

# Research Profile

## 2002 - 2004



**Whitireia**

Community  
Polytechnic

*Te Kura Matatini o Whitireia*



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# Visual Arts in No-Man's-Land

*Peter Deckers – Visual Arts*



*“A visual arts exhibition is entertainment for the public. It’s a celebration and the culmination of ideas. The medium, be it painting, ceramics, writing or dance is not as important as the ideas behind the medium. The different layers of meaning and values are where art starts to happen. The idea must be central to art.” At Whitireia “we encourage our students to research their own backgrounds, and challenge them to look beyond.”*

*Peter Deckers*

Being of Dutch extraction, Peter Deckers went back to Holland for a visit and was asked where he came from. Not feeling completely Kiwi or Dutch, he realised he’s in “no-man’s-land”. “But I’m not alone. All immigrants who came to New Zealand were in the same boat as I am now.” “ I feel like a shadow in New Zealand. I’m not rooted”, says Peter. “And there are a lot of people who feel the same, and they can’t be rooted here because they weren’t born here. And if I say I’m a New Zealander, I get the reaction: ‘You’re Dutch’. And this is not only because I wasn’t born here, but because of linguistic and cultural reasons. In my case I didn’t grow up here and thus don’t have those childhood experiences”, which are part of being a New Zealander. “There are all these layers here in New Zealand.” Consequently Peter did an exhibition/sound installation entitled *4 Corners*. Peter crafted profiles of the faces of creative New Zealand immigrants and merged these with a personal effect from each person. The final product was exposed to light and magnification, which cast a shadow on the floor. The visual effects were then overlaid with the voices of the immigrant New Zealanders speaking in both their mother tongue and English.

## A Message of Good or Evil

Peter is very passionate about justice and politics. “My work is very political, and definitely bears a message of good or evil.” For *Ten Most Wanted* Peter crafted rings which bore visuals of the FBI’s most wanted, including Osama Bin Laden. In February 2003, Peter exhibited with former students at Pātaka, Porirua. The exhibition was entitled *The ‘Shut-Up’ Series* and investigated the choices a person makes in their lifetime. The work comprised “18 digitally reworked full-faced images of 20<sup>th</sup> century dictators” transposed onto broaches whose mouths had been replaced by laughing or smiling ones. The concept relates to both the good and evil choices that people make. His installation entitled *Now then, who owns what?* investigated the sentimental value and ownership of jewellery, featuring visuals of jewellery and a narrative of their histories. “Story telling belongs to the sentimental possession of jewellery” says Peter.

Peter Deckers is a jewellery and design tutor of the Faculty of Arts at Whitireia Community Polytechnic. He is an internationally respected artist. In 2002 Peter completed his Masters of Fine Arts at Elam, Auckland. Over his career Peter has exhibited an impressive number of times. In February of this year he delivered a conference paper at the JMGA (Jewellers and Metalsmiths Group of Australia) in Melbourne entitled *Divides for image and object*.



*‘Shut-Up Party’ 2003*

# Opening the Gates

*Janet Moles – Early Childhood*



*Accepting cultural diversity in New Zealand teacher education programmes is about “having open minds. But you’re challenging the gatekeepers all the time. They don’t want change, because it’s threatening to them.” It goes without saying that we need policy and decision making, but “we need leadership that allows the voices of others to come through. Unfortunately we don’t have that at present.”*

*Janet Moles.*

Prior to coming to Whitireia Janet had limited experience in working across different cultural dimensions. In the classroom she noticed some of her students were finding various parts of the curriculum difficult. Janet speculated that these student teachers were probably working in a different philosophical base to what they might have experienced in their own culture. Her aim was to find out how teacher educators can support them to be better prepared for practical teaching experience. In 2002 Janet completed her Masters degree at Massey University. Her research entitled *Achievement Motivation: A Study with Women – Cross-cultural Learners* focused on motivational factors for different student teachers to learn and what they regarded as the basis for achievement.

Consequently, Janet’s PhD research looks at culturally diverse student teachers who were educated at secondary level outside New Zealand. Teacher education programmes need to acknowledge and support culturally diverse student teachers by integrating their own values and philosophical frameworks within the programme. One of the ways to accomplish this is to work with their life experience, rather than challenging it, which “is probably what happened in the modernist teaching practices of old” she says. Janet sees her work as having a positive impact, and tries to challenge the gatekeepers who hold the power outside the organisation – the policy and decision makers in the Ministry, who determine whether teacher education programmes are appropriate.

“There is a lot of control on how we operate within our own programme. Te Whāriki curriculum was deemed a bicultural document, but it still has some weaknesses in terms of how it’s implemented and regarded. There’s a lack of awareness of the vast number of different ethnicities and cultures within the country. And there’s a lack of support for different view points being taken into teacher education” says Janet. Despite the cultural diversity in New Zealand, the education system is dominated by the European framework, which pays “a certain amount of lip service to cultural diversity.”

Janet is looking for a way to allow the voices of the minority groups to be heard and accepted. “Culturally diverse student teachers need to feel comfortable and happy that they have different understandings, rather than constantly being downtrodden and disadvantaged in society. This is going to be very difficult in terms of teaching practice. And we’ve got a lot of work to do” she says.

Janet Moles is a senior lecturer in Early Childhood Teaching at Whitireia Community Polytechnic.

# Excellence, Collaboration and Awareness

*Kathy Holloway - Nursing*



*“Research is incredibly important. Without it we would keep on repeating the status quo and never do anything different. If you do what you’ve always done, you’ll get what you’ve always got. With awareness comes choice, and I’m in the business of promoting awareness. As an educator that’s part of my role.”*

*Kathy Holloway.*

Kathy Holloway is a senior nurse educator at Whitireia Community Polytechnic. In 1998 she completed a Masters of Health Science (Nursing Education) through Charles Sturt University, Australia.

Her research paper entitled *Developing Evidence-Based Practice in Clinical Teaching* evaluated clinical teaching practice to establish the skills that employers expect nursing students to have after a foundation programme. Kathy is passionate about “finding out the best way to do something” as excellence in education is “a real motivator” for her. Students are “entitled to get practice based on research and protocol.” It’s important “to collaborate and consult with people in the industry to see whether the curriculum we’re teaching is authentic” she says.

Electronic media for education and specifically internet use for nurses is an area of special interest for Kathy. She has recently completed a Postgraduate Certificate in Online Education, and writes a monthly column for two professional newspapers, which look at the Internet for allied health professionals and nurses.

Kathy is a great supporter of researching collaboratively, as “this gives balance to the research process.” After all “two minds are better than one.”

# Research Outputs

January 2002 to January 2004

## Refereed Journal Papers

Liu, Y. (2003). An illustration of African life with European dramatic modes on “We shall sing for the fatherland”. In Department of English (Ed.), *English in Africa*. Rand Afrikaans University, South Africa.

## Non-Refereed Journal Papers

Deckers, P. (2003). Kunzli’s New Zealand nose rubbings. Lemel a collection of precious findings. *Quarterly Journal of the Jewellers and Metal-Smiths Group of Australia* (p. 9).

Haggerty, C. (2002). Preceptorship for entry to practice. *Whitireia Nursing Journal*. Wellington City Campus, Wellington, New Zealand: Whitireia Publishing.

Wilson, D. (2002). Editorial. *Whitireia Nursing Journal*. Wellington City Campus, Wellington, New Zealand: Whitireia Publishing.

## Institutional Research Reports

Green, S. *The well-worn path – investigating button interactivity*.

Parker, A. (2002). *The librarian as researcher – results of an electronic questionnaire*.

Townsend, P. (2002). *Working with the women: A photo-essay of art and industry in a Fijian village*.

Westley, M. (2002). *Whitireia polytechnic academic workload policy – A case study*.

## Theses

Deckers, P. (2002). “Greetings from Maori-land” – sound/object installation, addressing the many issues of the immigrant, in particular through language and cultural disassociation, (MFA submission and exhibition, 2002). <http://www.craftculture.org/archive/deckers1.htm>

- Deckers, P. (2002). *“Where I call home”*. Group exhibition, Quoil Gallery.
- Deckers, P. (2002). Fingers Annual Show, Auckland, New Zealand.
- Deckers, P. (2002). 4<sup>th</sup> New Zealand Jewellery Biennale, Grammar Subjects and Objects.
- Deckers, P. (2002). Neckware – 2 group exhibition, Masterworks, Auckland, New Zealand.
- Falepau, L. (2003). *Education for indigenous peoples of the Pacific*. Paper presented at Rethinking Education Aid in the Pacific (conference), Nadi, Fiji.
- Finau, V. (2003). *A Pacific focus with a difference – the Whitireia model for partnership*. Paper presented at Rethinking Education Aid in the Pacific (conference), Nadi, Fiji. (Published).
- Green, S. (2002). *What components of game-playing capture the attention of users?* Paper presented at NACCQ Conference.
- Liu, Y. (2003). *Poetics of love and humanity in a voice of protest from exile*. Paper presented at The poetics of exile, Auckland University, Auckland, New Zealand. (Published).
- Mapp, O. (2002). Mana Pounamu Awards Exhibition – national jade exhibition. Co-exhibitor, Left Bank Gallery, Greymouth, New Zealand.
- Mapp, O. (2002). *Being like a leaf on the breath of time*, Manawatu Art Gallery, Palmerston North, New Zealand.
- Mapp, O. (2002 and 2003). The Netsuke Exhibition, Japan.
- Moles, J. (2002). *Achievement motivation: A study with women – cross-cultural learners*. Paper presented at NZARE Conference, Massey University, New Zealand.
- Nayagar, M. & Stewart, A. (2002). *Wisdom in the curriculum – an indigenous case study*. Paper presented at ANZCIES Conference: Internationalising education in the Asia-Pacific region. Critical reflections. University of New England, Australia.
- Parker, A. (2002). Internet Librarian International Conference, London, Great Britain.
- Parker, A. (2002). *A comparison of library experiences of international students at home and abroad*. Paper presented at Library and Information Association of New Zealand Aotearoa, Napier, New Zealand.

Taepa, W. (2002). *Uku*. John Leech Gallery, Auckland, New Zealand.

Taepa, W. (2002). Festival of the Arts, Pātaka, Porirua, New Zealand.

Taepa, W. (2003). Exhibition, Spirit Wrestler Gallery, Vancouver, Canada.

Taepa, W. (2003). Clay Artists Exhibition, Te Papa Tongarewa, Wellington, New Zealand.

Townsend, P. (2003). *Working with the women*. Paper presented at Rethinking Education Aid in the Pacific, Nadi, Fiji. (Published).

Van Peer, L. (2003). *Developing relationships: Returning the favour*. Paper presented at Rethinking Education Aid in the Pacific, Nadi, Fiji. (Published).

Wilkinson, J. (2002). *A mantle of protection? A critical analysis of the personal safety of district nurses*. Paper presented at District Nurses Annual Conference, Rotorua, New Zealand.

Wilson, D. (2003). *Trailblazers, tall poppies and traitors: The transfer of nursing education in Aotearoa New Zealand*. Paper presented at Australasian Nurse Educators Conference. (Published).

Wilson, D. (2002). *The heroic metaphor – nursing educators and the politics of professionalism*. Paper presented at NZARE Conference.

Wilson, D. (2002). *Constructing a legitimacy of difference: Comprehensive programmes and the transformation of nursing education in Aotearoa New Zealand*. ANZAME Conference, “Change: Imposed and desired”, University of Sydney, Sydney, Australia.