme liaison facilitators
- Engagement facilitators
- Regional engagement facilitators
- Studiosity service
- In-class introductions
- Online and face-to-face appointments
- Bookable and drop-in
- In-class workshops
- Information sessions
- Training videos for student success
- Referrals for individual needs

The campus's International Department supports students with a team available to advise on applications, academic records and qualification equivalence, interviews and enrolments, and accommodation and transport. The team also organise regular social events to give students an opportunity to meet others and become more familiar and comfortable in their Kiwi environs, as well as maintain their own cultural identities. A trip to play in the snow at Mount Tongariro was a first for many students who come from warm-weather countries, as an example.

In order to assist educators, the International Student Learning, a teaching resource has been developed. It is a guide for educators to continue reflecting, alongside listening to the student voice, situations and strategies. The resource contains situational student stories '...based on the experience of at least one of the 61,300 international students attending New Zealand's tertiary institutes in 2017 (Ministry of Education 2018)' (Vail, 2020). Informed by research that included staff surveys, student focus groups, and International Department staff interviews, the resource can be found online: https://www.calameo.com/read/002386530c0c8b02050a0

Fortuitously, the initiative to create a peer mentoring programme instigated nationally by Dr Dobrila Lopez, Principal Lecturer of Eastern Institute of Technology (EIT), has been supported by Toi Ohomai. When Dr Lopez invited colleagues from across Aotearoa to envision a working model, based on their own unique experiences in education, she tapped a goldmine of good ideas. This project addresses questions such as, What are the international students' needs that should be addressed with a peer mentoring programme? What kind of support do international students need? Who can become a mentor?

What should be covered in the mentor's training? What kind of peer mentoring model would students like to have?

Each notion adds into the larger schematic, put together after much thought and consideration to assure its acceptance and flexibility on campuses. This project, funded by the Ministry of Education, has brought national colleagues together with the objective of developing a collaborative peer mentoring model for international students enrolled with Te Pūkenga.

Our soft start on establishing a peer mentoring programme

Toi Ohomai is implementing peer mentors across participating (and able) campuses, working alongside existing departments (such as the International Department and Learners Support). International students keen to volunteer to be part of the peer mentoring team have received training to work with a group of students and provide specific, peer-appropriate support, such as to help students not feel isolated; help with issues that come up either through discussion or directing students to resources; acknowledge cultures, including Māori, and students' home cultures so there is a comfortable appreciation and sharing. Mentors can conduct conversations, and point international students in the appropriate direction based on campus resources previously listed.

Knowing international student numbers are low as this commences in 2021, a very soft approach gives us a chance to adjust and establish a framework to take forward.

As part of informing our peer mentor programme, we spoke with international student focus groups who articulated their concerns, such as: facing many problems with accommodation; getting good academic support; appreciating the practical environment whilst keen to have a face-to-face peer mentor; suggesting one peer mentor per group of students would be best to help address issues. One group discussing these issues can be seen here: https://youtube/G-6HufwqnFA

The staff support across campuses is very eager for peer mentoring to assist international students. Several groups have been matched with our mentors, and more are in line. As we proceed, we will consistently monitor the effect

of peer mentoring for Toi Ohomai students, and add our data to the national research analysis. We intend to help define and support the framework of student care put in place through Te Pūkenga.

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14 Nofo' anga: Building a village to support Pasifika students at Nelson Marlborough Institute of Technology

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What is the initiative?

At the Nelson Marlborough Institute of Technology (NMIT), the Nelson Tasman Pasifika Community Trust (NTPCT) has created a community to support Pasifika students to achieve success. Our community initiative shares objectives with traditional tertiary mentoring programmes but differs in the ways that we support each other. This initiative by Pasifika for Pasifika embodies our culture and values. From a western perspective, mentoring practices focus on the giving of advice and guidance during one-to-one conversations from an experienced practitioner to improve learning and practice (van Nieuwerburgh et al. 2019). In contrast, as a Pasifika community, we have built a village of people who are equal and established relationships that strengthen our collective learning and practice. The Ministry of Education Te Tāhuhu o te Mātauranga (2020) recognizes that "learning is a collective, communal activity... [and] that some pedagogy embraces collaborative ways of learning and [that] this too aligns with the core values and ways of being that exist in many Pacific-ethic groups" (p. 34). As Pasifika at NMIT, we come together in Nofo'anga, which is Tongan for a place like home that is comfortable and safe. In Nofo'anga, NMIT students and NTPCT staff feel a sense of belonging, community, and culture and together motivate and support each other to believe in and achieve success. "A lot of teaching and learning relationships work in tertiary education is based in inequality. ... [However,] Pacific learners attribute success to someone who cared, who has understood their context and has supported their education" (Chu-Fuluifaga & Ikiua-Pasi, 1994, p. 13).

How long has the initiative been running?

In July 2019, the NTPCT approached NMIT to discuss how the NTPCT could improve support for Pasifika to access and be successful at NMIT. The NTPCT is a registered charity that represents the needs and goals of the Nelson Tasman Pasifika community to support and strengthen the community to grow, achieve and prosper. Previously at NMIT, one NMIT staff member was hired for 7.5 hours per week to provide pastoral care to NMIT's approximately 200 Pasifika students. In March 2020, the NTPCT and NMIT signed a Service Level Agreement. They agreed that the NTPCT would have a positive impact on NMIT Pasifika domestic and international students' engagement, sense of belonging, well-being, and learning pathways, progress and achievement, and on Pasifika communities' engagement with and a sense of belonging at NMIT.

What is the objective of the initiative?

The formal objectives stated in the Service Level Agreement were for the NTPCT to provide support to students and engage with the Pasifika community. Pasifika students would be welcomed and orientated and provided ongoing support for learning, well-being, and financial needs, for example, access to scholarships. Also, the NTPCT would engage the Pasifika community in NMIT events, including welcome events, graduations, and combined Pasifika language weeks, and promote future, current and graduate students' study and career pathways.

In practice at NMIT, our community has established foundational objectives that are to create a place where Pasifika feels at home, feel safe, and feel the support of their community. Our vision is to get Pasifika where they want to be by being successful in education to make better futures and help our extended families. By sharing an understanding of how hard it is to put your family first and get through the daily grind of being a student, we could lean on and help each other because we recognize that we are all in the same boat. Our objectives are to clearly align with recent research about best practices for Pasifika students.

> The research evidence is clear that developing relationships with the Pacific learner, their family, and community are critical for gaining the culturally located understanding required for quality teaching and learning. Good relationships are essential to build the foundations that empower learners, their families, and communities. (Ministry of Education Te Tāhuhu o te Mātauranga, 2019, p. 3).

How is the initiative organized?

Nofo'anga as a place is central to the mentoring support for Pasifika students. Nofo'anga is the place where we congregate to share understandings, struggles, support, laughs, and food. We hold monthly fono that focus on well-being, scholarships, and Pasifika language weeks. Scholarship evenings and graduation celebrations include lolly lei, tapa cloths, and our families, elders, and community. Beyond scheduled events, our open-door policy works best for us with a strong focus on relationships. At least one of the NTPCT staff members are always in Nofo'anga so that students know where we are, and that the friendly caring environment of Nofo'anga is always open and welcoming. Sweatshirts with Nofo'anga and our Pasifika names were printed and given out. Now as we walk around the campus, we can see one another and know one another. We are a village.

Who are the key participants in the initiative?

Nofo'anga is a community that supports a community. We have built one village that is pan-Pacific because, no matter which Pasifika identity a person has, we are one Pasifika people with no ethnicity valued over another. Unintentionally, we are a collective community because in the Nelson Tasman region we have never had the luxury of not sticking together because there are not many of us. Staff based in Nofo'anga are current tertiary students or NMIT graduates and include a social worker and a nurse. Our graduates have returned to give back to the Pasifika community. To build our village, initially, we reached out to those we knew and built from there. Several Pasifika students saw the vision and understood what NTPCT was trying to do, so they jumped right in. Starting with students they knew, they gathered more students by connecting face to face, using word of mouth, and welcoming people into our space.

What has been achieved through the initiative?

During a fono in September 2021, NMIT Pasifika students stated that, before Nofo'anga was established, NMIT had no Pasifika presence, they felt alone and invisible, and they did not have ways to easily connect to other Pasifika students. They also reported that they learn a lot about theories and ways of working at NMIT that do not always fit well with how they were raised and the values they hold. They said that they needed to be able to digest their learning and find ways to make their learning fit in with their values and culture. Many Pasifika students are the first in their family to receive a formal degree, and they need support to figure it all out because they do not have others to lean on or any idea about how hard study is.

Evidence of the success of Nofo'anga is shown in the National League Tables for Institutes of Technology and Polytechnics (ITPs). In 2020, NMIT had the highest rate of course completion for Pasifika students across all ITPs with 80% of Pasifika learners completing courses successfully that they were enrolled in at NMIT (Tertiary Education Commission, 2021).

The Nofo'anga community removes the heavy load and breaks down barriers so that students can engage in their studies. We encourage Pasifika students to register with the NTPCT so they have access to services and funding under Whānau Ora. We support each other in so many ways, for example, by sharing ideas about how to write literature reviews, how to ask tutors questions, and how to design research proposals. Laughter and fun are essential in Nofo'anga. During a fono in September 2021, a Pasifika student said, "in Nofo'anga someone gets me, and I don't even have to say it, because we've got this shared understanding, and the big beautiful thing is when we leave Nofo'anga, because we had a laugh, we feel ok going into class".

Nofo'anga has enabled students to connect to and understand their Pasifika culture, which is in line with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 that states that "Providers must have practices for ... supporting learners' connection to their language, identity, and culture" (Ministry of Education Te Tāhuhu o te Mātauranga, 2021, p. 14). During a fono in September 2021, a student said,

> I had changed my mindset to adapt to and take on the New Zealand culture. I had pushed my Pasifika identity aside. Now I am able to find out about my Pasifika culture and embrace my island side of me. ... I was trying to figure out a placement to go into schools and do a ... program, which was quite western. Then the idea came up so I started talking. We were coming up with ideas, which we discussed across the whole group. Then it happened and started growing from there... like resources for Pasifika, finding a ... platform for the Pasifika community, and getting Pasifika research participants involved. ... I wasn't sure who I was as an individual growing up in New Zealand. Being here, I feel more connected to my Pasifika culture. Nofo'anga helped me embrace my Pasifika side. Living in New Zealand you have to live a certain way, and kind of have to do stuff that is different from Pasifika culture. I was trying to get into education, and my teacher said I couldn't do it. But through the support of being here, I am now more comfortable with who I am, and I hope that it inspires other students. You don't have to be a supermarket worker or cleaner. You can aim higher than working in a factory. I want to be that shining light, watching others graduate.

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H Veatupu

Hayley is a New Zealand born Tongan from Hihifo, Ha'api Tonga. She grew up in Nelson in a large family. She is a registered Social Worker who graduated from NMIT. Her passion is community social work and education, and she also has experience in hospitality and human resources. Hayley works for the Nelson Tasman Pasifika Community Trust to assist Pasifika fanau through Whanau Ora with a focus on whanau-centered practice and education, including mentoring at NMIT, Talanoa Ako the afterschool program, and driver education. Hayley aims to remain actively involved in Pasifika communities and plans to start a masters in Social Work.

B Clough

Bec is a registered nurse who graduated from NMIT. She has four years' experience in surgical nursing and two years' experience in community nursing with the Nelson Tasman Pasifika Community Trust. Her passion is making a difference to people's lives through health. She is focused on relationships to build that village. Family is the center of Bec's life. She is a part of Samoan fanau through her father's wife and has two children. In the future, she wants to gain experience in emergency department nursing and to study nursing at a post-graduate level.

A Mui

Fakaalofa atu. Afa Mui is of Niuean, Samoan, and Cook Island descent. With experience as a Youth Worker and a Strengthening Families Coordinator, Afa has a Diploma in Youth Work and is completing a Bachelor of Arts in Psychology. Through the Nelson Tasman Pasifika Community Trust, Afa mentors youth who are disengaging from school and alternative education and supports them to transition from Oranga Tamariki and youth residences back into communities. Afa has adapted an American intervention and prevention programme—Check and Connect—for New Zealand contexts. Afa is continuing to use psychology skills to create interventions that fit Pasifika.

R Tau'alupe

Richy is a New Zealand born Tongan from Pagai, Hihifo, Ha'api. He grew up in Auckland in a large family. He has a Bachelor of Sport and Recreation from NMIT, and is enrolled in a post Graduate Diploma in Secondary Teaching. During his recent Year 3 placement, he designed and delivered a successful fitness and wellbeing programme for the local wider Pasifika community. Through the Nelson Tasman Pasifika Trust, Richy works as a volunteer in the primary and secondary afterschool programme, NMIT Certificate in Computing, Pasifika community sport and wellbeing initiatives. He is passionate about community, youth and education.

V Tau'alupe

Vilipasi is a New Zealand born Tongan with a sense of belonging to Pagai, Hihifo, Ha'api. He grew up in Auckland in a large family. Vilipasi has successfully completed Year 2 of a Bachelor of Sport and Recreation at NMIT. Through the Nelson Tasman Pasifika Trust, he volunteers to provide support throughout COVID-19 lockdowns, as a mentor for NMIT student community and for local Pasifika sport and fitness initiatives. He is passionate about working with youth and adults with bigger bodies to improve health and wellbeing. Vilipasi is considering training as a secondary teacher or physio therapist.

Dr J Bytheway

Julie is an experienced teacher educator and team leader, with extensive experience designing learning experiences for classrooms, online contexts, and workplaces. She has studied and worked in secondary schools, polytechnics and universities in New Zealand, Australia, and European countries. She is currently Head of Department - Learner Services at NMIT. Her strengths are building positive team cultures, co-designing learning with learners, empowering autonomous learning, creating transparent and flexible processes, and collaborating with diverse stakeholders. Julie's research interests are teachers' learning, adult learning, autonomous learning, workplace learning, online learning, language learning and the use of grounded theory.