



A Powerful Voice for CHANGE



Edmond Fehoko at his graduation ceremony with his wife Sela and baby daughter Nancy.

Dr Edmond Fehoko, an active member of the Ponsonby Tongan Methodist Church, is a Postdoctoral Fellow with the University of Auckland. Born and raised in New Zealand, Edmond is fiercely proud of his Tongan heritage. His focus on research and education on cultural identity and social and health issues in Aotearoa has helped him influence, encourage, and extend opportunities for Pasifika youth in the academic arena.

Edmond and his twin sister were the first of five siblings born to their Tongan-born parents who migrated to Auckland where they married. Edmond is aware of the effort his parents made to create opportunities for their family. "They did the hard yards. Mum sewed hospital gowns and Dad was a machine operator. By night they both worked as cleaners."

Edmond and his siblings were cared for by their grandmother who laid a solid foundation of culture and language. Edmond says, "It was a win-win situation. We had to learn to communicate with our grandmother and she shared with us the Tongan culture. I am proud of that." A move to the suburb of Mount Roskill and enrolment at Kelston Boys' High School set Edmond on his path to academic success.

Inspired by a quote from Nelson Mandela, "Education is the most powerful weapon which you can use to change the world," Edmond graduated from high school with a scholarship to attend university. Accepting the Vice-Chancellor scholarship was a defining moment. "I turned around to see tears running down my father's face. It was only a small scholarship but his dreams were coming to fruition."

On leaving high school, Edmond set himself a goal to make every year memorable. The list of memorable moments is impressive; in 2009 he started at AUT; in 2010 he was awarded two scholarships including the Tongan Women's Fellowship Award; in 2011 he graduated with a Bachelor of Arts in Criminology and Social Sciences. In 2012 he undertook postgraduate studies; in 2013 he was the recipient of the Prime Minister's Pacific Youth award.

In 2014 he travelled to Oxford University and graduated with a Master of Arts in Social Sciences. In 2015 he married Sela; they met while studying their masters together. At the time they did not realise they were attending the same church and both were active in youth ministry. In 2016 he embarked on his PhD journey; in 2017 he went to Germany, speaking at



Some elements of the new recycling initiative at St Clive's had actually been around for a while.

Ludwig University. In 2018 he attended and presented at a conference at Cambridge University. In 2019 he was recognised at the Sunpix Pacific Peoples' awards for services to Pacific education and research. Last year he completed his PhD and this year the birth of baby Nancy on 29 January has been his most memorable moment so far.

At MIT, Edmond was involved in delivering external engagement Pacific culture intelligence workshops, working alongside industry leaders and employers to encourage better ways of engaging with Pacific employees and communities. Edmond says a change of mindset is critical in achieving improved cultural engagement

and it is heartening to see those changes happening, particularly within corporate groups.

However there is still a long way to go. Edmond cites unconscious bias as one of the biggest barriers and shares a recent personal experience to illustrate how deeply embedded behaviours and beliefs can be offensive. "I went to a cafe in Mission Bay and was mistaken as a bouncer. One guy said 'Oh good, security has arrived.' I said to the restaurant manager, 'I am a PhD scholar and I am here to have a night dining with my wife.' This kind of unconscious bias, mistaken identity, mispronouncing names are all issues I unpack at my workshops."

Continued on Page 10

C A R I N G F O R O U R P E O P L E

Tell Us Your Story

Trudy Downes

Have you ever heard the terms 'Continuous Improvement' or 'Learning Organisation'?

Continuous improvement is about actions that seek to improve something that doesn't work, to something that does work.

A learning organisation is one that is constantly learning from past results to improve future results. I think both terms are interchangeable and that both outcomes are achieved through planning, assessing those plans against lessons learned from either practicing the plan or from real life events, and then aiming to improve future actions.

Here is an actual example of a 'learning improvement' in action which I was very happy to hear about (clarification: I was not happy that there was an incident, but happy about the actions afterwards).

An incident happened at a Sunday service. Although the parish had an Emergency Response Plan, things did not go according to the written plan. After the event the



parish health and safety committee compared what actually happened against the original plan and discussed what could be done better in the future.

Part of their review identified some areas in the Emergency

Response Plan templates that would benefit from further work.

Improvement action – add some ideas for managing the building and carparks in an emergency.

Part of what the parish response team needed were the Incident Reporting guidelines that are on our website.

However, it would have been a stretch to expect that anyone would have linked the incident reporting process with the Emergency Response Plan during the stress of responding to an actual incident.

Improvement action – ensure the incident reporting process is fully merged with the Emergency Response Plan.

What particularly impressed me with the story I was told is the thorough assessment of the incident. The different parties involved (or not involved), the actions taken (or not taken), the timeline of actions, and comparing all that



information with the original written plan.

The suggestions for change were reasonable and practical, and I think, more importantly, they were people focused. I often see approaches to emergencies focus on the paperwork but when emergencies happen you can't wave a piece of paper and expect the emergency to be managed. People manage emergencies, not paper. This incident also proves that you can have a great written plan but when reality strikes, the plan may not be as effective as you think.

I recommended that the emergency response team practice different

scenarios to improve alignment between planned and actual emergency responses.

Improvement action – provide different scenarios for response teams to practice. Include many people: the injured party, first aider/s, warden/s, traffic controller/s, people controllers, well-meaning bystanders, observers, someone making ambulance noises and so on.

Practice sessions (drills) can be as short or as involved as you like. The Connexional Office has held different drills with varying results: fire, shelter-in-place, earthquakes, wardens' building walk through, warden training, first aid training and CPR training. One person was 'burned' in a fire drill, someone was 'arrested' in the shelter-in-place drill and some of the CPR dummies won't ever be the same again. We are only limited by our imaginations!

Do you have a story to share or an Incident Reporting process that captures the background stories and conversations? Let me know so we all may learn.

He aha te kai o te rangatira? He kōrero, he kōrero, he kōrero.

What is the food of the leader? It is news, it is information, it is discussion.