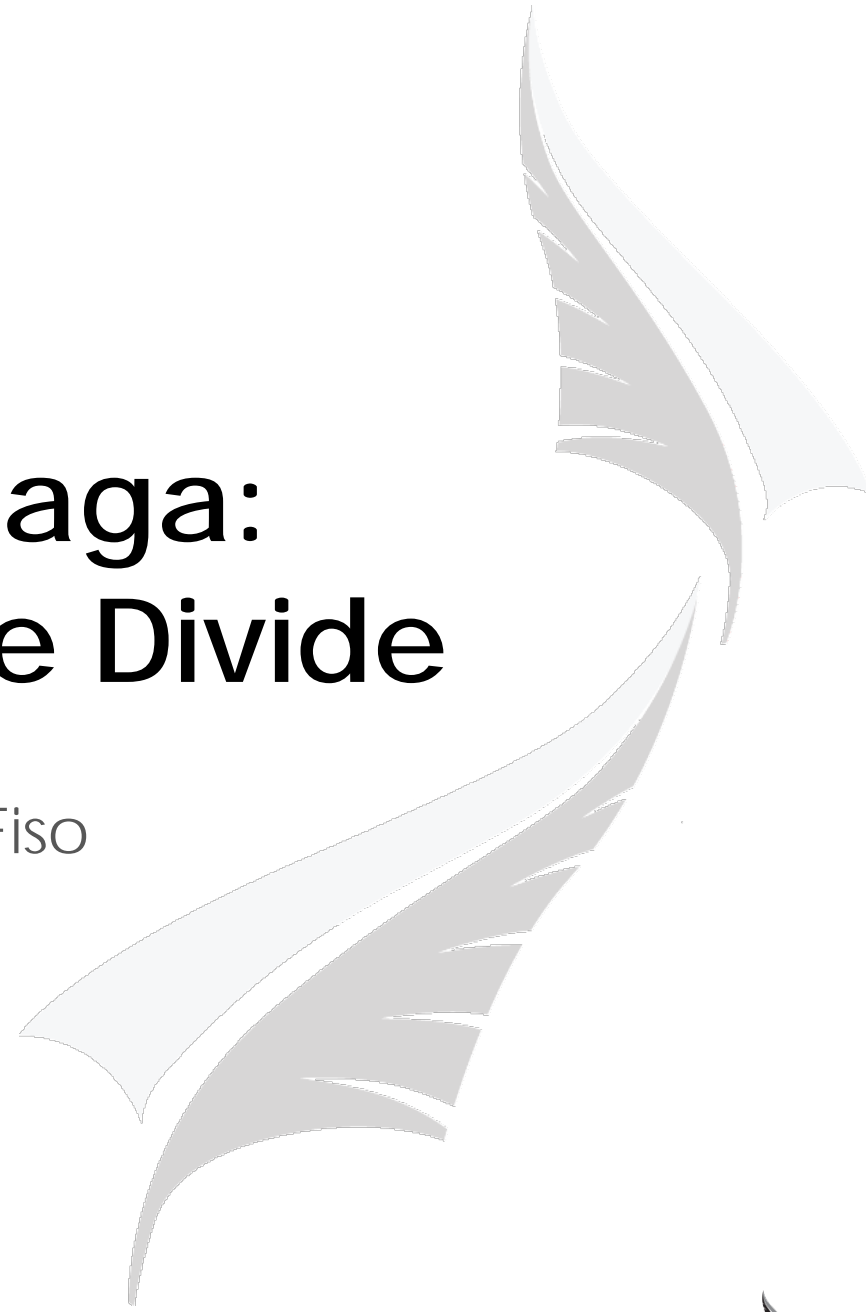


Le So'otaga: Bridging the Divide

Taulalo Fiso



Le So'otaga "Bridging the Divide"

Focuses on

- How holistic practices at high-performing Pacific private training establishments (PTEs) benefit Pacific learners and support academic achievement.

Through Talanoa (Talking)with

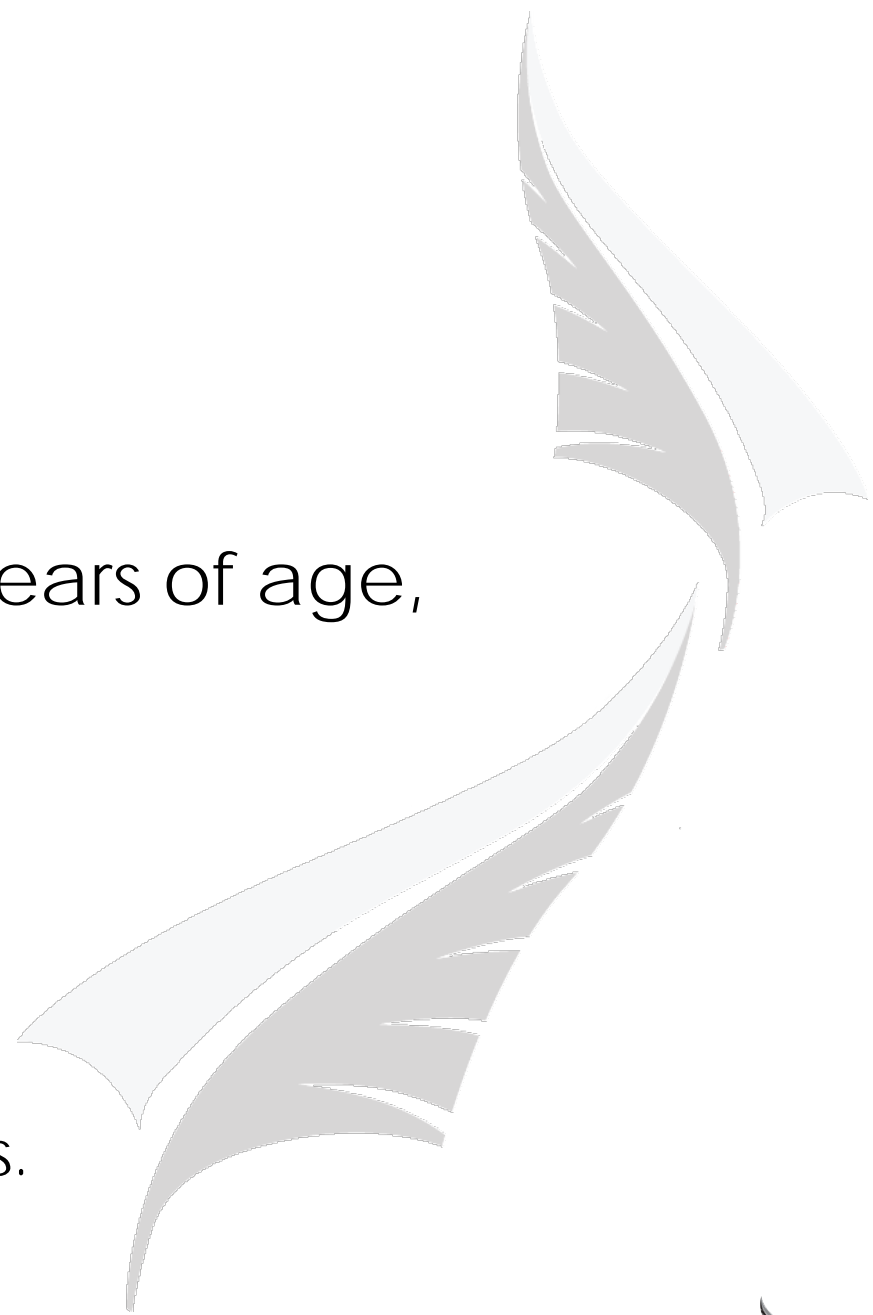
- Learners,
- Tutors and
- Organisational Leadership

Le So'otaga is premised on unpacking, understanding and appreciating key cultural values and worldviews.



Le So'otaga Participants

- 56 learners participated
- 43 females, 13 males,
- Ranging from 18 to 54 years of age,
- and Representing
 - Cook Islands Maori,
 - Samoan,
 - Indian-Fijian,
 - Tokelauan and
 - Tongan Pacific ethnicities.



Holistic Pacific Practices

- Va (relational spaces)
- Fa'asinomaga (identity and belonging)
- Fe'agaiga (relational covenants)
- Tua'oi (relational boundaries)
- Lotu and Tapuakiaga (worship and spirituality)
- Tau (reciprocity)
- Tautua (service)
- Vagahau and vosa (language and voice)
- Malie and mafana (safety and security)



Success Factors for Pacific PTE Learners



- Creation of Cultural Contexts
- Motivation for Academic Achievement
- Motivation for Employment Opportunities
- Inspiring Tutors and Teaching
- Security in a Family-like Context
- Finding Flexibility and Fun

Key Characteristics of Successful Pacific PTE's and Tutors

- They explicitly shared 'fakalofa, alofa or compassion for their students;
- Advanced understanding and knowledge of identified cultural values demonstrated by staff (feagaiaga, tua'oi, lotu, tau, tautua) and integrated in their own teaching practices;
- PTE expectations and belief that all learners can achieve;
- Acted as a bridge for acquired knowledge, ensuring accessible pathways between qualifications and providing a commitment to career readiness through explicit links to industry.

Key Messages

- Le So'otaga is a holistic Pacific education model that further defines and positions Pacific learners as relational beings who negotiate their lives with life choices.
- Pacific PTEs are important sites for Pacific learners, and PTEs are capable of achieving notable success for Pacific learners and their future endeavours.
- PTEs need to be well connected and supported to teach relevant qualifications and training.

Key Messages

- PTEs can improve the educational experiences of Pacific students by offering added-value experiences aligned with a well-developed and organised learning programmes.
- In order to succeed in the changing environment, PTEs need to be resilient, flexible, adaptable and responsive.
- PTE's must be mindful of Pacific students' holistic worldviews, workforce environmental changes and the changing economic climate.



Ryukoku University temple





The Le So'otaga report is a cause for celebration, and we intend to mark this appropriately. We are committed to disseminating this work widely among those who directly or indirectly influence Pacific learning, and among stakeholders who have a contribution to make.