



UNIVERSITY OF  
**Otago**  
PACIFIC ISLANDS CENTRE

# Pacific Voices VI

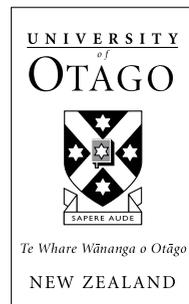
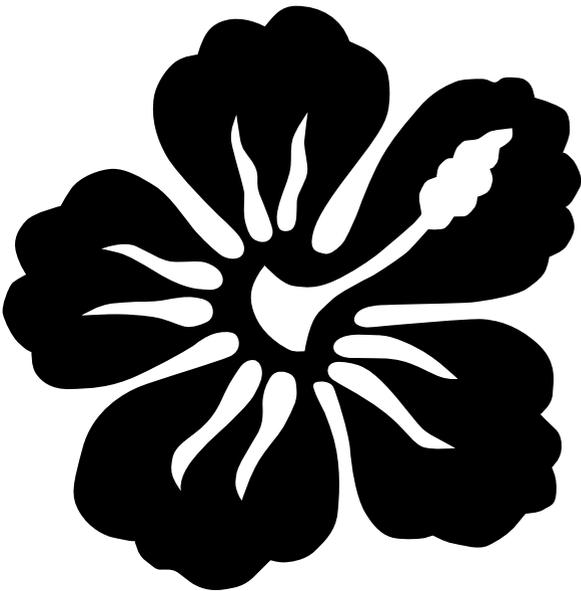
PACIFIC POSTGRADUATE SYMPOSIUM  
2 OCTOBER 2009



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## FOREWORD

*Pacific Voices* continues to resonate, as enthusiastically predicted by Tofilau Nina Kirifi-Alai\* upon the launch of the first edition in 2004! It is my great pleasure, therefore, again to write the Foreword to this publication.

The University's graduate research students are incredibly valuable to the institution. They push the boundaries of new knowledge, they bring new ideas, they are creative, energetic and enthusiastic, and they contribute hugely to Otago's research efforts and culture. Without them, and their supervisors, this University would not be the same.

As well as being New Zealand's top ranked university for research, Otago has the highest proportion of postgraduate research students of any university in the country. This means that these students are part of a vibrant and high quality research culture comprising people from all over New Zealand and the world. And of course the Pacific community plays a very special role in Otago's research endeavours.

Well done to all whose work appears in the following pages and who will be presenting at the Pacific Postgraduate Symposium. Your research is impressive and inspiring. The University is proud of you and the unique, substantial and enthusiastic contribution that you make to not only the research endeavours of this University but also to the wider society and your own communities.

A very special thank you to Tofilau Nina Kirifi-Alai, Dr Claire Matthewson and Dr Mele Taumoepeau for the unfailing energy, enthusiasm and hard work that they have put into *Pacific Voices VI*.

### Dr Charles Tustin

Director, Graduate Research Services



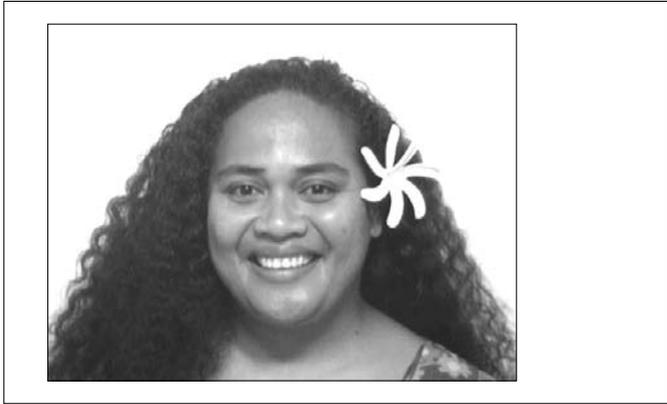
\* Nina wrote in the first edition (2004) of *Pacific Voices*: "I am sure that the beautiful aria and tenor of 'Pacific Voices' will resonate for many moons to come, a poem in their own right: a gift to be cherished."

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### FANAAFI AIONO-LE TAGALOA

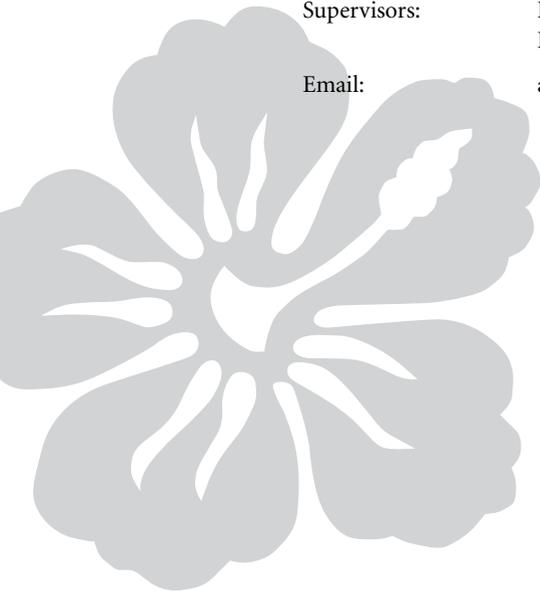
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Fanaafi graduated with an LLB(Hons) and a BA(Hons) in History in 2001. She was admitted to the New Zealand Bar in 2002 and the Samoan Bar in 2003. She returned to New Zealand in September 2006 to complete her PhD in Law after three years' working in the Ministry of Justice and Courts Administration and the Attorney General's Office in Samoa. Fanaafi successfully completed her doctoral studies in August 2009.

Academic department: Faculty of Law, University of Otago

Supervisors: Professor John Dawson  
Professor Nicola Peart

Email: [aiofa176@student.otago.ac.nz](mailto:aiofa176@student.otago.ac.nz)



## A STUDY OF THE LAND AND TITLES COURT OF SAMOA

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### Fanaafi Aiono-Le Tagaloa

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The Land and Titles Court began as a Commission in 1903 and survived three different administrations – German, New Zealand and Independent Samoa. Despite such significant political changes, it has retained its general aim and objective of resolving disputes concerning Samoan customary lands and *matai* titles (names). The 1960 Constitution of Independent Samoa provided for the continuation of the Court. Its exclusive jurisdiction over customary lands and *matai* title matters is continued through the *Land and Titles Act 1981 (Samoa)*.

The Court is a cross-cultural legal institution bridging the European and Samoan cultures and the colonial and post-colonial eras. The Court exhibits many of the features of a European court, but applies the ‘customs and laws of Samoa’ and operates in the Samoan language. It exists as a specialised enclave within the wider Samoan legal system, which is based largely on European law.

This general study attempts to cover comprehensively various aspects of the Court. It considers its history, its practice and procedures, its decision-making processes, its relations with other Samoan courts, the social, political and legislative context within which it has developed and currently operates, the problems it faces or areas of possible improvement and, finally, it addresses issues concerning its future.

This study has found that the life and workings of the Court over the past century can be captured in the overarching theme of ‘continuity amid change’ that is expressed in the push and pull between further themes of colonisation, decolonisation and the commercialisation of customary land.

The hope is that this work will be a first step towards understanding a legitimate and vital aspect of Samoa’s legal history and legal framework that has been and is still often overlooked.

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**Key words:** customary law, Land and Titles Court, Samoa



## DANNY AREAI

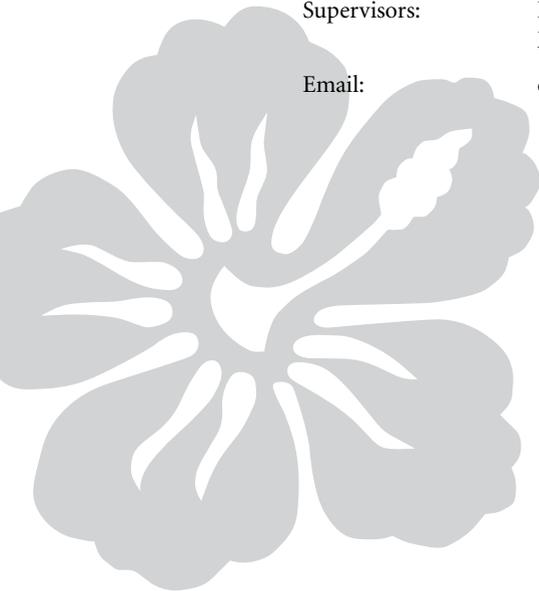
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Danny is originally from the island of Mangaia, Cook Islands. He did most of his schooling there before moving to Rarotonga for Seventh Form. In 1996 he moved to Fiji where he studied for his Bachelor of Dental Surgery and graduated in 2000. Before embarking on his current Master of Dental Surgery programme, Danny spent most of his working life back home providing dental treatment on those islands without any dental personnel.

Academic department: School of Dentistry, University of Otago

Supervisors: Professor Robert M. Love  
Mr Dusan V. Kuzmanovic

Email: [dareai@yahoo.com](mailto:dareai@yahoo.com)



## **REHABILITATION WITH PROCERA ALLCERAM CROWNS: A THREE-YEAR EVALUATION OF CLINICAL PERFORMANCE**

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**Danny Areai**

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The aim of this study was to evaluate the clinical performance of Procera AllCeram crowns after three years in service.

A total of 77 Procera alumina all-ceramic crowns were fabricated for 29 patients (4 males, 25 females). Patients were treated by 16 undergraduate dentistry students.

The majority of crowns (n=75) were placed in the upper anterior dentition, with one premolar and one lateral incisor in the mandible. Crowns were evaluated using the California Dental Association's quality assessment system for surface and colour, anatomic form and marginal integrity. The survival of Procera AllCeram alumina all-ceramic crowns was calculated using the Kaplan Meier analysis. Of the 54 crowns included in the final analysis four failed. Two crowns – one each in two patients – failed due to ceramic fracture. Another two crowns in one patient failed due to fracture of abutment teeth resulting in approximately 7% failure rate and an overall survival rate of 93% after three years. Sixty-nine percent (69%) of crowns were rated excellent for surface and colour; 67% were rated excellent for anatomic form, and 56% were rated excellent for marginal integrity.

The result from this study, although lower than what was previously reported in other studies, demonstrated that rehabilitation with Procera AllCeram crowns can be successfully implemented. The clinician's level of experience is also shown to be essential in the success of this material.

---

**Key words:** all-ceramic, survival, rehabilitation



## TUI NICOLA CLERY

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Tui is a PhD candidate in Pacific Studies at Te Tumu - University of Otago. She holds a BA (Hons) in Social Anthropology and Study of Religions from the School of Oriental and African Studies (SOAS) London, UK. She completed her MA in Pacific Studies at the University of the South Pacific, Suva, Fiji.

Academic department: Te Tumu – School of Māori, Indigenous and Pacific Studies, University of Otago

Supervisors: Dr Jenny Bryant-Tokalau (Te Tumu),  
Associate Professor Jacqui Leckie  
(Anthropology, Gender and Sociology)  
Dr Patrick Vakaoti (Social Work and  
Community Development)

Email: [cletu560@student.otago.ac.nz](mailto:cletu560@student.otago.ac.nz)

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## THE ART OF PEACE: TOWARDS AN UNDERSTANDING OF THE RELATIONSHIPS BETWEEN PEACE AND PERFORMANCE IN FIJI

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Tui Nicola Clery

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Discussions of peace and conflict in Fiji focus predominantly on legal, racial and political understandings. There is a need for more holistic and embodied understandings of how peace is lived, constructed and negotiated in the everyday lives of people and communities in Fiji.

This research will use Talanoa and Tiko<sup>1</sup> to consider how artists understand and perform their art as forms of activism and to build communities of peace. The thesis responds to the need to find more creative ways to encourage dialogue *between* and *within* Fiji's communities. To articulate a common identity for Fiji involves listening to people whose voices are often marginalised, in order to move towards a collective vision that values and respects the cultural diversity of all Fiji's people.<sup>2,3,4</sup>

I will consider how creative approaches such as theatre, song, dance, creative writing, visual arts, poetry and combinations of all of these are being used as research tools, to communicate messages and to build cultures of peace within Fiji's communities. Performances can create 'safe' spaces, facilitating dialogue between people who might not usually come together to share experiences. In the performance, space hierarchies and boundaries are temporarily blurred, thus transforming space and time<sup>5</sup> and allowing people whose stories may have been silenced to be heard.

Performances by the NGO *Women's Action for Change*, who have used participatory theatre processes to build peace in Fiji's communities since 1996,<sup>6</sup> will be presented as a case study within the research.

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**Key words:** peace, performance, Fiji



### RADILAITE DELAIBATI KI

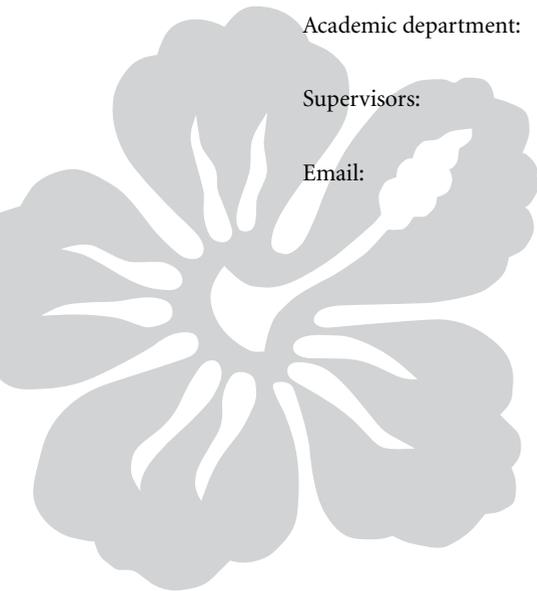
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Radilaite was born in Fiji and moved to New Zealand with her family in 1997. She attended secondary school in Hamilton before moving to Dunedin to pursue a tertiary education. She has a BSc majoring in Anatomy and Structural Biology and a Diploma in Public Health from the University of Otago. She is currently working towards a Master of Public Health. Her research interests are in reproductive health, maternal health and the Pacific. She is actively involved in the Pacific community in Dunedin and was president of the Otago University Fijian Students' Association in 2008.

Academic department: Preventive and Social Medicine,  
University of Otago

Supervisors: Dr Patricia Priest  
Dr Tai Ventura

Email: [delra237@student.otago.ac.nz](mailto:delra237@student.otago.ac.nz)



## PROVISION OF EMERGENCY OBSTETRIC CARE AND FAMILY PLANNING SERVICES IN FIJI'S CENTRAL DIVISION

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### Radilaite Delaibatiki

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Health services that improve maternal health will improve the health and quality of life of women and children and, furthermore, reduce the burden of disease nationally and internationally. The quality and life of a mother and her baby can be severely compromised by maternal complications during pregnancy that have short and long-term effects.<sup>1,2,3</sup>

Emergency obstetric care and family planning have been targeted as areas for improvement in many developing countries, with the goal of reducing maternal mortality (MDG 5) and improving maternal health.<sup>4</sup> There has been limited research carried out in Fiji, whose maternal mortality ratio has increased in the last 10 years.<sup>5</sup>

The objective of this research is to assess the adequacy of emergency obstetric care and family planning services in Fiji's Suva Greater Area. Nine health facilities will be surveyed in Fiji's central division using the emergency obstetric care/family planning questionnaire.<sup>6,7</sup> Data from the survey will identify the state of maternal health in Fiji and the deficiencies in the current system. The research will highlight areas which policymakers can address and also identify key areas in which external funders could invest.

---

**Key words:** obstetric care, maternal health, family planning, reproductive health, Fiji

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  - 4 Mother-Baby Package: Implementing safe motherhood in countries. (1996). *World Health Organization*.
  - 5 A situational Analysis of the Fiji health sector. (2008). *AusAID, Fiji School of Medicine*.
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  - 7 Family Planning and Emergency Obstetric Care Facility Assessment in Seven Pacific Countries. (2008). *UNFPA*.



## MARSA DODSON

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Marsa has a lifelong background in informal adoption and a professional background in formal adoption in the United States. Her academic career includes a Bachelor's degree in Law and Justice and a Master's degree in Social Work. She also has an extensive history of global volunteer service. In 2003, Marsa moved to Mangaia, Cook Islands, where she lived until 2006. During 15 months of that time, Marsa and her husband worked with 11 Mangaian Islanders to compile and edit a dictionary of their endangered dialect. When this project concluded, she shifted to Dunedin to begin formal research on-campus at the University of Otago. Marsa is now awaiting approval of her PhD thesis and thereafter will begin work on her second thesis.

**Academic departments:** Social Work and Community Development, Te Tumu – School of Māori, Pacific and Indigenous Studies, Anthropology, Gender and Sociology, University of Otago

**Supervisors:** Associate Professor Pat Shannon (Social Work and Community Development)  
Professor Michael Reilly (Te Tumu)  
Associate Professor Jacqui Leckie (Anthropology, Gender Studies and Sociology)

**Email:** [dodmas146@student.otago.ac.nz](mailto:dodmas146@student.otago.ac.nz)

## UNMASKING THE MANGAIA PRACTICE OF TAMARIKI 'ANGAI (INFORMAL ISLAND ADOPTION)

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### Marsa Dodson

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*Tamariki 'angai* is the Mangaia dialect term for the custom of sharing and “feeding” children among families and for the children who are fostered in this way. My ethnographic work intersects Māori studies, social work and anthropology as I explore and describe this tradition. The aim of my research is to look at what the custom represents, the incentives and dilemmas, for the people who have practised it for many generations.

From interviews with 32 informants there emerged nine generalised concepts about complex relationships managed by the people in the tradition to meet their needs. This information was then returned to four Mangaian community '*uipa'anga*/formal meetings to discuss and validate the findings.

The research and methodology implemented raised consciousness in the Cook Islands communities about the complexity of their practice, the direction of their custom that they control and how the tradition is changing in response to environmental factors. My thesis was submitted in August for examination.

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**Key words:** Mangaia, adoption, cooperation, contingencies



## ALESANA ETEUATI

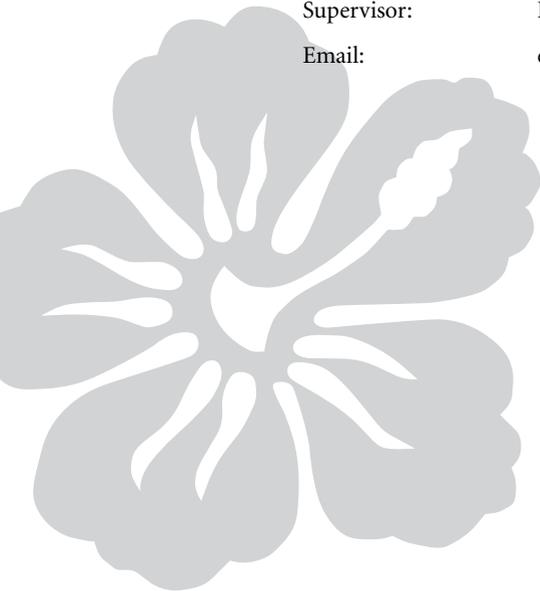
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Alesana is an ordained minister of the Congregational Christian Church in Samoa (Ekalesia Faapotopotoga Kerisiano a Samoa: EFKS) and a lecturer at Malua Theological College. Alesana has a Master of Theology degree from Princeton Theological Seminary in New Jersey. He is now in his fourth year of doctoral study in the Division of Humanities.

Academic department: Theology and Religious Studies,  
University of Otago

Supervisor: Professor Paul Trebilco

Email: [eteal279@student.otago.ac.nz](mailto:eteal279@student.otago.ac.nz)



## DESTIGMATISATION: HOME TAKING AND NAMING IN MATTHEW 1:25

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### Alesana Eteuati

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In the conception story of Jesus in Matthew 1:18-25, we are confronted with a problem: that is, Jesus would be deemed a *mamzer*, a person of questionable birth. Mary is said to have been pregnant while betrothed to Joseph and prior to their actual marriage (Matt. 1:18).

In Jewish culture, being pregnant at such a time would have stigmatised both the mother and her baby. This is reflected in Joseph's reaction when he learns of Mary's situation (Matt 1:19). Instead of divorcing her, Joseph decides to 'dismiss her quietly' (Matt 1:20).

As the story continues, however, an intervention of an angel to Joseph through a dream seems to be purposeful: to lure Joseph not to dismiss Mary. Joseph is told that Mary's pregnancy was caused by the Holy Spirit. He is also informed to take Mary as his wife and to name the child, Jesus (Matt 20-21). Joseph adheres and does as he is told.

Traditional readings of the passage point readers to the theological connotation of the story: the involvement of the Holy Spirit. This paper, on the contrary, discusses an alternative reading. Using 'evasion', it illustrates that the 'home taking' and 'the naming' (Matt 1:25) are vital elements of destigmatisation in the passage.

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**Key words:** Jesus, *mamzer*, destigmatisation



### ESMAY ETEUATI

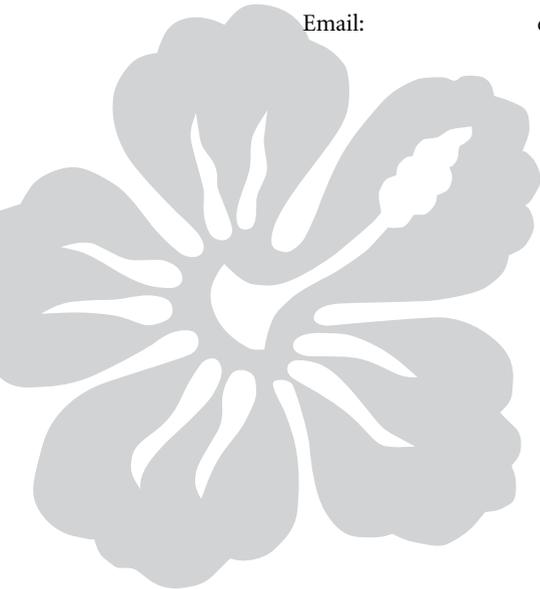
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Esmay is of Samoan descent. She was born in Wellington but was raised in Dunedin. She has a Diploma in Primary Teaching and a Bachelor of Education degree from the University of Otago. She has lived and worked in Samoa for 13 years, having returned to Otago in 2009 to undertake further studies.

Academic department: Te Tumu - School of Māori, Pacific and Indigenous Studies, University of Otago

Supervisor: Dr Jenny Bryant-Tokalau

Email: [esmay\\_e@yahoo.com](mailto:esmay_e@yahoo.com)



## “E TE SAU MA OU FAANIUSILA NA”: YOU BRING WITH YOU YOUR NEW ZEALAND WAYS – REVERSE MIGRATION AND SAMOAN IDENTITY AFFIRMATION

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Esmay Eteuati

---

### *Identity Confusion*

I am a Samoan – but not a Samoan...  
To my aiga in Samoa, I am a Palagi’  
I am a New Zealander – but not a New Zealander  
To New Zealanders, I am a bloody coconut, at worst,  
A Pacific Islander, at best,  
To my Samoan parents, I am their child.<sup>1</sup>

Much has been written on migration in terms of the experiences of first generation Samoan migrants to Aotearoa. Through in-depth interviews with my parents who are first generation migrants to Aotearoa from Samoa, this research will reflect on the different identities of first and second generation migrants.

The narrative at the core of this research is my own story of returning to Samoa to trace my roots. This research contributes a personal second generation perspective on the impact of reverse migration back to Samoa, in terms of affirming and re-affirming my identity as a Samoan after 26 years of living in New Zealand. This research considers how the narratives about my identity constructed by friends and relatives on my return to Samoa affected my cultural and social identity. It will reflect on how identity is constructed and by whom.

Qualitative interviews form the basis of my narrative research methodology, which records the oral histories of my family and reflects on my own *her-story*. I will reflect upon my family’s stories in relation to the general literature on Pacific people’s experiences of migration to Aotearoa, and its impacts upon their sense of identity.

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**Key words:** migration, reverse migration, identity, Samoa

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1 Anae, M. (2001) The new ‘Vikings of the Sunrise’: New Zealand borns in the information age. In C. Macpherson, P. Spoonley, & M. Anae (eds), *Tangata o te Moana niu: The evolving identities of Pacific peoples in Aotearoa/New Zealand* pp101-121, Palmerston North: Dunmore Press



## MOIRA FORTIN

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An actress of Chilean heritage, Moira has lived in Easter Island (Rapa Nui) for the last ten years, where she has explored education, dance and storytelling. In addition to the Lunchtime Theatre performances at the University of Otago, Moira has produced, directed and performed two pieces, one in September 2008 and the other one in May 2009. These works were inspired by her MA research project that is related to the development of theatre in Rapa Nui.

Academic department: Te Tumu – School of Māori, Pacific and Indigenous Studies, University of Otago

Supervisors: Dr Dan Bendrups (Music),  
Professor Michael Reilly  
and Dr Poia Rewi (Te Tumu)

Email: [papatekena@gmail.com](mailto:papatekena@gmail.com)



## THE DEVELOPMENT OF THEATRE IN EASTER ISLAND: HAKARARAMA I TE A'AMU O RAPA NUI

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**Moira Fortin**

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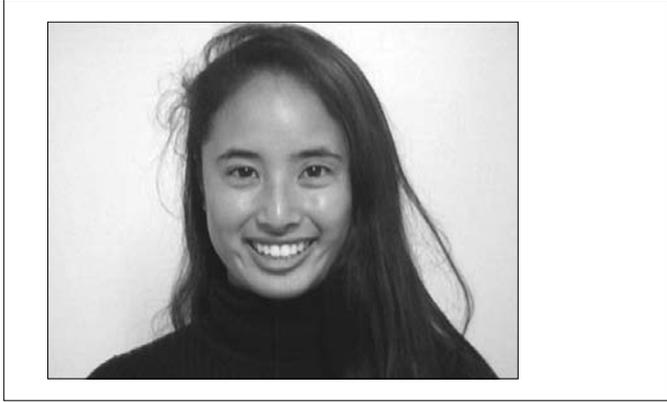
*Haka rarama i te a'amu o Rapa Nui* means to show Rapa Nui stories. The people of Easter Island have a unique way of presenting their stories; they use different types of performance throughout the show, such as *kai kai* (string figures), *takona* (body painting), *riu* and *ute* (songs), *pata'u ta'u* (recitations), and *a'amu* (the narrative itself in *Te Re'o* Rapa Nui language). The combination of all these practices results in a dynamic show that contains not only the verbal text, but also the visual text, using *kai kai* and *takona*, for instance, as an aid for the understanding of the story.

What might give primacy to cultural identity, and therefore transcending time, is language and the narrative that each civilization creates. This core value can be applied in oral tradition as a way of showing, presenting, performing, telling and teaching the knowledge from generation to generation. Language is one of the key aspects of Rapa Nui people performances, using *Te re'o* during the entire show. Performing their oral traditions and histories is one way in which their culture continues to live and develop.

This research aims to discover whether Rapa Nui theatre exists or not. It is the first research about theatre in Easter Island; therefore this research will contribute by clarifying some concepts of Rapa Nui performing arts, explaining the background behind each representation, as well as outlining the rules and features of this type of theatre.

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**Key words:** Rapa Nui, oral tradition, language.



## MARA KAWEHIWEHI HOSODA

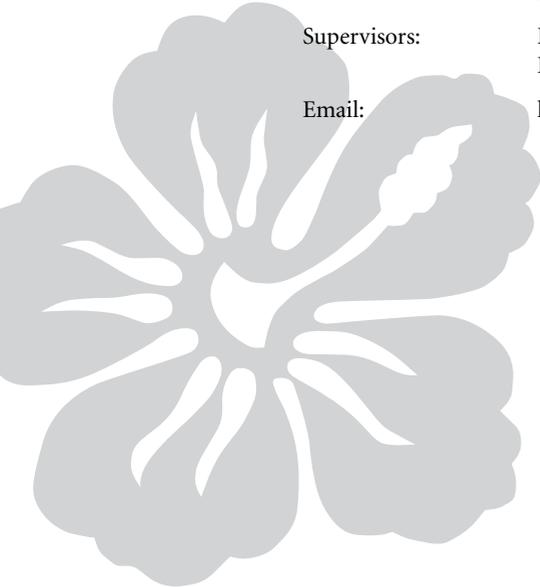
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Mara is from Hawai'i and is a *Halau Hula O Maiki* student. She worked as a hula performer at the Royal Hawaiian Shopping Center, Sheraton Moana Hotel, and on the Star of Honolulu cruise ship. Mara completed a Bachelor of Arts (Honours) in 2008 at Occidental College in Los Angeles. She is now in New Zealand working on her Master of Arts degree.

Academic department: University of Otago College of Education and Te Tumu – School of Māori, Pacific and Indigenous Studies, University of Otago

Supervisors: Dr Jenny Bryant-Tokalau (Te Tumu)  
Dr Greg Burnett, (College of Education)

Email: [hosma598@student.otago.ac.nz](mailto:hosma598@student.otago.ac.nz)



## HALAU HULA O MAIKI: HULA PLACED IN THE CONTEXT OF PACIFIC EDUCATION

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### Mara Kawehiwehi Hosoda

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Hawaiian sportswoman, scholar and educator, Manulani Aluli Meyer<sup>1</sup> in her research identifies five Hawaiian epistemological themes:

- Spirituality and knowledge: The cultural contexts of knowledge
- That which feeds: Physical place and knowing
- Cultural nature of the senses: Expanding notions of empiricism
- Utility and knowledge: Ideas of wealth and usefulness.

Extending these themes, the research of Leesa Robertson,<sup>2</sup> a Hawai'i teacher interested in using hula pedagogy in her own teaching endeavours with Hawaiian students, examines how these epistemologies are personified within *Halau hula ke'alaonamaupua* of Waimea.

My research expands upon these findings within my own *halau*. My research question is: How does the pedagogy and structure of *Halau hula o Maiki* facilitate knowing spirituality, physical place, nature of senses, relationships and utility? As I have been a student of *Halau hula o Maiki* for many years, the aim of this project is to document, reflect and place our *halau's* pedagogical practice within the larger hula community, as well as make connections and comparisons to education in Māori kapa haka wananga and Samoan *a'oga siva* contexts in New Zealand.

It often takes experiencing how others educate in order to define for ourselves what we do, how we do it and why. My research methodology entails weaving together past personal *halau* experiences by means of embodied ethnography, sayings of my *kumu* and song documentation, interviews with students of other *halau*, and interviews with Māori kapa haka and Samoan *siva* practitioners.

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**Key words:** *halau*, *hula*, education

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1 Aluli-Meyer, Manulani (2008). "Indigenous and Authentic: Native Hawaiian Epistemology and the Triangulation of Meaning," in L. Smith; N. Denzin; & Y.Lincoln: *Handbook of Critical and Indigenous Methodologies*. Sage Publishing. Chapter 11: p.217-232.

2 Robertson, Lessa. Hawaiian Epistemologies Animated Within a Halau Hula. Unpublished Master of Education Thesis. University of Hawai'i, Hilo.



## MARIE INDER

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Marie is New Zealand European on her father's side and Samoan on her mother's. She was raised in Central Otago in the South Island of New Zealand and has a BSc and a MSc (with Distinction) in Microbiology from the University of Otago. Marie is in her final year of a PhD in Microbiology and a recipient of the Health Research Council of New Zealand Pacific Career Development PhD Award for her work on viral proteins.

Marie was one of the original student coordinators involved in establishing the Pacific Postgraduate Reference Group and the Pacific Islands Centre's Academic Mentoring Programme. This will be her sixth year participating in the Pacific Voices Postgraduate Symposium.

Academic departments: Virus Research Unit, Microbiology and Immunology, University of Otago

Supervisors: Dr Andrew Mercer, Dr Lyn Wise and Dr Stephen Fleming

Email: marinda01@hotmail.com

## **VEGF-E INDUCES KERATINOCYTE PROLIFERATION AND MIGRATION VIA VEGFR-2**

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**Marie Inder**, Nicola Dryden, Andrew Mercer, Stephen Fleming and Lyn Wise

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Vascular endothelial growth factors are key regulators of angiogenesis and thus play a role in natural physiological processes such as embryogenesis and tissue regeneration, as well as pathological conditions such as cancer development, psoriasis and rheumatoid arthritis. The mammalian VEGF family member, VEGF-A, regulates blood vessel formation but has also recently been shown to regulate keratinocyte proliferation and migration, indicating its potential in epidermal regeneration.

There has been, however, some controversy with regard to the role of VEGF receptors in regulating keratinocyte activity. Recently, members of the Parapoxviruses have been shown to encode VEGFs (referred to as VEGF-E) that specifically activate VEGFR-2. VEGF-E appears to be responsible for the extensive blood vessel formation and edema characteristic of viral lesions. Interestingly, these lesions are also characterised by epidermal thickening and rete ridge formation. This characteristic epidermal proliferation was lacking in lesions induced by a virus in which the VEGF-E gene had been deleted.

This study investigated whether VEGF-E is directly responsible for the epidermal regeneration seen during viral infection. *In vitro* work showed that VEGF-E, like VEGF-A, induced keratinocyte migration and proliferation and that both activities were mediated by VEGFR-2. Further supporting these findings, intradermal injection of purified VEGF-E or VEGF-A stimulated epidermal thickening in a murine model. These findings have shown that VEGF-E directly regulates the epidermal regeneration seen in viral infection via its interactions with VEGFR-2. VEGF-E, therefore, has significant therapeutic potential for non-healing wounds and diseases with a keratinocyte component, such as psoriasis and skin cancers.

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**Key words:** regeneration, VEGF, virus



## JESSE KOKAUA

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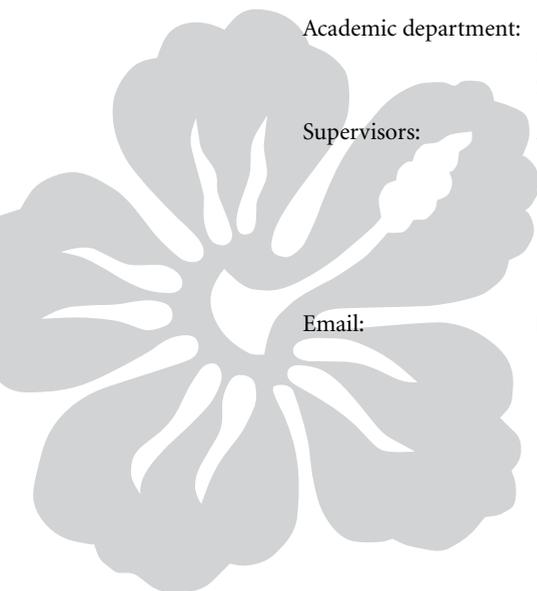
Jesse lives in Dunedin with his wife and four children. He works as a statistician for the System Improvement Group in the Population Health Directorate of the Ministry of Health. Since 2003 he has been a part of a research team that undertook the New Zealand Mental Health Survey (NZMHS) to look at the prevalence of mental disorder. His PhD uses the NZMHS along with the Mental Health Information National Collection to look at mental disorder and associated service use by Cook Islanders and other Pacific peoples living in New Zealand.

Academic department: Public Health and General Practice,  
Christchurch School of Medicine and Health  
Sciences, University of Otago

Supervisors: Associate Professor Elizabeth Wells and  
Dr Patrick Graham (Public Health and  
General Practice)

Professor Richie Poulton (Dunedin  
Multidisciplinary Health and  
Development Research Unit)

Email: [kokje989@student.otago.ac.nz](mailto:kokje989@student.otago.ac.nz)



## COMPARISON OF MODELS FOR ANALYSING RATES OF MENTAL HEALTH SERVICE USE AMONG COOK ISLANDERS IN NEW ZEALAND, ACCOUNTING FOR MISSING ETHNIC GROUP

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Jesse Kokaua, Elizabeth Wells, Patrick Graham

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The objective of this study was to identify a method of establishing the level of mental health service use by Cook Islanders compared with people from other ethnic groups in New Zealand, accounting for missing ethnic group data. The data are a nine-year extract from the Mental Health Information National Collection (MHINC). This is a national dataset that is reported to by mental health services throughout New Zealand.

We analysed these data using a comparison of imputation methods with Binomial and Poisson regression models used to produce the number and rate from MHINC. Comparing the numbers of Pacific, in particular Cook Islanders, who have used mental health services in New Zealand is complicated by around 4-5%, and as much as 10% in some years, of missing ethnicity data.

In this talk we will compare a variety of imputation models that address this phenomenon as a missing data problem. The standard methods used in official analyses are presented as “naive” imputation models. These are compared with a multiple imputation model and a hierarchical Bayes model.

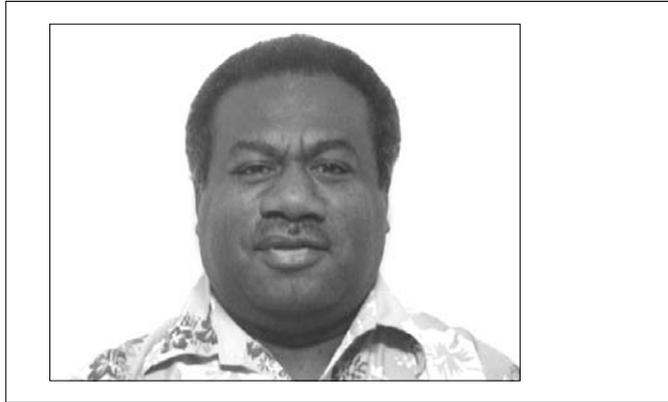
The greatest improvement is derived from looking at the data itself and noting that people with no ethnic group code have often in the past stated an ethnic group. This has reduced the number of missing ethnic groups greatly from  $x$  to  $y$ .

In addition the multiple imputation and Bayesian models seemed to yield similar results.

It seems that the numbers, and especially the rates, of Cook Islanders and other Pacific people who use mental health services are increased, but also more reliably estimated, having appropriately allocated the missing ethnicity data.

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**Key words:** Cook Islanders, mental health service, missing data, multiple imputation



### **WILLIE LAHARI**

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Willie Lahari is a Papua New Guinean. He is in his third year of PhD study. Previously Willie was employed as a Statistician with the Secretariat of the Pacific Community (SPC) in Noumea and was engaged in the Solomon Islands prior to taking up his doctoral studies at Otago in 2007.

Academic department: Economics, University of Otago

Email: [wlahari@business.otago.ac.nz](mailto:wlahari@business.otago.ac.nz)



## SHOCKS AND CURRENCY/MONETARY UNION AMONG PACIFIC ISLAND COUNTRIES

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**Willie Lahari**

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The prospect for a Pacific Islands currency/monetary union, as a development strategy, is crucial for any regional agenda that aims to bring about future economic growth and development in the Pacific region. Unfortunately, less priority and consideration for a currency/monetary union have been given in past and current regional strategies such as the newly developed 'Pacific Plan' of 2005 and the Pacific Agreement on Closer Economic Relations (PACER). Debate and empirical research on the subject has also been lacking. This discussion attempts to contribute towards reviving the debate.

An empirical analysis of the (a)symmetric behaviour of permanent and transitory stocks among Pacific Island countries (PICs) is undertaken, drawing from the Optimal Currency Theory (OCA) and employing the Gonzalo and Ng (2001) decomposition method. Evidence showed that the six PICs, Fiji, Papua New Guinea (PNG), Samoa, Solomon Islands, Vanuatu and Tonga, that represented a proposed currency/monetary union-group, do not meet most of the pre-conditions for a currency/monetary union. However, further investigation showed an extent of evidence for the four Melanesian countries (Fiji, PNG, Solomon Islands and Vanuatu) to form a currency/monetary union. Major realignment of macroeconomic policies by these Melanesian countries is nonetheless still required.

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**Key words:** currency/monetary union, shocks, Pacific Island countries



## ANITA LATAI

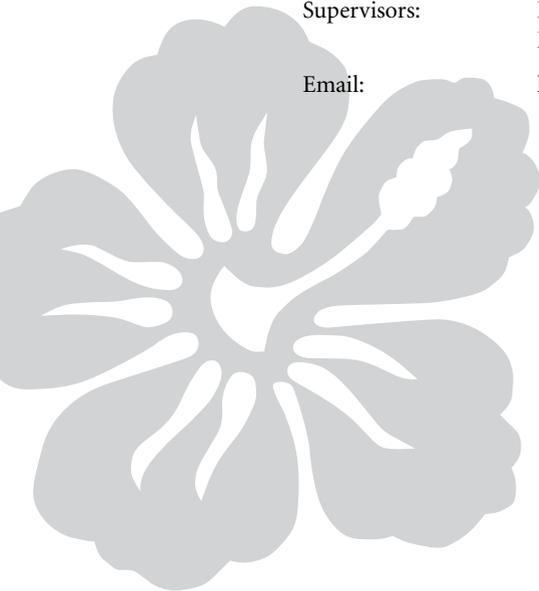
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Anita was born and educated initially in Samoa. She holds Bachelor of Arts and Bachelor of Education degrees from Central Queensland University. Anita has been a lecturer in the Faculty of Arts at the National University of Samoa (NUS) for six years. In 2009 at the University of Otago she completed her Master of Arts degree in Geography with Distinction. Anita was supported by a University of Otago Division of Humanities-NUS Scholarship.

Academic department: Geography, University of Otago

Supervisors: Professor Tony Binns  
Emeritus Professor Peter Holland

Email: [latan360@student.otago.ac.nz](mailto:latan360@student.otago.ac.nz)



## **TOE TIMATA LE UPEGA: A CRITIQUE OF COASTAL GOVERNANCE IN SAMOA**

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**Anita Latai**

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*Toe timata le upega*, a Samoan fishing proverb, means to thread in the rope through the meshes of the upper and lower ends of the fishing net when torn. If a fisherman is not careful in threading the net, the abundance and weight of the fish will cause the net to tear again.

This paper argues that the adoption of the Integrated Environmental Management (IEM) model into the *faa-matai* (chiefly system) through the Coastal Infrastructural Management Strategy (CIMS) must include all of *faa-matai* principles to ensure an effective inclusion of local residents and their concerns to coastal governance.

The findings are from three months of field work in Samoa. The informants comprised officers from the Ministry of Natural Resources and Environment (MNRE) and local consultants employed by Pacific Environment Consultants Limited (PECL). The information reported here also came from village residents in five districts on the main islands of Upolu and Savaii. They provided community views of the development and implementation of CIMS.

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**Key words:** Samoa, coastal land, sustainability



## JULLIAN FENNY LILO

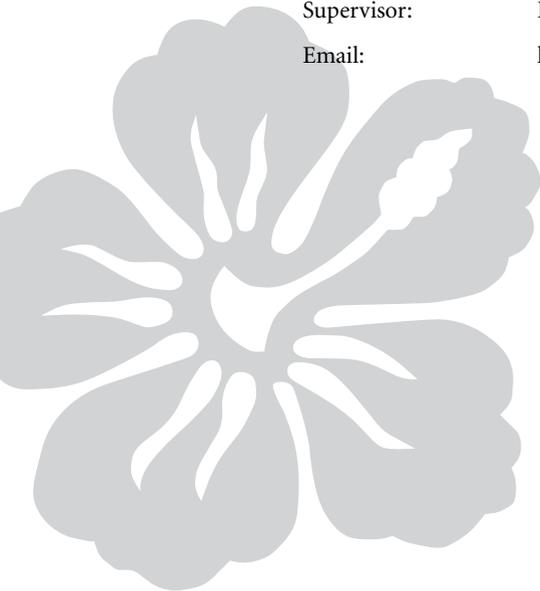
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Jullian, from Solomon Islands, is currently undertaking a Postgraduate Diploma in Arts (Education) leading to a Master's degree in Education. Jullian obtained her Bachelor of Education Teaching (Primary) at the former Dunedin College of Education, and her Certificate in Teaching at the Solomon Islands College of Higher Education (SICHE). She worked as a primary school teacher and a primary school principal in Solomon Islands for nine years.

Academic department: University of Otago College of Education

Supervisor: Dr Greg Burnett

Email: [lilju100@student.otago.ac.nz](mailto:lilju100@student.otago.ac.nz)



## **VIOLENT CONFLICT AND ITS IMPACT ON CHILDREN'S EDUCATION IN SOLOMON ISLANDS**

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**Jullian Fenny Lilo**

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This literature-based study investigates the 1999 to 2003 ethnic conflict in the Solomon Islands. The conflict between warring factions from Malaita and Guadalcanal is examined from the author's perspective of a teacher and school principal who continued to teach despite the difficulties imposed by the tensions. In particular, it examines the impact the conflict has had on children, their learning and schooling in Solomon Islands generally. To date there has been little documentation of violent conflict and its impact on education in the context of a Pacific nation such as Solomon Islands.

As well as outlining some of the ways in which schooling was disrupted, conflict and education in other parts of the world have also been explored in order to make comparisons. In addition, the study identifies a number of key post-conflict education rebuilding initiatives and interventions embarked upon by the Solomon Islands government, aid agencies such as AUSAid, NZAid, and a number of non-governmental organisations.

These initiatives include those which aim to: re-indigenise unique Solomon Islands educational practices; incorporate Western democratic principles; create new economic opportunities, as well as base Solomon Islands education in common sets of values and ethics. These rebuilding discourses are compared with rebuilding initiatives internationally in terms of their effectiveness and benefits that potentially flow to children and their families.

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**Key words:** conflict, Solomon Islands, education



## TALAI MAPUSUA

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Talai Mapusua is the youngest of five children. She has a BA from the University of Otago, majoring in Education with a minor in Tourism, and is currently working towards a Master of Indigenous Studies. From this she hopes to continue research in both the Tourism and Education fields in an effort to improve and develop both industries.

Academic department: Te Tumu – School of Māori, Pacific and Indigenous Studies, University of Otago

Supervisor: Dr Jenny Bryant-Tokalau

Email: [mapta979@student.otago.ac.nz](mailto:mapta979@student.otago.ac.nz)



## FALETUA: CELEBRATING SAMOAN WOMEN

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### Talai Mapusua

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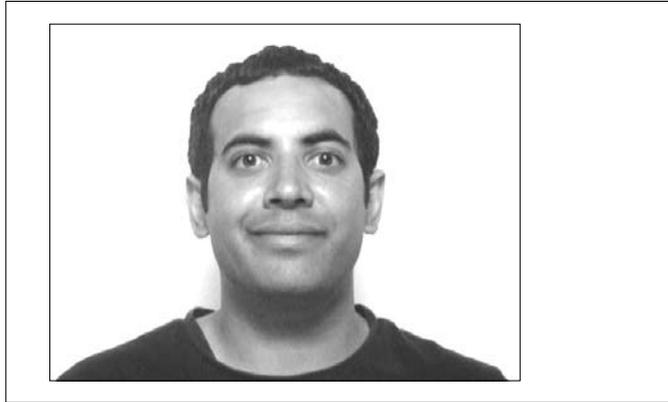
This research, a celebration of Samoan women, specifically focuses on *faletua* (the wife of the minister) of the Methodist Church of Samoa. It explores the different roles, identities, status, expectations, images and responsibilities *faletua* have as Samoan women, and as women of the Samoan Methodist Church.

This research also identifies the challenges these women face when occupying such profound positions within Samoan society, and how each woman with her individual strengths and abilities tackles these challenges. Moreover, it seeks to answer how a woman in such a position influences those she interacts with on a daily basis in her family, church and village. In discussing the different ways a *faletua* influences people, we are able to distinguish her roles and duties within a social, cultural and spiritual context.

This research will enable people to extend their understanding of the Methodist Church of Samoa. In particular we learn about the social impact *faletua* have among women as they deliver in their duties as wives of ministers. Furthermore, we learn just how important these women are not only in the Methodist Church but also in society in their role as caregivers. This research also demonstrates how the merger of *fa'asamoa* (Samoan culture) and Christianity impacted the development and growth of the role of *faletua* within the Methodist Church.

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**Key words:** faletua, church, Samoa



## JOSEPH PETELO

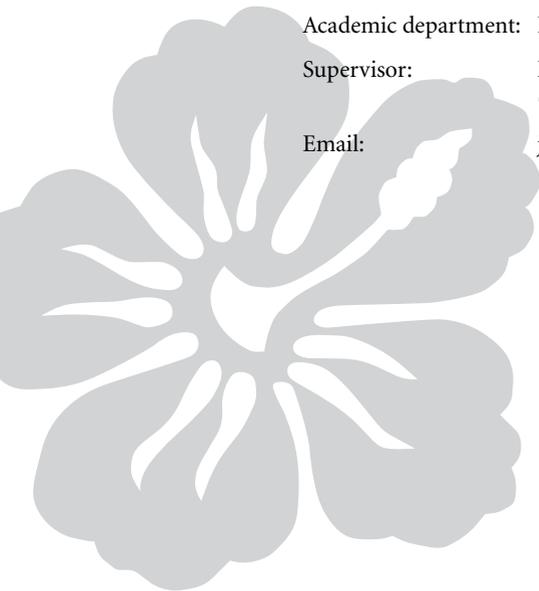
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Joseph was born and raised in Christchurch. He completed his dentistry degree (BDS) in 2004 and then returned to Christchurch for four years, where he worked in both the public and private sectors. Currently he is studying towards a doctorate of Clinical Dentistry (DClinDent) in Orthodontics. This is a full time, three-year course, comprising clinical and research components. He is looking to utilise this opportunity to relate his research to Pacific Oral Health. His Samoan ethnicity stems from his father's (Leatuavao) side, from a village called Falesela, Lefaga.

Academic department: Faculty of Dentistry, University of Otago

Supervisor: Professor Jules Kieser  
(Sir John Walsh Research Institute)

Email: [josephpetelo@hotmail.com](mailto:josephpetelo@hotmail.com)



## ASPECTS OF GROWTH AND DEVELOPMENT IN NEW ZEALAND POLYNESIAN CHILDREN

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Joseph Falaniko Archie Petelo

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Growth and development standards for children are important in the fields of orthodontics, paediatric dentistry and forensic odontology. Assessment of the chronology of a child's development requires normative reference standards so that a given physiological age (e.g., skeletal, dental etc) can be compared to chronological age. This study aims to evaluate intrabony dental development in a sample of New Zealand children of Polynesian descent.

It has been suggested that dental developmental age is relatively unperturbed by environmental or hormonal factors while skeletal age has been suggested to be more influenced by socio-economic factors.<sup>1</sup> Hence, the two principal questions that we will be asking are: first, what is the relationship between chronological age and dental development age and second, what is the relationship between the dental developmental age in Polynesian children and that of Pākehā children?

Knowledge of dental and skeletal age plays an important role in the planning of orthodontic treatment. Many orthodontic treatment plans rely on timing treatment best to utilise growth of the patient during the adolescent growth spurt. This research is also highly important for forensic science. The estimation of age at time of death is an important step in the identification of human remains. Dental ageing is commonly used to evaluate juvenile or adolescent victims during identification of a body that can not be identified by other means. This research will provide important information on the dental and skeletal development of a sample of New Zealand children and will be of benefit to both the New Zealand orthodontic and forensic professions.

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**Key words:** dental age, forensic odontology, Polynesian

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1 Saunder S, DeVito C, Herring A, Southern R, Hoppa R (1993). Accuracy trends for tooth formation age estimations for human skeletal remains. *American Journal of Physical Anthropology* 92:173-188.



### VAISUALUA POSESE-OKESENE

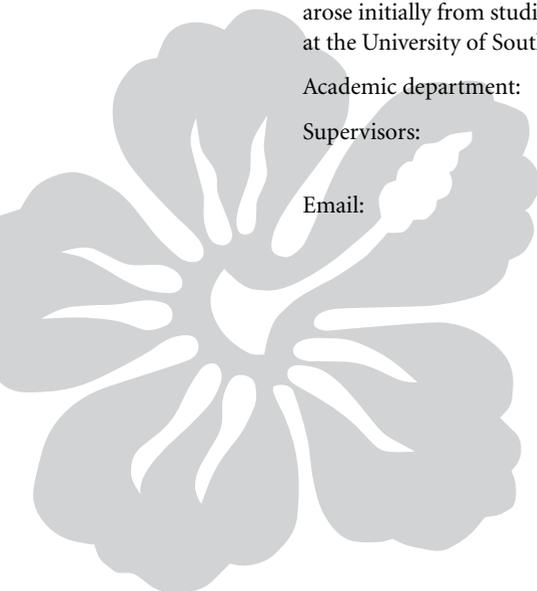
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Vaisualua is an employee of the National University of Samoa (NUS), where she is head of the Computing Department at the Institute of Technology. She has taken up a scholarship provided under the MOU between Otago and NUS to complete a Postgraduate Diploma in Information Science. For 10 years of teaching she coordinated and taught courses including Hardware Concepts, Operating systems and Desktop publishing. Prior to teaching she worked for two and a half years maintaining database applications for the Public Service Commission in Samoa. Vaisualua's interest in computer-related work arose initially from studies towards a BA in Communication Studies at the University of South Australia.

Academic department: Information Science, University of Otago

Supervisors: Mr Alec Holt  
Mr Russell Butson (co-supervisor)

Email: [posva868@student.otago.ac.nz](mailto:posva868@student.otago.ac.nz)



## **E-LEARNING: THE USE OF MOODLE**

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### **Vaisualua Posese-Okesene**

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The emergence of e-learning encompassed changes to the traditional classroom-type of learning that had been pedagogically dominant over time. Technology and the internet were the basis of these changes.

Technology and the internet enabled the communication of information that was not only to inform but also to instruct, to teach and to gain feedback from others. This learning over the internet is e-learning. In its various forms and environments e-learning required technologies, hardware and software one over the other, one after the other. One of these learning environments that has become recently popular is Modular Object-Oriented Dynamic Learning Environment or Moodle.

The objective of this project is to evaluate the use of Moodle in e-learning. Usage will be discussed and described, focussing on participant opinions on interactions and their impact on 'confidence', 'motivation' and 'grades'. Staff and students will give their opinions on using Moodle, drawing on their knowledge of traditional face-to-face teaching. Staff and students' opinions as well as their current use of Moodle will be identified by questionnaires (online) and any interviews that follow. Any record of access logs is only for technical evidence of interactions taking place. The data will be described, placed in context and analysed. The results should contribute to the themes of similar research previously done.

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**Key words:** e-learning, interactions, access logs, open source, pedagogy



## PRIYA PRASAD

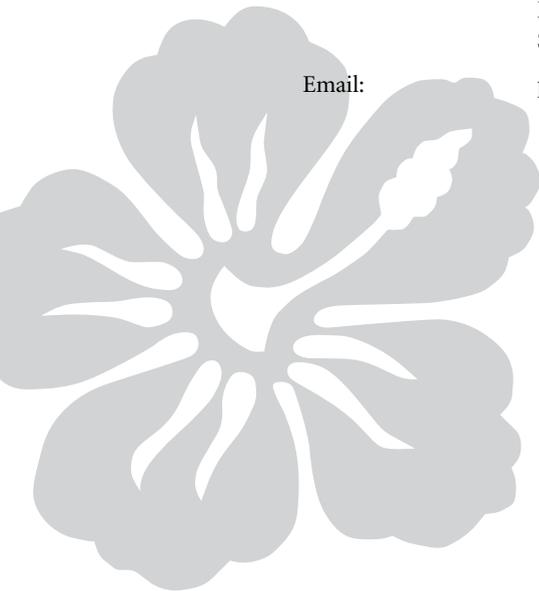
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Priya Prasad is originally from Fiji but has grown up in Dunedin. She is currently studying towards concurrent medical and doctoral degrees. Priya is undertaking her PhD in Anatomy and Structural Biology. She is a recipient of a Genesis Oncology PhD Scholarship.

Academic department: Anatomy and Structural Biology,  
University of Otago

Supervisors: Dr Stephen Assinder (Discipline of  
Physiology, University of Sydney)  
Dr Jo-Ann Stanton (Anatomy and  
Structural Biology)

Email: [priya.prasad@anatomy.otago.ac.nz](mailto:priya.prasad@anatomy.otago.ac.nz)



## TRANSGELIN: DISCOVERING ITS ROLE IN PROSTATE CANCER PROGRESSION

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Priya Prasad, Jo-Ann Stanton, Stephen Assinder

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Prostate cancer is the most commonly diagnosed cancer in men and the second leading cause of cancer deaths amongst men in the Western world, accounting for one death every four minutes. Treatment options are limited, the side-effects of which can greatly reduce quality of life. New treatments and screening tools are urgently needed.

Disorganisation of the cell's skeleton is fundamental to cancer. Transgelin is a protein that helps reinforce the cell's skeleton. Transgelin is downregulated in breast and colon cancers, suggesting a role in tumour suppression. This study investigates whether transgelin expression is suppressed in prostate cancer.

Changes in transgelin expression were suggested from *in-silico* analysis of gene libraries. *In vitro* studies using cells representing various stages of prostate cancer and from patient biopsies were designed to evaluate expression changes. Transgelin's relevance to carcinogenesis was explored using siRNAs to suppress transgelin in healthy prostate cells, followed by analysis for hallmarks of cancer.

Thus far, we have shown decreased transgelin in prostate intraepithelial neoplasia compared to normal prostate epithelium and its absence from metastatic lesions. Representative prostate cancer cell lines generally demonstrated significantly lower levels of transgelin expression at mRNA and protein levels. Significantly lower transgelin expression was found in tumour tissue when compared with patient-matched normal tissue.

In conclusion, transgelin is repressed in prostate cancer. Transgelin could therefore provide a novel screening marker and therapeutic target. Transgelin suppression work is currently being undertaken, although the effects are inconclusive at this stage. On-going investigation will provide knowledge fundamental for development of prostate cancer therapies.

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**Key words:** prostate, cancer, transgelin



## MICHELLE SCHAAF

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Michelle is of Samoan and Tongan descent. She is a lecturer in Te Tumu – School of Māori, Pacific and Indigenous Studies. She is currently completing a PhD entitled:

Polynesian women's experiences of their body and its impact on netball participation.

Academic department: Te Tumu – School of Māori, Pacific and Indigenous Studies, University of Otago

Supervisors: Professor Michael Reilly  
Dr Brendan Hokowhitu

Email address: [michelle.schaaf@otago.ac.nz](mailto:michelle.schaaf@otago.ac.nz)



## EXPERIENCES OF POSTGRADUATE SUPERVISION: A SUPERVISEE'S PERSPECTIVE

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Michelle Schaaf

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The selection of a supervisor is one of the most important steps in starting a postgraduate thesis. Effectively managing one's relationship with that supervisor is a critical component of successful candidature. This presentation aims to help postgraduate students identify the factors that they should consider in selecting and working with a supervisor. This presentation will focus on three fundamental issues in the student/supervisor relationship: appropriate expectations, how to choose the right supervisor, and how to work most effectively with this supervisor.

Before students can consider the selection of a supervisor, they must be frank and honest when considering and answering the following question: Is postgraduate study for me? Is a MA for me? Is a PhD for me? There is a tendency for Pacific students to romanticise the postgraduate journey. Students need to be realistic and practical.

The choice of supervisor for many students should be the first critical decision in undertaking a thesis. The right supervisor can help you to produce a better thesis, and do it faster, while providing you with valuable experience and contacts. Choosing the wrong supervisor will add further tensions to the usual stresses of a thesis and in the most extreme cases can result in students dropping out or restarting on a new topic with another supervisor, causing a substantial delay in completion.

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**Key words:** postgraduate, supervision, relationship



## SHANE SIATAGA

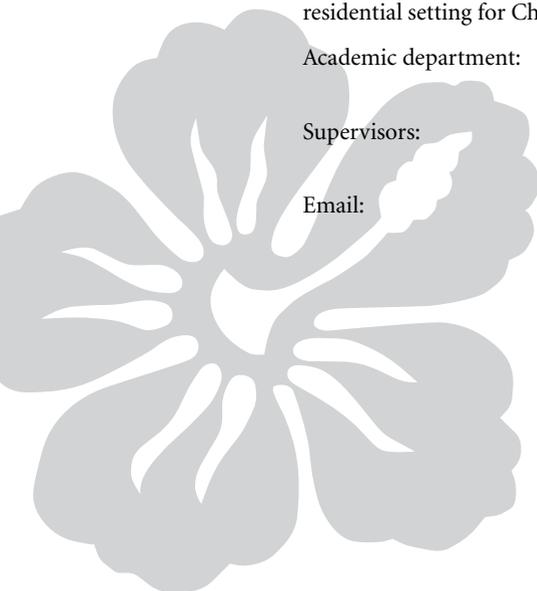
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Shane is the ninth child of the late Tuiataga Piliati Siataga of Tunugamanono, Samoa and the late Constance Beattie of Nelson, New Zealand. Shane earned his Bachelor of Social Work from Brigham Young University, Hawaii, with Minors in Psychology and Polynesian Studies. After graduating in 1997, Shane joined the United States Army and served for eight years as an infantryman including assignments in Kosovo and Baghdad. Shane is in his final year of a Master of Arts (by thesis) and is hoping to submit by December 2009. He is also a registered Social Worker, currently working in a residential setting for Child, Youth & Family in Christchurch.

Academic department: Macmillan Brown Centre for Pacific Studies,  
University of Canterbury

Supervisors: Dr Karen Stevenson  
Professor Karen Nero

Email: [sms155@student.canterbury.ac.nz](mailto:sms155@student.canterbury.ac.nz)



## **SOGA'IMITI I OTAUTAHU: AN EXPLORATORY STUDY OF THE SAMOAN TATTOOED MAN IN CHRISTCHURCH, NEW ZEALAND**

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**Shane Siataga**

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The focus of this research is to document the phenomenon of *tatau* (traditional Samoan tattoo worn by males) and the associated status or role of the *soga'imiti* (wearer of a *tatau*) from the perspective of contemporary wearers living in Christchurch. This study is interested in exploring reasons why Samoan males living in Christchurch would choose to wear a traditional Samoan tattoo and the meanings they have attached to it.

The research involves a survey of the literature to position *tatau* in contemporary tattoo discourse. It also highlights oral histories about the practice and privileges of the embodied perspectives of the nine wearers of the *tatau* living in Otautahi who participated in the study. Themes that emerged from the study related to identity, Samoan masculinity, exclusivity and change will be discussed. My research is qualitative in nature and draws loosely from anthropological methods of interviewing, as well as the researcher's academic background in social work.

The study is unique in that it articulates a contemporary Samoan perspective of *tatau* juxtaposed with the Western narrative of the phenomenon by presenting the perspectives of nine wearers of *tatau*. It is an exercise in recovering the Samoan cultural treasure of tattoo from the blend of fact, fiction and fancy in the Western narrative. The hope is to provide Samoans living outside of Samoa an indigenous perspective about the reason and importance of *tatau* to all Samoan people.

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**Key words:** Samoa, identity, *tatau*



## ABBY SUSZKO

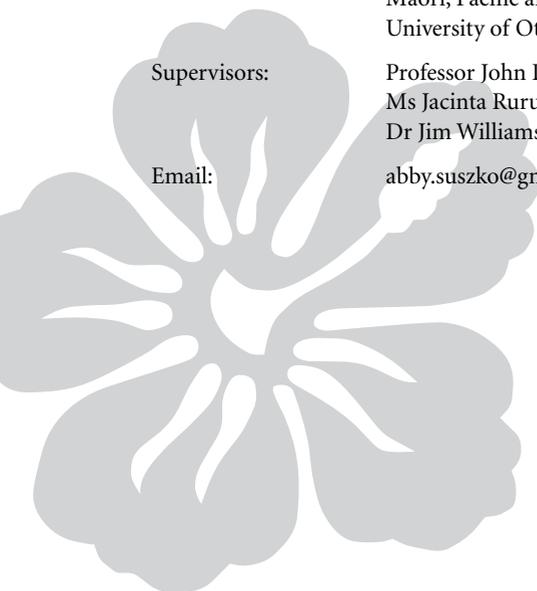
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Abby was born and raised in Dunedin and is of Tongan descent. In 2005 she completed her LLB and BA (Hons) at the University of Otago. Abby is currently enrolled as a PhD student and is also a Barrister and Solicitor of the High Court of New Zealand. She was a recipient of a Freemans Postgraduate Scholarship in 2008 and currently holds a University of Otago Pacific Islands Postgraduate Scholarship

Academic departments: Faculty of Law and Te Tumu – School of Māori, Pacific and Indigenous Studies, University of Otago

Supervisors: Professor John Dawson and  
Ms Jacinta Ruru (Faculty of Law)  
Dr Jim Williams (Te Tumu)

Email: [abby.suszko@gmail.com](mailto:abby.suszko@gmail.com)



## NOTIONS OF EQUALITY AND RIGHTS IN THE NEW ZEALAND FORESHORE AND SEABED DEBATE – FOUR PARADIGM POSITIONS

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Abby Suszko

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In New Zealand, matters of right are hotly contested, often with equality arguments used as justification for various claims of rights. Equality itself is a loaded and highly contested concept. Its history is long and it has figured in many different contexts and has been given many different meanings, often at odds with one another. Concepts of equality have been passed down infused with widely divergent values and connotations.

During the New Zealand Foreshore and Seabed Debate, people from all sectors of society and from both sides of the debate, made claims for equality against what they perceived to be inequality. The recurring theme is that Māori and Pākehā may have separate and contradictory conceptions of equality.

This presentation will focus on one chapter of my PhD thesis that explores these separate and contradictory conceptions. In it I highlight the four paradigm positions on equality and rights that emerged throughout the debate. These different paradigm positions were expressed by many different people during the New Zealand Foreshore and Seabed Debate, but they are most clearly portrayed in four key documents: Don Brash's "*Nationhood*" Speech, Michael Cullen's Policy Statement, the Treaty Tribes Coalition's Submission, and the Paeroa Declaration. Together these documents represent the broad spectrum of views on equality and rights exhibited during the debate.

The major aim of my doctoral research is to generate dialogue and better understanding between those on opposing sides of the debate. Furthermore, it is likely that similar equality and rights issues will resurface in the future. Therefore, this research aims to construct a way forward, one that could be used to navigate these possible areas of conflict.

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**Key words:** Foreshore and Seabed Debate, equality, rights



## TUPE TAGOMOA-ISARA

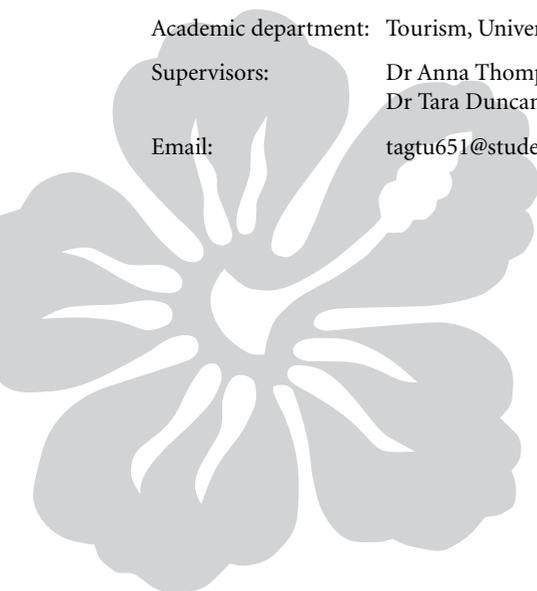
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Tupe Tagomoa-Isara is from Samoa and is a lecturer in the Tourism Department at the National University of Samoa (NUS) Institute of Technology. She has a BA (double major in Tourism and Management and Public Administration) from the University of the South Pacific (USP) as well as Tourism Operation and Staff Training and Assessment certificates from the Melbourne TAFE. She also holds a PGDip Tourism (distinction) from the University of Otago. Tupe is currently undertaking a Master of Tourism. She is supported by a University of Otago Division of Commerce – NUS Scholarship.

Academic department: Tourism, University of Otago

Supervisors: Dr Anna Thompson  
Dr Tara Duncan

Email: [tagtu651@student.otago.ac.nz](mailto:tagtu651@student.otago.ac.nz)



## **PLEASURE AND PRESSURE RELATIONSHIP: ECOTOURISM AS A MANAGEMENT TOOL FOR CONSERVATION OF THE MARINE PROTECTED AREAS (MPA) IN SAMOA**

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### **Tupe Tagomoa-Isara**

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Ecotourism has emerged as a totally new phenomenon in recent years and has been widely known as a form of tourism whereby the tourist visits natural areas that are perceived to be undisturbed.

Marine environments have become increasingly popular as prime sites for ecotourism development in Samoa. Ecotourism if properly planned and controlled can contribute to the conservation of marine ecosystems and provide sustainable economic benefits for the local people.

This study seeks firstly to explore the importance of Marine Protected Areas (MPA) in Samoa. It also examines the changing nature of conservation for these areas before and after the government took claim of their ownership. At a practical level, the study draws attention to the management approaches that have been practised in preserving the environments around the MPA before ecotourism was adopted as a considerable mechanism for conservation. The study goes on to assess and evaluate the effectiveness of ecotourism as a tool to manage and sustain conservation of the MPA.

This research will exercise qualitative research methods of personal interviews, participant observation, questionnaires and collection of artefacts and texts. The outcomes of the research are crucial for identifying the challenges that both ecotourism and MPA face, and for developing best practice for their planning and management in a cooperative manner bounded in a comprehensive strategy that works for both.

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**Key words:** ecotourism, conservation, Marine Protected Areas, Samoa



## LESIELI TONGATI'O

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Originally from Tonga, Lesieli has lived in New Zealand since 1997 after completing a BEd (Hons) and a MEd at Massey University. Lesieli is working fulltime at the Ministry of Education as Pule Ma'ata Pasifika Senior Manager. She is in the final stages of completing her PhD at the University of Canterbury. The thesis explores how Pasifika voices influence policy development.

Academic departments: School of Educational Studies and Human Development and Macmillan Brown Centre for Pacific Studies, University of Canterbury

Supervisors:

Dr David Small (Educational Studies and Human Development)  
Professor Karen Nero, (Macmillan Brown Centre for Pacific Studies)

Email:

Lesieli.tongatio@minedu.govt.nz

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- 1 Moore, Mark H. (1995) *Creating Public Value, Strategic Management in Government*. Harvard University Press. Cambridge, Massachusetts. London, England.
  - 2 Varghese, Jim. 2006. *Applying the Three Frames to the Delivery of Public Value*. A paper presented at the Project Management and Organisational Change conference held in Canberra in February 2006

## CHALLENGING SUCCESS – LEADING CHANGE: PASIFIKA COMMUNITIES ADDING VALUE AND ENGAGING WITH GOVERNMENT EDUCATION POLICIES

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### Lesieli Tongati'o

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Drawing on community voices for developing successive Pasifika Education Plans has been a strong element of the Ministry of Education's work. In discussing the Ministry's ability to use community voices in its work, there is a need to clarify the position of the Ministry, its capability to do the work and the public value that this work will create.

This work is situated against the political ideologies from the 1980's onwards and the public sector public reforms, public management and administrative changes, changes in strategic leadership, the increase in indigenous rights movements, and Pasifika population changes and migration trends.

Drawing on Tongan and Pasifika cultural methodologies, the study identifies *tolu'i founga* as the development strategy used to develop government's response to Pasifika. There are intersections between this methodology and the public value chain promoted by Professor Moore (Harvard School of Government) in which there must be value created by organisations in their work which is influenced by the authorising environment, public value and organisational capability.<sup>1</sup> There are also intersections with Varghese's Three Frames – Relationship Frame, Performance Frame and Alignment Frame.<sup>2</sup> A fourth frame is proposed, the *Talanoa Ako Frame*.

The presentation will discuss the political and public sector ideologies impacting on this work, the *tolu'i founga* development strategy (*talanoa ako, ngaahi ngaue and ngaahi fekumi*), the intersections between Pasifika, Moore's public value chain and Varghese's Three Frames, and theoretical approaches adopted alongside Pasifika. Finally, the presentation will discuss issues of engagement, insider-outsider conflicts and possible solutions.

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**Key words:** Pasifika education; public value and organisational capability; culture, identity



## SAM UTA'I

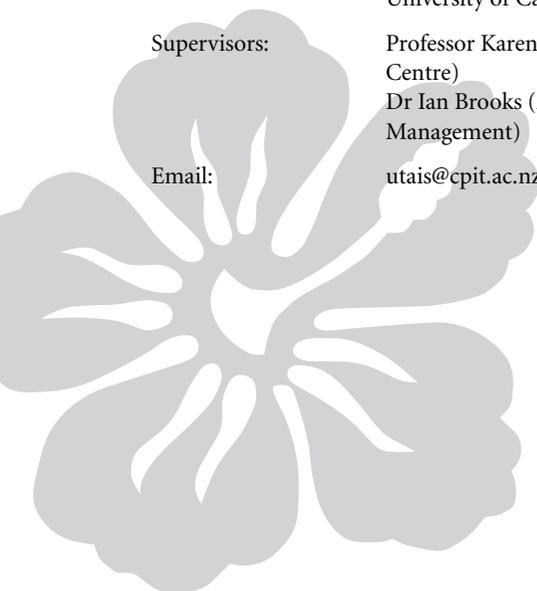
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Sam has always been active in community development and political advocacy with Pacific communities, women's organisations and young people. She is a Master's student at the Macmillan Brown Centre for Pacific Studies. Her thesis topic comes from the amazing experiences she has had as a PACIFICA member in Otautahi and wanting to acknowledge the leadership from her grandmother, mothers, aunties, sisters and friends.

Academic Department: Macmillan Brown Centre for Pacific Studies,  
University of Canterbury

Supervisors: Professor Karen Nero (Macmillan Brown  
Centre)  
Dr Ian Brooks (Adjunct Senior Fellow in  
Management)

Email: [utais@cpit.ac.nz](mailto:utais@cpit.ac.nz)



## FACTORS THAT HAVE INFLUENCED THE LEADERSHIP JOURNEY OF PACIFIC WOMEN IN TE WAIPOUNAMU

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### Sam Uta'i

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The primary aim of this study is to explore the views of Pacific women in Te Waipounamu/South Island on key factors that have influenced their leadership journeys, and the importance of their leadership journeys for them, their families and the wider community.

Very little appropriate research on village, community, civic, and national leadership has been done or is readily available. In other words, we have very little 'research knowledge' about Pacific leadership according to Sanga.<sup>1</sup> In particular, "we have not listened well, nor paid needed close attention to 'floor level' community and communal leadership."

The motivation for doing qualitative research, as opposed to quantitative research, comes from the observation that, if there is one thing that distinguishes humans from the natural world, it is our ability to talk!

The case study approach as a research strategy focuses on understanding the dynamics present within settings. Acknowledging multiple realities in qualitative case studies, as is now commonly done, involves discerning the various perspectives of the researcher, the case/participant, and others, which may or may not converge.<sup>2</sup>

This work will be guided by a cultural reference group who will ensure that the diversity and visibility of the range of Pacific women in Te Waipounamu are considered.

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**Key words:** Pacific women, leadership, case study

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1 Sanga, K. (2005) Pacific leadership; hopeful and hoping *NAZAID Regional Symposium on Pacific Leadership*. Suva, University of the South Pacific.

2 Yin, (ed) R.K. *The case study anthology*. Thousand Oaks: Sage Publications Inc



## LISA WILLIAMS-LAHARI

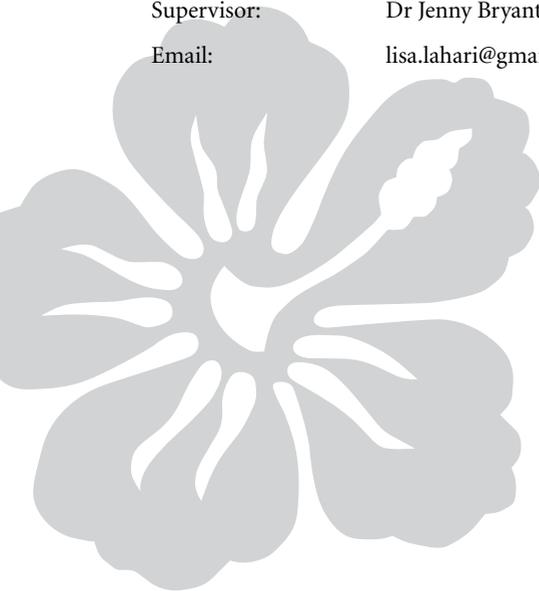
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Lisa Williams-Lahari is based in New Zealand with links to the Cook Islands, Samoa, and Papua New Guinea. She is a long-time journalist and Pacific media commentator with an interest in social justice and governance in Pacific nations. She is studying for her MA in Pacific Studies. Lisa is supported by a Scholarship from the Division of Humanities.

Academic department: Te Tumu – School of Māori, Pacific and Indigenous Studies, University of Otago

Supervisor: Dr Jenny Bryant-Tokalau

Email: [lisa.lahari@gmail.com](mailto:lisa.lahari@gmail.com)



## **TRUTH, JUSTICE AND THE MONA LISA SMILE: PACIFIC WOMEN, PACIFIC JOURNALISM, PACIFIC WAY**

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**Lisa Williams-Lahari**

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This research looks into the situation of Pacific women journalists, and the conditions of their working environments and career aspirations, as well as perceptions of their place and role in the Pacific media industry.

It will examine the Pacific context for commitments made by Pacific leaders to equality for women in the media. These commitments have been made on a global platform in Women in the Media, known as Section J of the Beijing Platform for Action.

Pacific nations have taken up the global commitment and action plan aimed towards equality between men and women with a Pacific Platform for Action, which includes mention of Women, media and ICTs as critical areas of concern for regional development.

Other than a regional UNESCO/SPC<sup>1</sup> /PINA<sup>2</sup> Pacific Media and Women Action Plan launched in 2006, my research aims to find out what else has been done to enact commitments made at international and regional meetings by our leaders, back home in the island newsrooms where Pacific women in journalism make their daily living.

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**Key words:** gender, media, pacific, women, journalism

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1 Secretariat of the Pacific Community

2 Pacific Island News Association

## FAAFETAI TELE LAVA

The Pacific Postgraduate Reference Group was established in late 2002 to support our research students via monthly seminars and meetings – a place where they could bring their frustrations and ideas, seek support from one another, and offer support too. This concept led to the idea of an annual symposium and the birth of ‘Pacific Voices’. The first symposium was held in 2004.

‘Pacific Voices VI’ has come together due to the kindness of many people who gave their time, intellect and experience to ensure that our students do well with their studies. Once again, I would like to thank Dr Charles Tustin for the foreword and our editorial team – Dr Mele Ma’ata Taumoepeau and Dr Claire Matthewson – for continuing to ensure the success of this programme. Also, I wish to acknowledge the support we received this year from Dr Greg Burnett and Dr Patrick Vakaoti through our monthly seminars. Finally, I must acknowledge the wonderful support we received from the outgoing Deputy Vice-Chancellor (Academic and International) and Chair of University’s Pacific Peoples Reference Group, Professor Gareth Jones, for all his encouragement and great support not only to the Centre and Pacific students but also to the development of our Pacific communities.

This year we have included students from the University of Canterbury and I welcome Professor Karen Nero and her students’ participation and willingness to work together. I would also like to welcome our Pacific academic guest this year, Dr Teresia Teaiwa from Victoria University of Wellington. At the end of the day, it is about supporting our students and our Pacific communities and I thank each and everyone who from afar and near have provided mentoring and support to our students and community.

To our stars – our students, congratulations and we look forward to another successful symposium.

*I am sure that the beautiful aria and tenor of ‘Pacific Voices’ will continue to resonate for many moons to come, a poem in their right: a gift to be cherished.*

Faafetai Tele Lava.

Tofilau Nina Kirifi-Alai  
Manager  
Pacific Islands Centre

## **APPENDIX I**

### **Opening Address by Hon Luamanuvao Winnie Laban Pacific Voices Postgraduate Symposium 26 September 2008**

Talofa lava, Malo e lelei, Fakaalofa lahi atu, Ni sa bula vinaka, Namaste, Kia orana, Ia Orana, Gud de tru olgeta, Taloha ni, Talofa, Kia ora tatou and Warm Pacific Greetings to you all this morning. I bring Warm Pacific greetings from Prime Minister Helen Clark and Tertiary Education Minister Pete Hodgson.

Thank you for asking me to join you for the opening of your Pacific Postgraduate Symposium – it is absolutely wonderful to be able to join you.

As I flew south from Wellington this morning and turned my thoughts to this event, I was taken with the depth and the breadth of the papers being presented today, and how we are increasingly hearing Pacific Voices in this country of ours. Events like Pacific Voices Five are very important. They build our sense of identity as Pasifika people in New Zealand, fitting into, growing up in and contributing to this country.

New Zealand is a Pacific nation, we are part of a fabulous region and oceania. There are three unique parts to us, Melanesia, Micronesia and Polynesia. The ocean in the Pacific, she is woman, she binds, connects and sustains us.

When you present your papers today – be they on health, education, economics, eco-tourism or information management – you are actively broadening the Pasifika presence in New Zealand and our connections as family and people of the Pacific. You are giving resonance to the Pacific voice.

You, as Pacific scholars and researchers, are deepening our collective knowledge from a Pacific perspective. That is so important to shaping our Pacific communities and wider New Zealand. I thank you and congratulate you for it.

Today, I am bringing a voice to you too.

It's a Pacific voice from a member of the Labour-led government about where we are now and where we need to go as a people. My message is one that says: we are increasingly doing well, our people are making enormous gains - but we know that we can do even better and build on these foundations.

There are some very positive trends. Pasifika educational achievement is on the rise.

Since 2001, there has been a 22 per cent increase in the participation of Pasifika students in tertiary education – and this growth has outstripped that of every other ethnic group.

Overall, Pasifika peoples in New Zealand with a tertiary qualification have doubled over about the past decade.

Understand then why my voice, my message is one of great hope – a hope grounded in growing Pacific achievement in New Zealand.

Our Labour-led government is committed to working with Pasifika peoples to improve their participation and achievement in education, from early childhood right through to tertiary education.

Last month we launched the Pasifika Education Plan 2008-2012. This plan will step up the government's commitment to ensuring that even more Pasifika students achieve their full academic potential.

The reality is that, while heading in the right direction, Pasifika students' achievement rates are still behind the overall student average. The Plan is about addressing that, and reflects the government's determination to do so.

It's about having a more concentrated focus on what it will take to continue to lift Pasifika students' participation and achievement. It's about the collaboration and working together that will be required to achieve those goals.

We want more Pasifika students moving on to higher and higher levels of study, and having every opportunity to excel in tertiary education.

You Otago University are the role models. The example you set, are part of shaping that future. The actions of the present are the actions of the future. Malo lava Otago University!

As Pacific scholars, you are the visible face and voice of that goal. You are the inspiration to our families, our young people, friends and communities that we can and will achieve more in the future.

The growing number of Pasifika people in tertiary education is just a starting point. Yes, we take heart from the upward trend, but the government wants more and Pasifika communities want more. The Labour-led government shares your hunger for greater and greater Pasifika success.

The new way of managing tertiary education gives Pasifika peoples more of a say in what our tertiary education organisations offer. We need to make the most of the opportunity this change represents, to ensure that our voice is being heard.

It is about our people doing better, the system helping them to do better and building on the momentum that is being developed.

Part of doing that is about owning this process. It is Pasifika people saying what they need from tertiary education, and ensuring that our voice is being listened to and heard.

Government wants to see more and more tertiary education organisations focusing on increasing Pasifika student success so they can enjoy the full benefits of tertiary education.

We have the Tertiary Education Commission working with tertiary education organisations to ensure they are listening to what Pasifika peoples say needs to happen to break down barriers to Pasifika students' success at tertiary level.

Many tertiary education organisations are already doing very good things for Pasifika students.

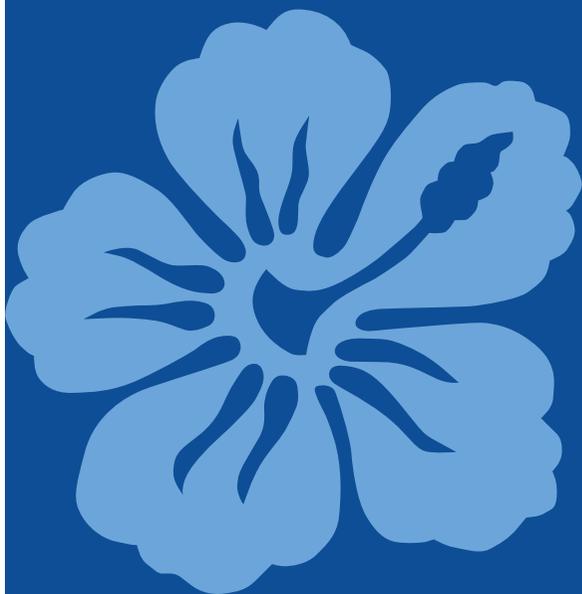
Otago University is one of those institutions. This event is organised by Otago University's Pacific Islands Centre, which brings together the university and the Pasifika community with a view to getting more Pasifika students into tertiary education and achieving excellence. This university's commitment is delivering results. In 1997, there were just 11 Master's Degree students at Otago. Last year there were thirty-four. In 1997, there were just four Pasifika doctoral students. Last year, there were nineteen.

Our government understands how important tertiary education is to promoting success for all New Zealanders, and creating opportunity and fulfilment for Pasifika people in this country. Good things are happening now, but the future is brighter. In the words of the Pasifika Education Plan, it is all about going from good to great.

Pacific Voices Five – and you, the people who are making it happen – give me every confidence that our future as Pasifika peoples in New Zealand is bright indeed.

Thank you, good luck and enjoy this important occasion.





**Pacific Voices VI**  
Pacific Postgraduate Symposium  
2 October 2009  
Pacific Islands Centre  
University of Otago  
Dunedin 9054  
New Zealand