



RETENTION OF PASIFIKA STUDENTS IN AN INSTITUTE OF TECHNOLOGY TRADES PROGRAMME

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RETENTION OF PASIFIKA STUDENTS IN AN INSTITUTE OF TECHNOLOGY TRADES PROGRAMME

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Mataqali (Clan): Korovou,

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Title: Tutu vaka vanua – Tui Korovou



RETENTION OF PASIFIKA STUDENTS IN AN INSTITUTE OF TECHNOLOGY TRADES PROGRAMME

Introduction

My personal experience as a trades tutor:

- Pasifika students enrolling in an institute of technology trades programme are confronted by a new learning culture, new educational systems and different teaching and learning styles.
- A culture shock due to different school experiences.
- Silent battle to adapt to a new learning environment in an institute of technology trades programme in New Zealand.

Aims of Research

- To examine the dynamics and nature of cultural influences on the retention of Pasifika students studying in a New Zealand institute of technology trades programme.
- To examine how learning style of Pasifika students impact on retention in an institute of technology trades programme
- To identify ways in which learning styles can be integrated into the New Zealand curriculum to increase the retention of Pasifika students.

Issue highlighted in the literature review

Learning styles of Pasifika student- learn through visualisation and performance, such as hands on activities in the classroom.

Pasifika time -misconception of Pasifika time concept between Pasifika students and non Pasifika academic staff is always problematic.

Code of Silence - the *madua fever* can also be evident when one is allowed to speak because of his high status while the others may be silent and will not speak (keep silence) because of their lower social status.

Cultural Space -Providing space that supports students learning building relationships and togetherness can enhance the Pasifika student's journey to success.

Qualitative approach

Semi structured interviews:

Three (3) Pasifika staff members holding Leadership roles in the institute.

Talanoa focus group

- Five (5) Pasifika students enrolled in the Trades programme.
- Five (5) Pasifika staff teaching in the Trades programme.

Sevusevu presentation – seek approval & confidentiality

What they say (Participants)

Perspective of Pasifika student:

- Family obligations, Pasifika culture, parents influence on their career inspirations.

Students comments:

“there is a lack of communication between students and tutors and even the Pacific Centre had failed to support them”.

“Family is the biggest influence. Before, I don’t want them to know I am studying but some of them knew and they asked me, are you still studying? They will talk negatively about me”

Perspective of Pasifika Tutors:

Building the bridge

- learning environment critical for Pasifika students on the first day of class or at the start of a new trade programme.
- Don't ask question (silent mode) – afraid of being laugh at by peers
- Saying “ Yes”

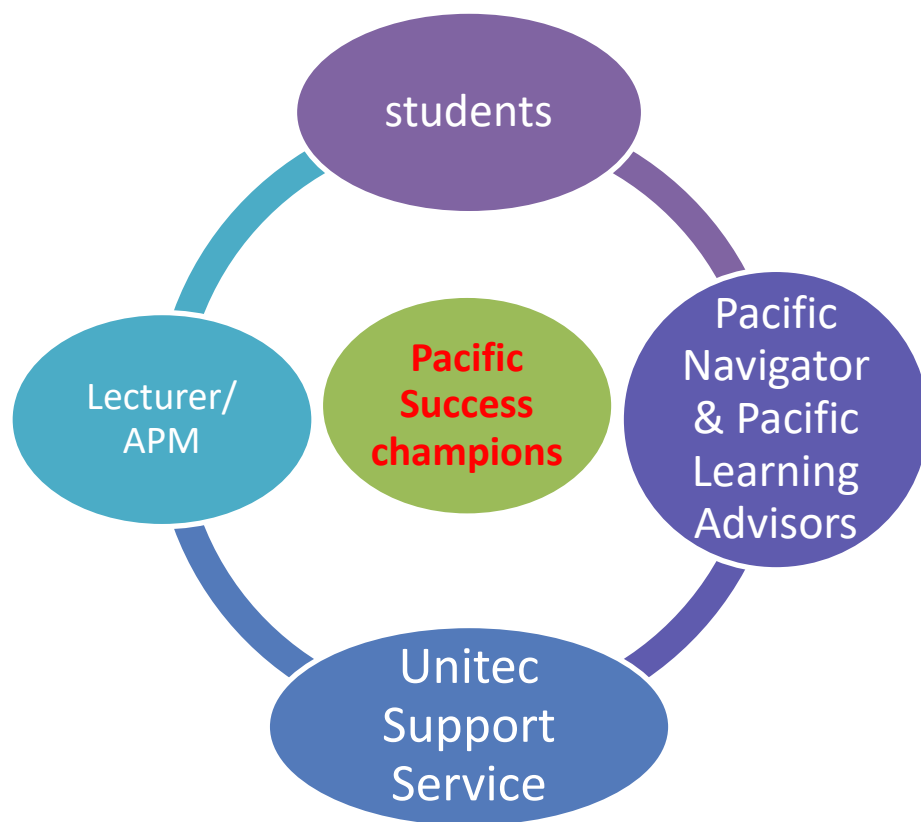
What they say (Participants) staff

Findings	Pasifika Students	Pasifika Tutors	Pasifika Leaders
Family Influence in choices of life	Parents aspirations (silent battle with other community members)	Strong family values and cultures embedded in Pasifika student learning environment.	Conducting family Whanau evening.
Cultural influence and family obligations (silent battle)	Family obligation has higher priority than academic work.	Students obligations affecting school work- provide extra support.	Provide necessary support to ensure students are looked after.
Communication and Pasifika time	Lack of communication with teachers. Late hand in date for assessment.	Ice breaking activities to generate communication. Negotiate with shy students regarding assessment work due dates	One to one communication is critical to student learning. Pasifika time concept a problem to deal with.

Findings & Recommendations

- **Impact of silent battle - support**
- **Building relationships - mentoring & pastoral care**
- **Cultural celebrations- engaging**
- **Pasifika Learning community – Non Pacific staff**
- **Pasifika Centre (visibility) – Central location**

Supporting Pasifika students for sustainable success & retention



Current Practices

- Collaborative Learning styles
- Support & Mentoring
- Engaging – Family & community
- Talanoa sessions -
- Study groups
- SPIES



Where to from here ?

Any
question



Edua
beka na
taro?