

**TERTIARY TEACHING  
EXCELLENCE AWARDS**

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**2014**

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**Nomination for Khylee Quince**

Senior Lecturer

Faculty of Law

University of Auckland

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# Teaching philosophy

Teaching is my strength and my passion. I am an effective and reflective teacher, offering a unique perspective for students. I strive to communicate my love for law's methodology and analysis, as well as its potential for positive transformative change.

My two key aims in teaching law are to promote **recognition of identity** and **consideration of context**.

**Kaupapa Māori** is a methodology that is important to me, as who I am, but it is important to all law teaching in Aotearoa New Zealand. I continue to develop and implement a teaching style and philosophy influenced by Māori pedagogies.



## Recognition of identity

The first day that I enrolled at University, I was standing in line and I saw a table for the newly formed Te Rākau Ture (Māori Law Students' Association), manned by a couple of friendly senior students. They yelled out to the line – 'are there any Māori students here enrolling in law?' And I hesitated, before replying. I hesitated, because I wondered – will there be time for that? How would that fit in to law study? I had assumed that being Māori would have nothing to do with learning or practising law. The mythology of law had already sidelined my own identity.

One of the constructions around law and the teaching of law is that it is complex and hard to master. Without tackling what can be perceived as elitism and the mythology of law and law teaching, students – especially those from less privileged backgrounds – are very likely to feel that they have to be someone else, think in ways that are not natural to them, to succeed. One of my goals is to break down the barriers created by that law school culture, by creating an open and encouraging atmosphere.

## Consideration of context

Part of the mythology of law and its teaching in Aotearoa New Zealand is that law should be understood and applied as a self-explanatory science. I strongly believe that law should be understood in its context and that it can be criticised and changed.

I teach in a way that promotes accessibility of legal concepts, language and processes. I challenge positivist claims to law's neutrality and require students to critically assess their perceptions of law and its place in society.

## The influence of Kaupapa Māori

In tikanga Māori, teaching is not a direct process whereby a teacher imparts information to a passive audience. Nor is it directly Socratic, in attempting to find a discernible truth or outcome. Teaching is a two-way process, and progress is made by doing or participating. All participants, students and teachers alike, are valued and contribute to the teaching and learning process. This is important for the Faculty of Law, and for productive Māori engagement with the law, as it engages law students with mātauranga

and tikanga Māori as well as the Māori facilities at the University of Auckland, such as Waipapa Marae.

Kaupapa Māori represents a Māori framework of principles or purposes that can be applied within a number of contexts and is prominent in the work of many Māori in education. These authors, whilst not prescriptive, generally agree on a number of basic foundations. A Māori approach to teaching is based upon a number of principles, including tino rangatiratanga (self-determination), taonga tuku iho (cultural aspiration), ako Māori (Māori pedagogy), kia piki ake i nga raruraru o te kāinga (socio-economic mediation), whānau (extended family structure), kaupapa (collective philosophy) and Te Tiriti o Waitangi (the Treaty of Waitangi). I model my teaching theory and practice on these principles and continue to reflect on how they can both improve my own performance and be imported into mainstream legal teaching.

My objective relating to consideration of context is consistent with the principle of 'kia piki ake i nga raruraru o te kāinga'. My tutoring and facilitation in wānanga in the Māori and Pasifika academic programmes are examples of teaching to redress difference and disparities amongst students. In my mainstream lectures I also make a point of acknowledging inequalities in society that may be reflected in the formation and application of the law, and challenge students to think critically about how these issues might be addressed in legal policy and practice.

Teaching in the New Start programme, a bridging course for those entering university without prior academic qualifications, also reflects my aim to make university study accessible to people from non-traditional backgrounds. At least five Māori and Pasifika students studying law in the past five years have come through New Start, and each have referred to my influence on them in their choice of study pathway. I am immensely proud of these students and the small role I have played in their journey into and through law study.

# **Design for recognition of identity and context**

## **An alternative framework: Advanced Criminal Law (LAWPUBL 420)**

The compulsory Criminal Law course (LAW 201) is heavily focussed on delivering a large amount of substantive content, to meet the requirements of the Council of Legal Education. After twelve years of teaching that content, it is clear to me that there is very little time to consider and reflect on how and why the law is as it is, or possible alternatives.

Students in Part 2 are hesitant to participate actively in class. They are grappling at this stage with an extremely competitive environment and many new, fundamental concepts. Many students are also dealing with issues of identity, anxiety and fear and this inhibits their learning.

In response to these issues, in 2011 I designed and constructed my own elective course on Advanced Criminal Law (LAWPUBL 420). I wanted to enable students to consider and critically analyse criminal law in context, as a living thing. I designed the learning outcomes to require students to demonstrate understanding of the concepts and critiques that the course covers. For example, they need to analyse how the law responds to particular demographic groups and they need to understand race and gender critiques of the law. It is a testament to the pervasive nature of the mythology of law, that this is the first time, to my knowledge – certainly in the Faculty of Law – that learning outcomes have told students that such analysis is what is expected of them.

This course takes an interdisciplinary law-in-context approach to criminal law and policy issues. I consider and critique both local and global influences and developments in criminal law. The course materials draw upon law, policy, criminological and sociological research and analysis to provide students with a rounded appreciation of the key players, interests and impacts of criminal justice policy and practice. It is a synthesis of my core teaching and research interests.

In Part 2, there is also little discretion in assessment: final written examinations are required (again by the Council of Legal Education). In designing the assessments in Advanced Criminal Law and Youth Justice (LAWGENRL 440, previously LAW 439), I had the freedom to use different types of assessment that would cater for different learning styles and support different expressions of identity, as well as test different things.

## **Kaupapa and mātauranga Māori – integrating Māori legal concepts and frameworks**

In all teaching I affirm the legitimacy and relevance of mātauranga, te reo and nga tikanga Māori (Māori knowledge, language and custom). I use the principles of kaupapa Māori theory in relation to 'whānau' and 'ako' to create an unthreatening class dynamic. 'Ako' means both 'to teach' and 'to learn' and I structure my classes to enable this reciprocal process. The ako principle recognises Māori teaching and learning practices, such as a preference for wānanga-style learning, hands on practice, oral expertise and collaborative approaches.

During twelve years of teaching in the compulsory Jurisprudence course, my key objective has been to provide all students with an appreciation of mātauranga Māori and Māori legal concepts and frameworks, in a manner that validated that worldview, without alienating non-Māori students. This required teaching to a very wide variety of experiences – from native speakers of te reo, to recent migrants with no knowledge or experience of Māori people, language or culture.

My approach exemplifies my twin concerns for supporting the recognition of identity, and context – explaining a lot of specific cultural information in a way that also challenges those with significant prior knowledge. I achieve this by designing and structuring my part of the Jurisprudence course in a way that scaffolds from several classes introducing Māori legal theory and philosophy into a number of case studies that critically analyse the application of basic principles in various legal areas or disciplines. To enable students to concentrate on my oral delivery in class, they are given very detailed class outlines and glossaries of Māori language terms.

Jurisprudence is sometimes perceived by students as having little relevance in the real world. I construct my case studies around real legal problems such as the protection of intellectual and cultural property rights in toys, tattoos and the 'Ka Mate' haka.

Since joining the teaching team for the compulsory Part 2 Criminal Law course in 1998, I have offered a week-long teaching module on the topic of Māori in criminal justice in New Zealand. The teaching of Criminal Law had traditionally been heavily doctrinally focussed, or based on precedents in common law, with no consideration of that law in the context of Aotearoa/New Zealand.

For example, in analysing cases of self defence, there was no appreciation or discussion of the over-representation of Māori women as defendants, and how and why that may be explained. The module I teach includes a critique of elements of criminal justice in New Zealand criminal law. I explain a Māori view of harm and the philosophies and practices aimed at repairing and addressing offending behaviours and how these have been undermined by both legal history and socio-economic realities.

## Identity and context in the classroom and beyond



Facilitating learning is not only about what happens in the classroom. I present myself as a whole person in my classes - I talk about the dramas of being a working mum, my trials and tribulations in research and share my experiences as a student and as a legal practitioner. I start every class with an anecdote about my family, the performance of my sports teams (especially the Warriors and Liverpool) or my reaction to something in the media. This is intended to make students feel comfortable and to dispel any fear or tension they may feel about being in a law school classroom. Being self-deprecating and open about my identity enables students to feel safe in their identity, to take risks and participate in class.

*Khylee's introductions for each class are legendary – she has a great sense of humour - LAW 316, 2009*

*Law school is for many an intense, competitive, intimidating, stressful learning environment. Khylee's use of humour coupled with her clear, dynamic, unpretentious teaching style pulls down some of these barriers to learning – LAW 201, 2004.*

*Loud, clear, hilarious - LAW 201, 2009*

I want students to know that I am aware of how life can impact upon their studies, that I care about what is going on in their lives and that if those things are inhibiting their learning, then they can come and discuss how we might manage things.

This approach is particularly important in compulsory courses, where the curriculum and assessment are largely prescriptive and delivered in a large lecture format. Although I cannot change that, I can make the environment as conducive to learning as possible, by demonstrating my enthusiasm for the subject and focussing on clear, concise presentation.

*Khylee's enthusiasm for the subject matter makes us sit up and listen – LAW 201, 2010*

*Her knowledge and passion for the law is contagious – LAW 201, 2012*

*It's fair to say that every lecturer at university knows their topic. But it is also fair to say that knowing a topic is only a step towards inspiring others to embrace a topic. Khylee's genuine enthusiasm combined with her depth of knowledge makes her*

*approachable and student-centred, with an inclusive manner that encourages debate - LAW 439, 2013*

### **Introducing new contexts**

Jurisprudence (LAW 316) is another compulsory course delivered in a large class format, which has a particularly negative reputation with students. I have the added challenge of teaching the Māori content in the course, towards which students are often either opposed or indifferent! I have worked hard to engage students in these contexts, through extensive preparation, lively presentation and by drawing analogies and comparisons to prior knowledge and experience.

*She is engaging, clear and coherent – a breath of fresh air – LAW 316, 2009*

One of the challenges in teaching Māori concepts and materials within a legal framework is operating with a dearth of Māori research in the area. As a result, my materials in both Jurisprudence and Women and the Law (LAW 432) are a combination of orthodox legal research and inter-disciplinary work from the social sciences.

Teaching Jurisprudence in Tanenuiarangi at Waipapa Marae reflects my effort to contextualise learning. The marae as a venue forces students to consider the place of Māori law and custom in Aotearoa, and introduces them to a legal system focussed on oral and physical performance rather than the written word. For example, their usual focus on statutes, regulations, contracts, decrees, judgments and orders are replaced by waiata (song), haka (dance), whakairo (carving), Ōhākī (oral wills), aukati (marked boundaries), and rahu i (prohibitions). Being in a physically different environment, discussing a Māori conception of law, also challenges many assumptions students have about the nature of law and its claims to universality and neutrality.

### **Creating an environment for student success**

One of my primary focus points is to support student success. I have an open-door policy to encourage student interaction. This involves many hours of meeting with students, following up issues raised in class, reviewing academic progress, scolding and seeking assistance from other staff or learning resources where appropriate. A Māori view of community and the ability to manaaki (support/look after) people requires knowledge and connection with the whole person, as well as the circumstances of their lives. Although students are primarily here to learn, it is essential to facilitate the sort of relationship that supports who they are, and allows them to share information that may be impeding their studies.



*Waipapa Marae, University of Auckland*

I want to get students to engage actively with me, the issues and each other. I make a concerted effort to learn the names of all those in my classes. This means I can call upon them directly, but I will only do this in the cases of the students whom I believe, from other interactions in or outside the classroom, are ready to participate in this way.



It is fundamental to me, to know where the students are 'at', in their learning. Getting to know them helps me to judge how best to engage them. For a less confident student, I will often ask them to recount the facts of a case for the class. For a more confident student, I would ask a more analytical or challenging task.

*There is no such thing as a silly question in Khylee's class, and she would continuously surprise students by using their name when answering questions, reflecting the respect she has for them – LAW 201, 2011.*

Making students feel comfortable and safe allows them to react to an opinion or issue that I introduce to the class. In Youth Justice, for example, my team teacher and I, who both address the class together, will sometimes model presentation of opposing arguments. This demonstrates that there are always at least two positions in any debate and helps the students to form and express their opinions within an environment which helps them to express their identity and bring it to bear in their studies.

## **Innovations in teaching approaches**

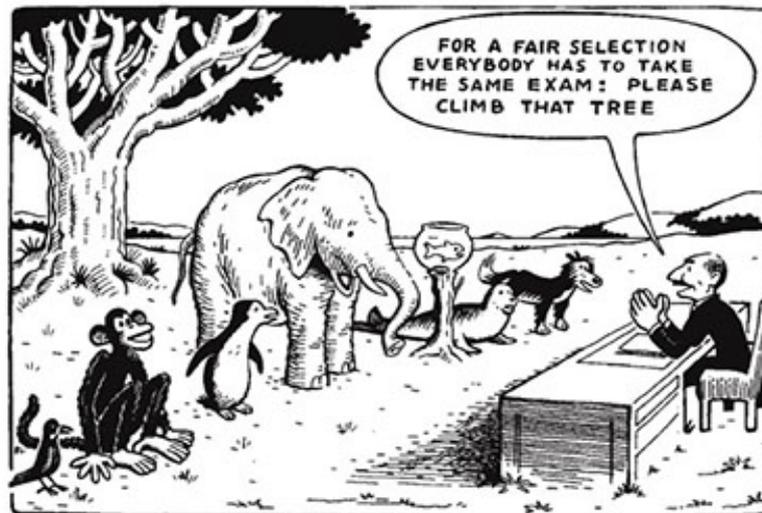
In the Youth Justice elective course my co-teacher and I are present at every lecture, with one of us taking the lead each time. This is extremely unusual in legal teaching, which is ironic given the practice of law as advocacy between multiple parties.

Student feedback confirms that having two teachers present in each class gives students access to different perspectives and means of analysis – making students feel more comfortable to contribute and ask questions to clarify understanding. Having one local teacher and one from Scotland, a very different legal system, allows for consideration of different contexts – and a critical appraisal as to where New Zealand's approach fits in global terms.

The use of role play and reflective write-up exercises in assessment also implements my teaching philosophy in requiring students to consider the role of the legal advocate in youth justice practice, as well as that of other key players – and to appreciate the social issues and pressures that can arise in the practical application of law and policy. In my view this exercise 'makes it real' to the extent that is possible in a classroom environment. Reflective writing allows students to be more subjective and open in their evaluation of the role-play.

I have also been interested in technological innovation in teaching. In 2007 and 2008 I co-taught a new Master of Laws course, Comparative Indigenous Peoples and the Law, by way of live-video linkup to the University of Ottawa, University of Melbourne, University of Oklahoma, University of Saskatchewan and University of Queensland. This gave us access to expertise from all over the world. Pedagogically, it was challenging to present material that captured both the distant and local audience. We often had to cope with slight time delays or technological glitches, but these were dealt with in good humour. We structured the class so that we had an hour with our local students before the video linkup. This allowed us to share in advance what our contribution would be to the wider group, and we usually gave our students a role to play in that – for example to summarise a case. Our students then became co-teachers – as experts on Aotearoa/New Zealand. This dynamic resulted in a very cohesive local class, and has been some of the most satisfying teaching of my career.

## Designing assessment for difference and context



I currently teach Advanced Criminal Law and Youth Justice. I have previously taught Māori Land Law. In all of these courses, I have been able to design my own assessments. I design assessment to test understanding of the law in context, and to allow for personal perspective.

The practice of Māori land law in the Māori Land Courts is a specialised area of New Zealand legal practice, unique to this country. Its study in law schools was traditionally focussed on conceptual frameworks (such as comparisons of tenure systems) and statutory analysis. When I began to teach Māori Land Law in 1998, my co-teacher and I changed the teaching and assessment, to include a strong practical component by way of a fictitious client file. The file contained client statements, property and family information and instructions as to what the clients wished.

Students were required to work out what legal solutions would be appropriate, then draft the appropriate legal opinions and court documents. They were taken to the Māori Land Court Information Office and to a Māori Land Court hearing to prepare for the assessment. This assessment allowed students with more practical leanings to demonstrate their strengths, thereby catering to different learning styles.

In Advanced Criminal Law I use reflective writing assessments as a means of engaging students with the course readings. Students are required to write two short reflective pieces setting out their understanding of, and reaction to, particular course readings. As a teacher, this gives me excellent feedback as to the level of students' knowledge and is an effective gauge as to where to pitch my classes.

More importantly, reflective writing forces the students to write from a personal perspective. They must respond to the material and form an opinion – which is at the heart of effective legal argument and advocacy. Students who struggle with the formal, objective nature of much legal writing, report that they enjoy being able to inject their own voice into assessment of their legal learning.

Doing a research paper in Advanced Criminal Law allows students to conduct in-depth research and analysis on a topic of their choosing. One of the most important things the

students learn is to align their research question to the learning outcomes. There can be a sometimes lengthy process in which the student recognises assessment criteria and how they can best meet those.

In Youth Justice, one of the key topics that I teach is the Family Group Conference (FGC) system. One of the learning outcomes is that students will differentiate and apply the roles and responsibilities of the key players in the FGC. It is not possible for students to learn this only from written materials; they must experience the dynamic of an actual FGC. Consequently, students are assigned and must role play an entire FGC, to its conclusion. They then submit a reflective essay on the experience. Many students voice scepticism before they undertake the exercise, assuming that a role-play is a juvenile form of assessment. However, their essays show that they have been overwhelmingly positive about what they had learned.



## Evidence of teaching effectiveness

### Teaching Awards

In 2012 I was the inaugural recipient of the Faculty of Law Teaching Award. In 2013 I won a University of Auckland Award for Sustained Excellence in Teaching.

### University-conducted student evaluations of teaching

The following is a summary of standardised student evaluation data. My aim to improve accessibility is indicated by the consistent grades relating to clear explanations of lecture objectives.

|  | <b>LAW<br/>439<br/>2013</b>                              | <b>LAW<br/>201<br/>2012</b> | <b>LAW<br/>201<br/>2009</b> | <b>LAW<br/>439<br/>2009<sup>1</sup></b> | <b>LAW<br/>316<br/>2009</b> | <b>LAW<br/>201<br/>2006</b> |
|--|--|-----------------------------|-----------------------------|---|-----------------------------|-----------------------------|
| <i>Responses/enrolled</i>  | 73/96  | 91/109                      | 87/108                      | 72/84                                   | 99/113                      | 79/321                      |
| <b>Statement</b>   | <b>% who agree and strongly agree with the statement</b> |                             |                             |   |                             |                             |
| Overall, the lecturer was an effective teacher                                   | 97.3%  | 98.5%                       | 100%                        | 100%                                    | 99.3%                       | 96%                         |
| The objectives of the lecture were clearly explained                             | 87.7%  | 100%                        | 100%                        | 100%                                    | 92.4%                       | 82%                         |
| The lecturer was well prepared for lectures                                      | 98.6%  | 100%                        | 100%                        | 100%                                    | 99.3%                       | 96%                         |
| The lecturer stimulated my interest in the subject                               | 95.9%  | 97%                         | 100%                        | 97.6%                                   | 89.6%                       | 90%                         |
| The way the lecturer presented material assisted my understanding of the subject | 93.2%  | 100%                        | 100%                        | 97.6%                                   | 91.7%                       | -                           |
| The lecturer used educational technologies in ways that supported my learning    | -  | 92.5%                       | 91%                         | -                                       | -                           | -                           |
| I found the lecturer approachable  | 94.5%  | 89.6%                       | 91%                         | 95.1%                                   | 78.5%                       | -                           |
| The lecturer responded to students' questions in a constructive way              | 100%   | 98.5%                       | 100%                        | 100%                                    | 97.2%                       | -                           |
| The lecturer stimulated my engagement in the learning process                    | 89%  | 98.5%                       | 97.8%                       | 95.1%                                   | 84%                         | -                           |

### Student questionnaires on teaching

I completed a three-year research project on the use of team teaching with my colleague in our Youth Justice course 2009-2012. Students attended focus groups and completed

<sup>1</sup> The first time this course was offered.

questionnaires on their experience of the method, where both teachers were present in every lecture. A sample of some of the student feedback on our team teaching:

*It encouraged discussion and less formality.*

*The teachers' different viewpoints encouraged different approaches and analysis.*

*It made me more confident, hearing the opinion and analysis of more than one teacher.*

*It made the subject more accessible and interesting.*

*Team teaching is useful to show different views and discussion on controversial topics.*

*It enabled us to engage with complex issues and encouraged critical thought.*

### **Peer observations**

I have engaged in peer review of teaching numerous times – both as an observer and being observed. In 2011 a colleague observed my teaching in a criminal law class. Her feedback was very helpful in confirming my teaching philosophy and approaches.

*If there is such a thing as a 'signature' pedagogical practice, I would say that yours is the use of clear, interesting and frequently enjoyable illustrative examples. It is also a demonstrator of excellence, because it manages both to improve understanding and to increase student enjoyment.*

This observation fits with my philosophy of making legal doctrine easier to comprehend and therefore critically analyse. The report goes on to assert that my 'greatest asset and the driving force throughout the lecture was [your] powerful and highly accomplished oral ability' and the use of 'a variety of oral techniques to communicate meaning' in a way that 'combines tremendous authority and scholarship with humour and approachability. The clear message to the students is that you expect them to operate at a high level and that you are there to help them do that in any way that you can.'

She further commented that my sharing of personal experience and references to history resulted in 'an atmosphere of relaxed but diligent enquiry. This atmosphere encouraged students to ask challenging questions (rather than points of clarification only), as they clearly felt their thoughts were valued and were not afraid to express them.'

### **Student supervisions**

Most supervisions in law are attracted through Honours seminars or specialised elective courses. However, my undergraduate teaching has always attracted a number of students to consider in-depth research in my areas of teaching and research interest.

The number of students who request that I supervise their research papers or Honours dissertations indicates that I am succeeding in encouraging intellectual inquiry through sustained research. I have supervised over 50 research papers of 10,000 words or more,

several of which have been published in peer-reviewed journals. A significant and increasing number of these are Māori and Pasifika students, with whom I have established a relationship over time, such that they are comfortable engaging in a rigorous supervision process. Many of these supervisions are for non-orthodox legal research topics, in areas such as customary law.

### **Media profile**

Teaching and research have given me a profile, whereby I am regularly called upon to comment upon legal matters in the media. It can be helpful for students to see their teachers in the public sphere.

<http://www.Māoritelevision.com/news/national/native-affairs-luana-williams-panel>

<https://www.facebook.com/photo.php?v=460266360710531&set=vb.191799744223862&type=3&theater>

<https://www.facebook.com/video/video.php?v=392499854153849>

# Building foundations for student success

## Reflection on my teaching

Discussing my teaching merits does not come naturally, as for Māori (and to some extent for women), to boast of one's achievements is to be whakahīhī – arrogant or smug. This is reflected in the traditional whakataukī (proverbs) 'waiho ma te tangata e mihi', 'let someone else sing your praises', or the more lyrical 'kaore to kumara e korero e tana mangaro' - 'a kumara does not speak of its own sweetness'.

Being a good teacher is not an end in itself; it should be directed to other purposes. However, this cultural preference for humility may be balanced by other valued qualities, such as working towards shared goals, dedication to group unity and success, and caring for the wellbeing of others. I believe that my teaching philosophy and practice embody these positive attributes by providing for an environment in which all students are nurtured, strengthened in their identity and challenged to strive for excellence. My job as a teacher is to constantly look at how I can improve my practice to meet new challenges.



I have made several changes to my teaching over the years in response to student, peer and self-evaluation. Early student evaluations in Jurisprudence commented on the fast pace of my delivery, which I have made an effort to address ever since. I had one of my Jurisprudence lectures filmed in 2002, enabling me to replay it and evaluate my performance. A peer observation conducted by a senior colleague in Criminal Law in 2000 also noted that my class conveyed a lot of material and that students could struggle to keep up with me. I now deliberately take a short break in classes to ask students to discuss an issue or question.

I have also learned from observing my colleagues. For example I have seen good practice that I have replicated in terms of being more explicit about where I expect students to be in their readings, and expressly stating the parameters of each class. I also learned from observing students in a colleague's lecture that the majority were not taking notes when other students contributed to the class. I queried students about this, and they were clear in their view that only the teacher's contributions were noteworthy. This was very surprising to me, as I had assumed that students summarised *all* contributions in classes. I now make a point of sharing with students the research that confirms that most effective learning is peer-learning, and that they should note the questions and debates that occur in most lectures.

## Scholarship of teaching and learning

Over the past four years I have become increasingly interested in the scholarship of teaching and learning. Following our research project on team teaching in Youth Justice,

my co-teacher Alison Cleland and I presented a paper on our team teaching research project to the ALTA Conference in Sydney in 2012, and shortly thereafter published an article entitled 'Double Jeopardy: Team Teaching in a Law School Elective' in the Macquarie Law Journal.<sup>2</sup>

The article considers the literature on team teaching approaches as well as traditional approaches to teaching law, particularly the signature Socratic method. The purported benefits and risks of the approaches are compared, and assessed against our own students' responses as gauged in the team teaching questionnaires in the Youth Justice course over the past three years. Both the literature and student experience confirmed the real benefits of a team approach to teaching in law, with strong views on the connection with clear explanations, class excitement, and the valuing of the diversity of views.

In my role as Tumuaki/Associate Dean Māori in Law, along with Treasa Dunworth as Pasifika Academic Counsellor, I commenced a research project as part of a review of the Māori and Pasifika support programmes ('MAP' and 'PASS') in 2011. The first phase of the project involved gathering information about similar support programmes or initiatives for indigenous or minority students in New Zealand tertiary institutions around New Zealand, Australia, Canada and the United States. The second phase was a literature review of any evaluative studies of these programmes, as well as educational literature on effective teaching and learning for Māori, Pasifika, and minority students, or those from non-traditional backgrounds. I presented a paper on the first two phases of the project at the Australasian Law Teachers Association conference in Sydney in 2012. This session was very well received, and resulted in several contacts being made with Australian colleagues in similar positions, creating a network of support.

### **Leadership and professional development**

I have demonstrated leadership in teaching at a faculty and university level, through membership of teaching committees and providing colleagues with professional development in teaching practice.

I am a member of the Faculty Teaching and Learning Quality Committee, which sets priorities for teaching and learning in the Law School. I assisted with development of the programme for the Faculty Teaching Retreat held at Waipapa Marae in 2012, including facilitating contact with Māori and Pasifika staff from Student Learning who presented at the Retreat. I also participated in two panels at the Retreat – on 'teaching theory' and 'setting high expectations'. A colleague who nominated me for the Faculty teaching award said:

*The understanding gained from working with Khylee, about the importance of connecting with students and making learning safe, has changed my teaching practice completely...I believe I am a better teacher as a result of working with Khylee. She is completely inspirational.*

I have presented seminars to Faculty colleagues on effective engagement and teaching of Māori and Pasifika students, as part of our Faculty Teaching and Learning programme. These have considered matters such as the research on acknowledging

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<sup>2</sup> 'Double Jeopardy: Team Teaching in a Law School Elective', *Macquarie Law Journal*, 3, 2012, pp 1-25.

and providing for different learning styles, cultural modes of behaviour, and addressing the 'hidden curriculum' of universities and law studies in particular. I address issues often identified as problematic by minority students, such as how they should address lecturers, appropriate boundaries in staff/student relationships, and assumed prior knowledge of aspects of law and legal practice.

*Khylee has not **worked** to develop an appropriate student-centred framework, Khylee just **is** student-focused. She instinctively understands the needs of students – particularly Māori and Pacific students. She has the unique quality of also being able to convey that to her colleagues so as to educate other legal academics in the art of teaching more effectively – Faculty colleague, 2014*

In 2013 I was invited to present a seminar on research into teaching to the students in the University's Doctoral Students Academic Careers Module. In 2014 I presented a seminar on teaching large classes at the University's three-day Introduction to University Teaching Workshop.

In 2011 I was invited to be the University of Auckland representative at a Leadership Forum with Sir Wira Gardiner, hosted by the Manu Ao Leadership Academy. The Academy is a nationwide network for the professional development of Māori in universities. The forum was part of a series pairing senior Māori leaders with younger academics to provide contrasting perspectives on Māori leadership in academia. My lecture concerned Māori leadership through enabling student success in the University context.

In 2010, Jim Peters, the Pro-Vice Chancellor Māori, invited me to conduct a series of three workshops at Waipapa marae on the relevance of the Treaty of Waitangi to the academic enterprise for University of Auckland staff.

### **Developing student confidence and skills**

Outside of the lecture context, my focus on developing student confidence and skills largely occurs within the Māori Academic Programme ('MAP'). The purpose of the MAP is to provide assistance to Māori students, particularly to those who enter the LLB under the Targeted Admission Scheme – potentially with a much lower Grade Point Average than those who gain general admission. As Tumuaki, I oversee the MAP in conjunction with the Pouawhina who provides administrative and pastoral assistance. I select and train tutors, approve and provide guidance for tutorial and wānanga curricula. We run several three-day wānanga at Waipapa marae during the year, to allow for intensive preparation before tests and exams.

I have also tutored Criminal Law and Jurisprudence in the Māori and Pasifika programmes. I teach study skills and learning seminars – including how to read for class, how to take notes and synthesise materials for exam preparation, how to select supervisors and research topics. I have instituted moot practice and training for Māori students, allowing them to develop confidence in advocacy before participating in the compulsory mooting programme in the LLB.

One of my long-term goals is to increase the numbers of Māori students in the LLB Honours programme, reserved for students who maintain a B+ average, a significant threshold for Māori and Pasifika students. In addition to stringent academic requirements, there are some cultural barriers of whakama or shyness for Māori to announcing one's

intentions to strive for excellence. A colleague and I have run an Honours preparation class for Māori and Pasifika students, who either aspire to be invited into the Honours programme or who are identified by us as potential candidates on the basis of their results in Part I law. These students are given seminars on good study habits and skills necessary to achieve.

I have overhauled the mentoring assistance provided to Māori students, by establishing a voluntary scheme between tuākana (senior) and tēina (junior) students. This implements a whanaungatanga philosophy, whereby members of the group feel obligated to look out for one another. It also serves as an effective means of modelling learning success and pride. On occasion, the tuākana in the relationship will inform me of issues for the mentee that require my assistance – many of which relate to teaching and learning. For example, it is common for Māori students not to share circumstances of whānau illness or death that are seriously affecting their class attendance or ability to complete assessments.

*What Khylee does for us as Māori students goes beyond the lecture theatre. Māori would say the hem of her korowai (cloak) spreads far and wide to shelter many – MAP student, 2013.*

## **Whakamutunga**

The greatest satisfaction I take as a teacher is kindling excitement about the law and its potential. In tikanga Māori we refer to this process as māramatanga – enlightenment and the provision of insight and meaning. I never tire of seeing students undertake that journey, ultimately leaving university with the confidence that they can make a difference.

*In 2010 I attended an Auckland University bridging programme known as New Start General. Khylee was one of our guest lecturers and one of the most influential speakers during this programme, affirming my decision to study law even though I knew it would be a demanding and at times difficult journey. Khylee not only influenced me because of her academic ability, experience or her deliverance of an interesting, witty and informative lecture, but I could relate to her. This was because Khylee, like myself, is a mum, wife, friend and a daughter, yet she has achieved and continues to achieve so much. Also, because Khylee is Māori and European (like me) it gave me hope that perhaps if I stay determined and believed in myself I too could have the opportunity to further myself at University and perhaps have a career in law - LAW 201, 2011*

*In essence, those who learn under Khylee's guidance often complete her papers with a sense of empowerment and inspiration regarding their potential to positively impact upon the lives of others – former student, 2013.*

*Nau te rourou, naku te rourou, ka ora ai t e iwi*

*With my basket and your basket, the people will flourish*