Pacific research findings & initiatives in Information services: Rethinking services to Pasifika

Special acknowledgement and fa’afetaiti tele to BRCSS Pasifika, Prof Tagaloatele Peggy Fairbairn-Dunlop & Pollyanna Paese.

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31 Oct 2011
Kia ora!
Bula vinaka! Namaste!
Fakaalofa lahi atu!
Kia orana!
Halo Olgeta
Malo e lelei!
Kona mauri!
Taloha ni!
Talofa lava!
Greetings ...
Programme

2:55pm – Participants call in from the access grids

3pm – Lotu/karakaia followed by Brief introductions & acknowledgements

3:15pm- Powerpoint presentation

3:45pm – Questions & Discussions

4:30pm- Prioritise research topics & summarise

4:55pm – Closing lotu/karakaia & thanks

“...we must have the audacity and the courage to think we can change the world.”
Tariana Turia, 2 Sept 2011
What are the challenges you face in getting students to use information research skills in their work?

What are the challenges staff and students face in using library systems?

What are the big issues? Need different approach(es)
What is known?

- Pacific learning/education – ako, poto, ilo (Helu-Thaman, 1988) – formal and informal learning; culture and languages central to understanding Pacific indigenous knowledges.
- Western/mainstream learning/education – formal education - teaching, learning and research. Informal including cultures & languages not valued in formal education settings
- Physical, spiritual, mental, social, educational wellbeing (Agnew, Pulotu-Endemann et al 1997, 2004)
- Pacific Studies interdisciplinary & multidisciplinary.
- Libraries & library use not a Pacific tradition – knowledge transmitted orally inter-generationally – current situation
- Service philosophy is cross disciplinary & has principles, values and protocols of working collectively (Anae et al 2010, McFall-McCaffery 2007)
Fonofale health model
Profile of Pasifika Peoples

2006 Census
• 266,000 (7% population); 70% live in Akld region
• 60% N.Z. born
• A youthful community: approx 11% of 5-18 age group; (38% total Pac pop under 15 yrs)
  Rapid growth projected, esp. of school age pop

2021 Projections:
• 420,000 (10% of total pop); 12% of workforce
• Pasifika children 5-18: approx 17% of age grp pop
• Maori children 5-18: approx 28% of age grp pop
• Asian children 5-18: approx 15% of age grp pop
  Palagi/Euro chn 5-18: approx 40% of age grp pop
• Large increase is underway – PI youthful pop
Pasifika library clients: issues & challenges

• Profile of Pasifika students: 60% + now NZ born. 40% island born; (60% Samoan); mature students vs younger students – require diff approaches
• Different background & socialisation from Palagi
• Many languages (multi-lingual) & varieties of English
• Diverse cultures, worldviews & values not homogeneous
• Challenges of multiple identities – Pasifika, Tongan? Kiwi? New Zealander?
• Learning styles varied – offer informal & formal opportunities, groups & individualistic (Pasikale 1996)
• Institutions slow to recognise need for Pasifika specialist services e.g. at UoA & VUW (Lilley, McFall-McCaffery & Marsters, 2009)
What is the real problem?

- Many students do not use the Library & expect you to do the work for them at the last minute

- Overwhelmingly students come to libraries and ask staff to do the work for them

- Why do they do this?

- Students do not attend library workshops unless embedded in course & compulsory

- Why do they do this?
• How important is it that students are independent finders and users of information?
• Learning to be an effective learner is meant to be central to education
• PIMN services is now in a position to offer alternative approaches to these challenges
Education landscape

Education priorities for New Zealand MoE (2001)

1. Provide NZers with strong learning foundations
2. Ensure high levels of achievement by school leavers
3. Ensure NZers engage in learning throughout their lives & develop highly skilled workforce
4. Make a strong contribution to our knowledge base.

Pasifika Education in 2011 – academic achievement continue to drop

1. ECE -14.1% Pasifika children are not in ECE
2. 52% do not have basic level 11
3. 23% Pasifika students did not complete Year 13
4. NEET rate for M & P 18-24 age increased by 50% and dropout rate is 62% tertiary
What is the challenge for libraries & support services?

The challenge is to add to what students bring with them & use teaching & learning approaches that are successful, sustainable, inclusive in processes, contexts & outcomes (Helu-Thaman, 2003)

How well are existing services meeting staff & student needs?
Research: Academic success

Reasons why students have succeeded – (Anae, Anderson, Benseman & Coxon, 2002 in Pacific peoples and tertiary education: issues of participation report to MoE)
• Come to develop knowledge of and understanding of ‘system’ they studied in
• Acknowledge importance of first year of study
• Understand and value mentoring system
• Benefit attending Pacific tutorials or using Pacific tutors (Marsters, 2008; McFall-McCaffery 2004)
• Know about support groups available to them, actively seek their assistance and necessary info
• Positive attitudes & peer group support
• Library high usage Pacific Island student use of student services at University of Auckland (Suaalii & Anae 1996)
• Coconuts begin with a C 1988 student survey – clear instructions are important in teaching, ask and encourage students to discuss their work, use of Pacific tutorials
• Misconception & overwhelming places – (Helu-Thaman, 1985)
Research: Libraries

- Librarianship as career for Pasifika – 2009 recruitment survey (Lilley, McFall-McCaffery & Marsters)
- Recruitment retention & training strategies – targeted, marketing & advertisement, mentoring & support, career pathways
- Lib not using Pacific information & communication channels to reach potential employees
- Awareness, perceptions & attitudes incl mono-cultural institutions, low status & not well paid employment
- Relevant services & resources -, community engagement, collaborations & partnerships
- Institutions need be more responsive - policies & practices
- Gap between what employers think should be happening & reality of practice
- Pasifika staff with knowledge & skills
Research: Libraries

- Information seeking behaviour of communities of practice - Relationships & learning & action in exchange of knowledge (Murgatroyd, 2011)
- Challenges – Overload without skills or time to manage & filter info
- Important - relevant, readily accessible information from desktop, up-to-date, authoritative. Internet most useful & local library least useful for info seeking.
- Information sharing mechanism – emails & listservs, followed by informal face-to-face mtgs, local libraries least useful & valued. Colleagues & networks useful sources of info for Pacific.
- Popularity of social media.
- Acknowledge lib important - “institutional libraries isolated from the communities of practice ...less utilised & less valued than alternative mechanisms for both seeking & sharing information” (Murgatroyd, 2011, p.49)
Research: libraries

Gayton (2001) high school students attitudes to libraries in Manukau. Lack of research.

- Intrinsic value of libraries in providing a level playing field in accessing information and IL knowledge & skills enhancing success in education and self dev.
- Attitudes positive – educational & recreational value; lib for geeks & school not fun - impact on attitudes to libraries?
- Participation & performance rates at school remain low
- “One size fits all approach” does not address cultural differences & needs – values of dominant society the norm
- Students not forthcoming about lack of knowledge & tell you what you’d like to hear.
- Recommends librarians examine & access their own personal attitudes towards other cultures p.13
- Resources & referral to elders, environment, policies
Research Libraries

Marsters (2008) informants knowledge transmitted inter-generationally via family, peer group & community sources

- NZ born pattern continues
- Academic & lib respond two ways i) work from a Pacific cultural base ii) modify both learning & teaching & info support services iii) need both
- Change way libs think, setup, operate & supported by appropriate policies & practices including friendly knowledgeable Pacific staff
Some Implications Include

• Education system need to ensure students are taught library and information literacy & inquiry skills

• Educators to embed & model inquiry skills into courses & programmes rather than seeing these as sole responsibility of lib & student support services – assistance to teaching staff & teach the teachers

• Support staff (lib & teaching staff) to work more collaboratively 2gether – workshops, programmes - integrated activities
Implications cont’d

- Institutions need to have a far more comprehensive teaching programme because Pacific students enter with less skills.
- Coordinated integrated services programmes wherever they may be located from e.g. orientation programmes, bridging programmes focusing on student success.
- Show students how their marks will improve significantly with IL – central to raising academic achievement.
Implications cont’d

• Libraries socio-cultural role & responsibility (cultural literacy, Pacific literacy)
• LIANZA Pacific statement, institutional policies
• Ensure different perspectives accommodated in resources provided
• Agitate for information services & support relevant to communities needs
• Role in academic success of future decision makers & leaders – economic benefit
• Recruitment, retention & professional dev – career pathways for Pasifika librarians
• Acknowledge value culture, indigenous knowledges, languages education research
Implications cont’d

• Help make the economic and social cost benefits libraries bring to empower people's lives more obvious to all.
• Extend understanding and awareness about the place & value of reading/research/information literacy in people's lives to other services and partner organizations.
• Meeting Pasifika info needs – increase participation, enhance development success & empowerment.
• What are other implications/suggestions you have?
Challenges/Issues

- Perceptions, knowledge & understandings of different literacies & skills – staff, students, librarians
- Understanding of central place & role of IL in teaching, learning & research by our communities even less
- Pacific staff need to integrate IL skills into all teaching programmes – how well do we role model what we expect students to do?
- Institutional policies and goals are not matched by funding and implementation strategies
- Library vs Peer groups information seeking & sharing - behaviour
- Community understanding/perception of libraries/librarians different from our perception of libraries and (image of librarians) –
What are the big issues for you?
Current & future climate

• We can no longer afford to be blasé – need to move beyond the norm of services – embed and make ourselves valued partners in community, research, etc., far beyond ‘traditional’ library services – utilise our subject knowledge; skills; information management expertise; cultural, languages & indigenous knowledge in different settings

• Get out there & show our value to our communities.
PIMNSIG

• Role of PIMNSIG as a professional group – use Pacific values and principles in working with communities embedded in our ways of working.

• Know your communities. Be involved – help, support & lobby. Wider communities are also clients and supporters not just primary clients. Both key to library services survival.

• Service role e.g. for Pacific Studies but advocating for cross campus and faculty services – interdisciplinary research/teaching/learning approach & utilise knowledge and skills
Do we need further research or do we need different actions?
Questions & Discussions
List of Research topics/Actions

1. ..
2. ..
3. ..
4. ..
5. ..
6. ..
7. ..
Vinaka Vaka levu! – Fiji
Faka’aue atu! – Niue
Kia ora! - Maori
Meitaki maata! - Cook Island Maori
Faka Fetai! - Tokelau
Malo aupito! – Tonga
Fa’afetai & Ia manuia – Samoa
• Some suggested ways include:
  ❖ Working more collaboratively with our clients & communities
  ❖ Respect cultural protocols & build relationships
  ❖ Reciprocity & partnerships
  ❖ LIANZA Pacific statement & institutional policies strategies (Massey Pasifika Strategy, VUW leadership strategy)
References
Pasifika Information Management Network

Mission Statement

Pasifika peoples in Aotearoa New Zealand are valued and integral members of society. Libraries and information institutions contribute to the enhancement of Pasifika peoples’ lives by delivering services and information which are easily accessible, current, meaningful, and relevant to their development and contribution to society.

Values

The Pasifika Information Management Network members cherish these inherent Pasifika values based on collective responsibility to the family or group rather than the individual of:
Alofa(S), `Ofa(T), Aroa ina ngaro maota(CIM), Veikawaitaki dina vakaveiwekani(F), Femataaki(N) – genuine care for each other
Tautua(S), Faifatonga(T), Tau turu iti tangata(CIM), Veiqaravi eso e vakarautaki(F), Puhala lagomatai mo e lagomatai(N) - service and support
Feasoasoani(S), Fetokoni’aki(T), Tau turu(CIM), Veivukei(F), Taha puhala lagomatai(N) - reciprocal help
Galulue fa’atasi(S), Ngāue Fakataha(T), Anga anga katoa toa(CIM), Duavata kei na cakacaka vata(F) - collaboration and partnerships
Fa’aaloalo(S), Faka’apa’apa(T), Aka tapu ta tetai akonoanga(CIM), Veidokai kei na veivakarokorokotaki vaka mata tamana(F), Mailoga mo e fakalilifu ke he tau talahauaga mo e tau aga he falu(N) - consideration and respect of others beliefs and customs
Tausi(S), Tauhi(T), Rangatira(CIM), Veituberi kei na veimaroroi(F), Ko e tagata leveki(N) - custodianship

Note: Translations of values in Samoan, Tonga, Cook Island Maori, Fijian, Niue & English

Goals
To share information, ideas, experiences and expertise with members
Support the development and improvement of Pasifika library and information services
Enhance the development and management of Pasifika resources
Ensure information & support services to Pasifika are relevant and current
Promote resources and research on Pasifika peoples, cultures and languages
To network closely with colleagues who provide information services to Pasifika peoples
Support the professional development and training of Pasifika and PIMN members
Promote PIMN and membership to those who provide information services and support to Pasifika peoples
Foster collaborations and partnerships with other professional groups
The Library and Information Association of New Zealand Aotearoa is committed to the recognition and implementation of the Treaty of Waitangi and acknowledges Māori as the tangata whenua of Aotearoa. LIANZA acknowledges the special historical constitutional, demographic and geographic relationships between New Zealand and Pacific peoples. LIANZA is committed to providing access for Pacific peoples in New Zealand to library and information services and resources.

For the purpose of this policy, Pacific peoples relate to the cultures and languages of all Pacific nations persons resident in New Zealand.

The Library and Information Association of New Zealand Aotearoa believes that:
1. All libraries should reflect and respect the indigenous culture of New Zealand in their policies, collections and services.
2. Libraries should also provide collections and services that reflect the cultural profile of the community they serve.
3. All Pacific peoples should have access to available materials and services, that meet their needs, regardless of their language, cultural background or country of origin.
4. Libraries have an important role in informing and educating the community about the Pacific peoples cultures that make up New Zealand society.
5. Libraries have an important role in assisting Pacific peoples to achieve competency both in English and their heritage language(s) whether as a first or second language.
6. All members of the Pacific peoples community should have access to library materials and services in their own languages whether this be for the purposes of bilingual education, language and culture maintenance or for language learning.
7. Libraries have a responsibility to provide life-long learning opportunities for Pacific peoples through the development of information literacy skill programmes in a format compatible with Pacific peoples learning styles.
8. The research collections of New Zealand libraries must recognise the importance of providing materials for current and future research relating to the Pacific peoples of New Zealand and should therefore acquire and preserve material from appropriate countries and in appropriate languages.