



Students as Partners

**Engaging students and staff in authentic partnerships
in tertiary education**

1 November 2017 | 9.15am-4.00pm University of Auckland

Keynote speakers:

**Isabella Lenihan-Ikin & Kathryn Sutherland
Jesse Pirini**

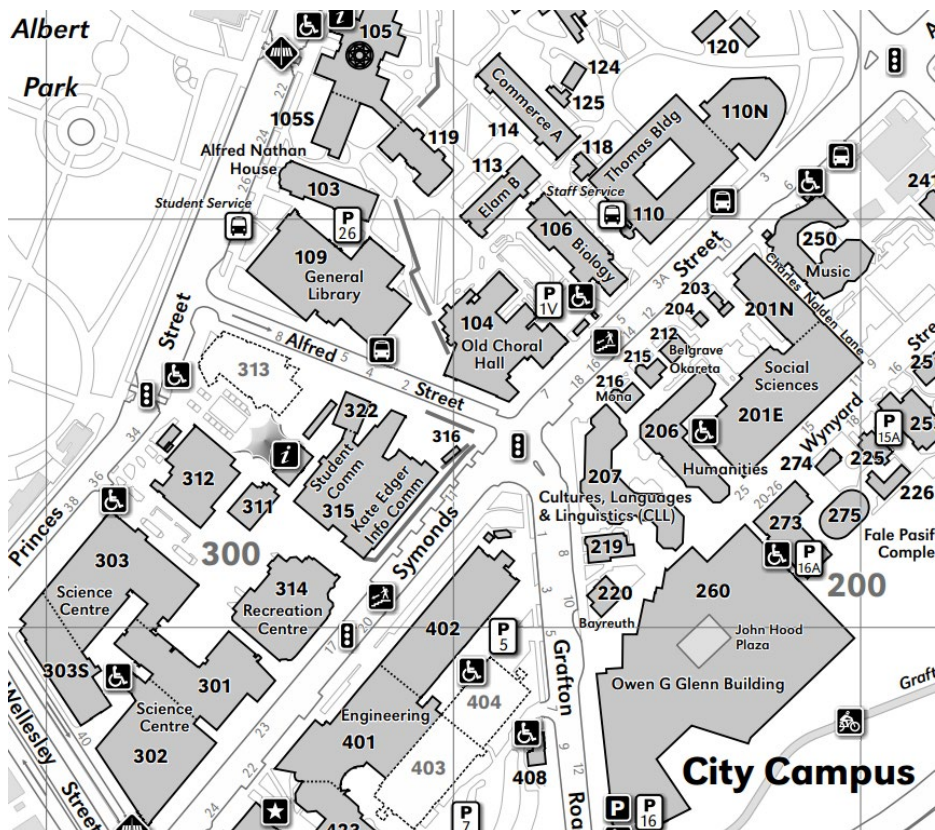
Register: tinyurl.com/NovemberSymposium



Location

The Symposium will be held in the basement level of the **General Library**, located on Alfred Street of the City Campus.

A map of the campus is available at this website - <https://cdn.auckland.ac.nz/assets/auckland/on-campus/our-campuses/campus-maps/city-campus-map.pdf>



Parking

Parking is available at the **Owen Glen Building**. Details are available at this website including a map - <https://www.auckland.ac.nz/en/on-campus/our-campuses/parking-information.html>

Programme

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|----------|---|
| 9. 15 am | Mihi Whakatau |
| 9.30 am | Keynote Isabella Lenihan-Ikin & Dr Kathryn Sutherland |
| 10.30am | Morning Tea |
| 10.50am | Student Panel Student view of what it means to work in partnership with the university |
| 11.35am | Workshops <ol style="list-style-type: none">1. Engaging students as partners in health promotion and personal wellbeing <i>Kylie Ryan, The University of Auckland</i>2. International students' accommodation expectations and choices <i>Terry McGrath & Sylvia Hooker, Massey University</i>3. Te Punenga: Sharing our collective wisdom <i>John Kapa & Jacqueline Tither, University of Canterbury</i>4. Research and relationships: Why LGBTQI students and staff are key to providing rainbow-friendly campus environments <i>Connor McLeod & Karen Davis, Victoria University of Wellington</i> |
| 12.15am | Lunch & networking |
| 1.15pm | Keynote Dr Jesse Pirini |

2.15pm

Soundbites

Stream 1

Varieties of student partnerships and shifting cultures

*Jo Carter, Phillip Goundar, Joe Kuntz & Sasindu-Anjula Don
Simon Patabendi, Ara Institute of Canterbury*

International students as partners in internationalisation

Terry McGrath & Anil Kaushik, Massey University

Hidden Perspectives: Bringing the arts out of the closet

Caroline Blyth & Chip Matthews, The University of Auckland

Stream 2

A student led and developed initiative - Interesting Journal

Students from Interesting Journal's editorial team

Student leaders as go-betweens: The PASS mentor programme @ VUW

Dr Deborah Laurs, Victoria University of Wellington

Student partnership in mentoring: How partnership with Tūākana (student leaders/big brothers/sisters) and Māori and Pasifika mentors has influenced leadership succession

Dayna Eggeling, Victoria University of Wellington

Stream 3:

A job and a better life through education - but costs are high (40 min)

Debbie Smith & Penny Zipfel, Unitec Institute of Technology

Manaakitanga: Enhancing/Unlocking the mana of Māori and Pasifika students through nurturing holistic relationships as partners in student support

Mary Moeono-Kolio, Victoria University of Wellington

3.30pm

Plenary session

4.00pm

Programme finishes

From Student Representation to Student Partnership

Isabella Lenihan-Ikin & Kathryn Sutherland

Universities in New Zealand, including Victoria University of Wellington, have worked hard to secure student representation at each decision-making level within the university. This has been in collaboration with the students' association on campus – VUWSA. Starting at the ground level of the institution, Class Representatives act as a bridge between the students and the lecturer, feeding into student representation on Faculty Boards and Committees, right through to the university Academic Committee, Academic Board, and Council. Although these students are valued members of their respective boards and committees, students often feel that their voice is limited and the collaboration between the student representatives themselves is minimal. Current projects at Victoria University, including the development of an integrated undergraduate civic engagement programme and a 100-level Sustainability course (SUST101) are adopting a 'Students as Partners' model. Involving students in curriculum design and university-wide change initiatives needs to begin from the conception of the project and continue through the design, implementation, and evaluation phases. The 'Students as Partners' model represents a paradigm shift in the learning and teaching environment at universities that allows the sharing of different kinds of expertise, professional development for both staff and students, and the development of critical thinking and analysis skills for all involved. Student partnership enables student representatives to feel valued and trusted as members of the university community. We'll share our progress with trying to adopt such a model at Victoria University of Wellington and some great ideas that we know are happening elsewhere.



Isabella Lenihan-Ikin is in her third year of a conjoint degree in Law and Biomedical Science. Isabella was elected as the Academic Vice President of the Victoria University of Wellington Students Association (VUWSA) for 2017, and is also the founder of Active Citizenship Aotearoa (ACA), an organisation engaged in civic education for high school students across the Wellington region.



Kathryn Sutherland is a senior academic developer in the Centre for Academic Development at Victoria University of Wellington. She recently returned to this role after a six-year term as Associate Dean (Students, Learning & Teaching) in the Faculty of Humanities and Social Sciences. Her research and teaching interests focus on the experiences of early career academics, and she runs programmes to support their induction, socialisation, retention, and fulfilment, and to encourage them to work more deliberately and effectively with students as partners in curriculum development.

Talk with Change

Jesse Pirini

I encourage people to think of peer tutoring beyond its common application to support learning course content. Drawing on my recent book *Peer tutoring: A training and facilitation guide* I focus on two aspects particularly relevant to this symposium. The first aspect is the tutoring relationship where students are partnered and partners. I explore findings from neuroscience, and features of tuakana/teina relationships to draw attention to the emotional aspect of peer tutoring. The second aspect is tutoring tools, and their role in reinforcing the tutoring relationship while addressing course content. I discuss a couple of tutoring tools I teach high school tutors to use. These tools develop content knowledge and metacognitive skills, while reinforcing the tutoring relationship. I finish the talk with an activity to enable attendees to explore how these concepts developed from peer tutoring can be applied within attendees' contexts of practice



Jesse Pirini is a Postdoctoral Fellow in the AUT Multimodal Research Centre at Auckland University of Technology in New Zealand. Jesse received his PhD at the Auckland University of Technology, studying knowledge communication, agency and intersubjectivity in high school tutoring. Jesse develops multimodal theory and methodology. He works with a wide range of data sources, including family interaction, high school tutoring, augmented reality and video conferencing. Along with academic journals and chapters, Jesse is also the author of a practical workbook for training tutors and he supports community based peer tutoring programmes.

Workshops

Engaging students as partners in health promotion and personal wellbeing

Kylie Ryan, Wellbeing Educator, The University of Auckland

The Wellbeing Project at The University of Auckland has now been piloted across faculties and to students campus wide. This presentation will discuss how we engaged students at all the different levels of this project including the development of the messages, how students played a vital role in how these messages are delivered, and how we are now engaging students to lead the project within their faculties and peer groups. We will also discuss the challenges and learnings of engaging students as partners over the past 18 months.

International students' accommodation expectations and choices

Terry McGrath, Chaplain International Students, Massey University

Sylvia Hooker, Manager ISSO, Massey University

International students coming to New Zealand to study need accommodation. For accommodation services and providers this can be a challenge to formulate provision that meets expectations. At the recent ISANA 2016 conference an accommodation special interest group drawn from New Zealand and Australian delegates met face to face and discussed the challenges of providing adequate accommodation to meet the various expectations and desired choices of a diverse international student body.

A summary of the insights gained from this special interest group will be presented, along with a useful handout compiled from those discussions. This handout provides helpful resources and information relating to accommodation provision and associated regulations in New Zealand and Australia. The dominant patterns in students' living choices will also be described to assist accommodation providers with responding to the needs of a diverse international student body.

Research and relationships: Why LGBTQI students and staff are key to providing rainbow-friendly campus environments

Connor McLeod, LGBTI Project Coordinator, Victoria University of Wellington

Karen Davis, Associate Director (Retention, Achievement & Equity) Student Academic Services, Victoria University of Wellington

There is an increasing amount of research showcasing the disproportionate amount of harassment experienced by sexual and gender minorities at university. Student representative groups such as UniQ at Victoria University of Wellington are leading the way by providing peer-to-peer mentoring services, but are untrained and under-resourced. In this workshop we will outline how Victoria University is working alongside LGBTQI students and staff to create cultural change, improve retention, and imbed infrastructural support for rainbow communities. There will be an opportunity for workshop participants to share examples of their work in this area and to learn from each other's practice.

Te Punenga: Sharing our collective wisdom

John Kapa, Kaipoipoi Student Development Advisor, Māori Development Team, University of Canterbury

Jacqueline Tither, Learning Advisor, Academic Skills Centre, University of Canterbury

Te Punenga ("the clever ones") is a UC Māori Development Team (MDT) initiative which explicitly aims to offer research support and whakawhanaungatanga to Māori and Pasifika postgraduate students. One component of this initiative is an ongoing collaboration among Māori and Pasifika postgraduate students; MDT staff members; and the UC Academic Skills Centre. Over the past 24 months, this collaboration has produced an ongoing series of academic writing seminars covering a wide range of topics. This session, co-presented by John Kapa and Jacqui Tither, will describe the exact nature of this collaboration and how it works in practice, and will present examples of the student voice.

Soundbites

A job and a better life through education but costs are high

Debbie Smith and Penny Zipfel, Business Insight Partners, Business Intelligence Team, Unitec Institute of Technology

A comprehensive quantitative survey and qualitative interviews by Unitec show that Auckland's polytechnic students are doing it tough. Unitec's 'U Matter' Survey, undertaken by its Business Intelligence team in 2016, canvassed nearly 2000 of its students to uncover their experiences and motivations and shows students committed to education but struggling to meet basic needs.

It challenges a widely-held perception of tertiary students being young school leavers with more than half of the Auckland polytechnic's students being adults upskilling, changing careers or having their first go at formal qualifications to improve their lot and better support their families - one in three have at least one financially-dependent child.

The U Matter findings highlight the need for more targeted support to students who are experiencing extreme hardship and the need to continue to put in place better measures, although a lot of causes of poverty and hardship are outside the control of this institution. The research findings have been used by Unitec for more relevant marketing communications, targeted scholarships and financial support, student council food banks, soup kitchens and a second hand clothing shop. Strategy has been developed at Council level utilising the research, whilst academic programmes and timetables are being tailored to suit the needs of the identified student segments within them. Staff and students also work in partnership to develop support services.

A student led and developed initiative - Interesting Journal

Students from Interesting Journal's editorial team

Interesting Journal is an bi-annual peer-reviewed journal compiled of passionate work produced by undergraduate students from the Faculty of Arts at the University of Auckland. A student-led and developed initiative, Interesting Journal exists to publish meaningful and original research that can have a positive impact on the community and lift the profile of our university. Since 2014, the journal has been committed to building a shared knowledge base and enhancing the undergraduate arts experience.

Our long term goal for the journal is to become a resource integrated into the Arts' student experience. We want publication in the journal to be an achievement that students strive for and work towards throughout their degree. Ultimately, we hope the journal not only lifts the profile of the Faculty of Arts, but the university at large. In addition, we intend to build relationships with Arts subjects that are currently under-represented in our journal. With every edition, the journal continues a commentary on how the undergraduate pieces we publish can augment our understanding and experiences of the world. With a broader range of subjects, editions 5 and 6 are our most diverse editions yet.

Hidden Perspectives: Bringing the arts out of the closet

Caroline Blyth, Senior Lecturer/Assistant Dean (Equity), Faculty of Arts, The University of Auckland

Chip Matthews, Student Support Adviser, Faculty of Arts, The University of Auckland

Hidden Perspectives: Bringing the arts out of the closet is a new project that grew out of the staff-directed Rainbow Arts group at the University of Auckland. Its goal is to provide a platform for LGBTI+ student voices across the Faculty of Arts, facilitating students to develop their own queer spaces within the faculty's academic and social life. Currently organized by both academic and student support staff, this project has at its heart a commitment to student engagement and a desire to facilitate students' leadership and direction. In this short presentation, the two staff leads of Hidden Perspectives, Chip Matthews and Caroline Blyth, will talk about the origins and inspirations of the project, their achievements so far, and their ongoing goal of sustaining student partnerships to make Hidden Perspectives thrive.

International students as partners in internationalisation

Terry McGrath, Chaplain International Students, Massey University

Anil Kaushik, International PhD student, Massey University

A research study amongst international graduates provided indications that when studying they felt their presence within the student body was considered sufficient to contribute to internationalisation within the campus and curriculum. Their hindsight view was that they had more than just a passive presence to offer as a resource for internationalisation and were, in effect, under-utilised. As a result of these findings a case study was conducted amongst international postgraduate students on one New Zealand University campus. The reflections of the international graduates form the basis of a set

of ideas to assist internationalisation within our education providers by means of engaging with the international student body as partners. As a framework for discussing this we use Knight's definition of internationalisation:

Internationalisation at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post secondary education. (Knight, 2003).

As a means of exploring the resource these students are to internationalisation processes we look at five dimensions for internationalisation identified in New Zealand national policy framework that responds to and uses the above definition:

- Institutional Strategy and Responses
- Teaching Learning and the Student Experience
- Internationalisation of Research
- International Student Programmes
- International Outreach

Manaakitanga: Enhancing/Unlocking the mana of Māori and Pasifika students through nurturing holistic relationships as partners in student support

Mary Moeono-Kolio, Pasifika Success Coordinator, Te Pūtahi Atawhai, Māori & Pasifika Success Unit, Victoria University of Wellington

Te Pūtahi Atawhai's approach to providing student-centred holistic support has been notably based on the concept of 'Manaakitanga', which focuses on exploring ways in which support initiatives and approaches are aimed at unlocking the mana (integrity/capabilities) of Māori and Pasifika (MPI) students. Through fostering leadership opportunities among MPI student communities at VUW, this has created a space where students are recognized as partners in providing relevant and impactful holistic support. The development of the Tuakana Student Leadership initiative has formalised this relationship and has been successful in creating safe and relevant initiatives/workshops that not only address varying student needs with regard to their retention and achievement within the tertiary environment, but also student well-being and mental health. This has meant involving students as genuine contributors to different aspects of holistic support provided by TPA; from co-designing first year transition workshops, to the development of a pilot Pasifika postgraduate support initiative, as well as event collaboration with various Māori and Pasifika student representative groups. This soundbite will

explore how Māori and Pasifika students have been successfully engaged as partners in student support and learning through making a purposeful shift from merely 'listening' to the student voice engaging them in programme development and decision-making processes' as change agents and leaders.

Student leaders as go-betweens: The PASS mentor programme @ VUW

*Dr Deborah Laurs, Senior Learning Advisor/PASS Coordinator,
Student Learning Te Taiako, Victoria University of Wellington*

The PASS (Peer Assisted Study Support) programme has been operating at Victoria University of Wellington since 2000. Student leaders facilitate weekly study sessions in core 100-level courses, encouraging participants to work together to identify and meet their learning needs in a supportive environment, in accordance with the institution's learning and teaching values of *akoranga* [learning & teaching], *whanaungatanga* [community], *manaakitanga* [respect], *rangatiratanga* [leadership], *whai matauranga* [search for knowledge] and *kaitiaktanga* [guardianship].

PASS operates across more than 40 courses, entailing, in trimester 2 this year, for example, some 80 weekly study sessions. In order to maintain administrative and pastoral oversight of such a large number of student leaders, Student Learning Te Taiako also employs 'PASS mentors'. These senior Mentors act as a bridge between professional staff and study group leaders, share in the recruitment and training processes and take responsibility for the day-to-day supervision of 6-8 leaders apiece. This presentation will outline the organisational relationships underpinning this staff-student partnership, together with Mentors' perceptions of their role in terms of both institutional values and personal skills-development.

Student partnership in mentoring: How partnership with Tūākana (student leaders/big brothers/sisters) and Māori and Pasifika mentors has influenced leadership succession

Dayna Eggeling, Mentoring Coordinator Te Pūtahi Atawhai, Victoria University of Wellington, Te Whare Wananga o Te Upoko o Te Ika a Māui

Since 2013 Te Pūtahi Atawhai Faculty of Humanities and Social Science mentoring programme has seen an increase in leadership succession building on our Māori and Pasifika mentor capacity. This was further enhanced in 2016 by our employed Tūākana who designed and facilitated our peer-peer mentee induction for first time mentees in our programme. The inductions are based on learning objectives provided by the mentoring team. From the

learning objectives, the Tūākana then created an interactive and fun induction by highlighting key messages, using real-time testimonies, encouraging leadership and stressing the importance of goal setting. Partnership with Māori and Pasifika mentors, and now Tūākana, has been beneficial to our mentoring programme by leading the way for our first year students. In turn, it has normalised stepping in to positions of mentorship and leadership. This soundbite will talk about how this was accomplished, results and the mutual-benefits that come from partnering with our students in a tertiary environment and then open the forum for further discussion.

Varieties of student partnerships and shifting cultures

Jo Carter, Student Voice Coordinator, Ara Institute of Canterbury
Phillip Goundar, Student Representative, Ara Institute of Canterbury
Joe Kuntz, Student Teams Coordinator, Ara Institute of Canterbury
Sasindu-Anjula Don Simon Patabendi, Student Representative and Team Member, Ara Institute of Canterbury

Ara Institute of Canterbury is working to expand its non-curricular student opportunities to enhance retention, achievement outcomes, employability, pathways to industry and overall student experience. With students working at key junctures of student engagement, we become more relatable and able to reach across social and other barriers in our engagement processes and service delivery.

We will outline some of our cornerstone projects with students: Online orientation, student employment on campus, volunteers, strategic representation and community engagement.

We will describe our main challenges in this space, including the need to shift culture within our organisation towards seeing the value of students in and beyond their roles as learners.