

Ko te Frangipani – The Bloom of Success

Summary

This professional development teaching video supports the Learning Progressions' suite of resources and focuses on 'knowing the learner'.

It explores using the frangipani as a metaphor for exploring literacy and language progression and how it might link to existing pedagogies such as the Kakala framework.

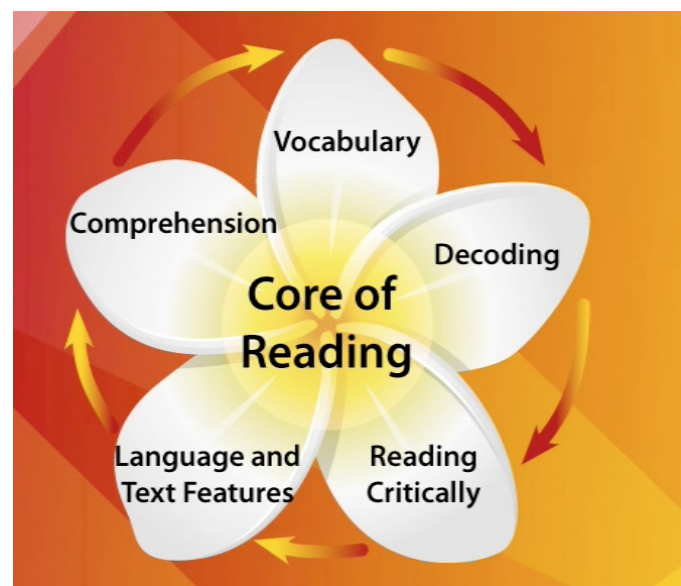
The views in this resource have been published in the interest of encouraging understanding and debate about important education issues affecting Māori and Pasifika peoples. They are intended as a starting point for discussion to develop a range of approaches to meet the needs of learners.

Narrative

Unitec has been using this project to improve literacy and language learning for Pacific students. The frangipani flower is being used as a metaphor to consider various elements of literacy and language progression.

The idea is that the reading progressions are like the frangipani flower. Each petal represents a progression. The centre, where they join, is the core of reading and the base of literacy understanding.

The idea is to move methodically from the inside core of the frangipani around each petal or progression and then back again. The learner completes each progression or petal as they develop their understanding from the text. Each progression is connected to base literacy understanding.



The aim of the frangipani method is to nurture the learner into an able, independent reader.

The frangipani flower is an excellent metaphor for the learner's journey. From a simple bud, each learner grows and blooms over time into something unique.

The frangipani method builds on existing pedagogies like the kakala framework. There are strong parallels to process of gathering, weaving and giving away the kakala garland. In this project the learner is the kakala and the teacher is the person who does the toli and the tui.

Teachers get to know their learners' experiences and abilities and then work collaboratively in reading development groups. Individual knowledge and collective knowledge are woven together as one. The learner is the gift, the kakala of the frangipani.

This poem by Karlo Mila reminds us that each frangipani flower is part of a chain that links back in space, time to a uniquely Pacific knowledge base.

For Aunty Olive

**You are the living flower
in the chain
of frangipani
that link us
all the way back
to Sale'auala**

QUESTIONS TO CONSIDER

1. How could you use this model to develop your Pasifika learners?

2. What do you see the overall benefits of the frangipani model for educators?

3. What does Karlo Mila's poem signify to you? How does it relate to literacy and language learning?