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The Learning Leaders in Higher Education Conference

***Learning and Teaching Leadership in Higher
Education: Emerging Models for the Future.***

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***Learning and Teaching Leadership in Higher Education
Emerging Models for the Future.***



Implementing Whare Tapa Rima – The Holistic Five Sided (WTR-FSH) Home Learner Support Model

An Authentic Leadership Challenge
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Ngaati Wairere Kuia Hekeiterangi Broadhurst





Abstract

Concern about learner success in tertiary education is high in New Zealand largely because society invests so heavily in such education. In recent times there have been calls for educational leaders to achieve i) more equitable achievement outcomes in their institutions and ii) a better fit between educational outcomes and fast changing business needs . A New Zealand Tertiary Education Commission, 2017 report, found “the tertiary education system does not adequately cater for diverse students or encourage new models to emerge to meet evolving needs and opportunities” (New Zealand Productivity Commission, 2017, p.5).



Abstract Cont...

The objectives of this paper are to disseminate a) the history, b) development and c) implementation of the Māori Whare Tapa Rima (WTR) A Holistic Five Sided Home Learner Support Model (Durie, 1994; Moeau, 1997; Stevenson & Going, 2018). This theoretical model aims to address the issues above and to provide a rich framework that can empower leaders to value, view and analyse complex learner needs through inter-related and inseparable intellectual, emotional, social, ethnic, cultural, physical and spiritual dimensions. This paper examines the challenges that real world higher education leaders and faculty encounter when implementing the model as a series of 'threshold concepts'.



Abstract Cont...

Key to the successful implementation of the model has been the authentic value position institutional leaders hold and their openness to adapt their perspectives to optimise WTR outcomes. Measurements of impact of the model utilised during the investigation included programme completion, credit achievement, withdrawal, retention, destination outcomes and faculty and learner evaluations.

Part of the investigation underpinning this paper was supported by an Ako Aotearoa Best Practice Grant and will be published through a guidebook and digital materials in New Zealand in 2019.



Māori - English

Whare - Ancestral /Family Home

Wha - Four Dimensions

Rima - Five Dimensions



History and Development of Whare Tapa Rima (WTR-FSH)



The Five-Sided Home

Whaiora – Whare Tapa Wha (Durie, 1994)



New Zealand Health & Physical Education Curricula
Whare Tapa Rima – (Moeau, 1997)



Holistic Higher Education Learner Support
Whare Tapa Rima – The Five-Sided Home (WTR-FSH)
(Stevenson & Going, 2018)



A Rich Indigenous Model

Designed to empower tertiary educators and leaders to view and analyse predictable and complex learner needs through five inter-related and inseparable



Whare - Home

Place:

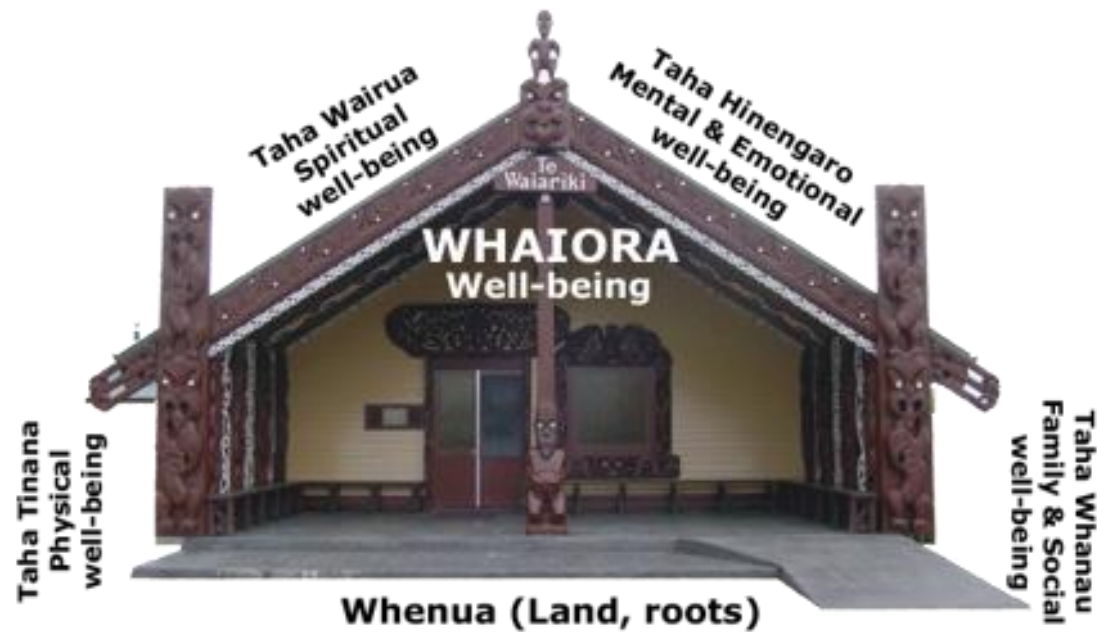
- where your history resides
- of your ancestors
- to stand
- you belong
- you 'own'
- of safety
- of comfort
- of familiarity
- of your family

Place where:

- you are loved
- you can rest & relax
- your needs are met
- your culture is normal
- your ethnicity is the norm
- of supportive relationships
- common beliefs are held
- you can identify your future
- your life has significance



Whare Tapa Wha > Rima





The Five Dimensions

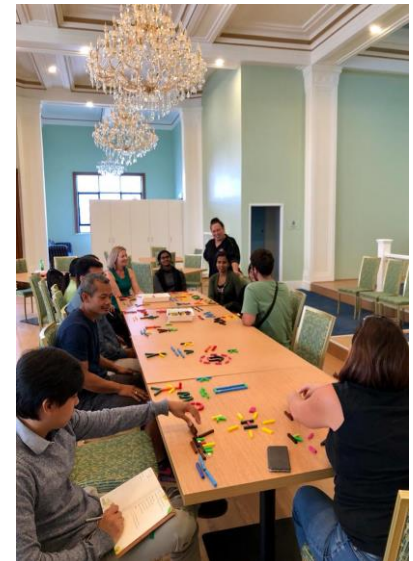
Taha Wairua – Spiritual Beliefs, Values & Attitudes

Taha Hinengaro – Intellectual & Emotional

Taha Whanau – Family, Social

Taha Tinana – Physical

Taha Whenua – Land, Ethnicity & Culture





Whare Tapa Rima Impact Measurements

Learners

Semi-structured Interviews

Faculty

Focus Group

Institutional

Programme achievement, credit achievement, withdrawals, retention and destination outcomes





Impact of Whare Tapa Rima Preliminary Outcomes

Programme Completions - 99%

Credit Achievement – 50%

Withdrawals – 0%

Retention – 40%

Destinations – 100%





Identity & Authentic Leadership Implementation Challenges



Identified as threshold beliefs (Land, 2011)



Threshold Concepts & Troublesome Knowledge

Knowledge needs to be troubling in order to move and progress institutional and academic leaders.

Learning requires stepping into the unknown, a new space.

Idea of passing through a portal into the unknown.

Results in us seeing the world in a new way

State of Liminality

Troubling because we do not know where we are.

Betwixt and between, a troublesome place.

Journeying state.



Review of beliefs, values and attitudes that support successful implementation

Key to the successful implementation of the model is the authentic openness and valuing by educators and institutional leadership of specific viewpoints

plus

an openness to adapt their identity, purpose objectives and behaviours

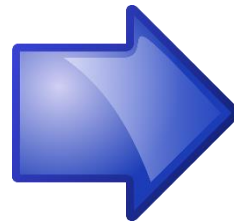
to support WTR-FSH implementation

(See Handout).



For example making an authentic shift from....

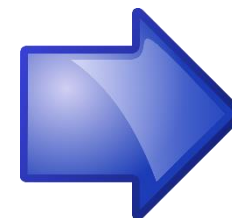
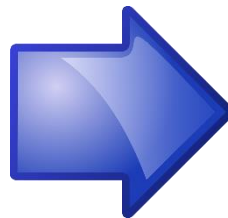
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Acknowledgement

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Institutional & Educator Professional Development Implementation Workshops available in...

Whare Tapa Rima – The Holistic Five Sided
(WTR-FSH)
Home Learner Support Model

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for more information