



Annual Report

for the period January 2016 – December 2016

Our vision:

The best possible educational outcomes for all learners



Mihi

‘Mate atu he tētēkura, ara mai rā he tētēkura!’

Haere atu rā e te tau kua pahure

Nau mai rā e te tau e tū mai nei!

Haere atu ra hoki, e ngā mate o te wā.

Tātau te hunga aroha, tēnā tātau katoa.

‘Whāia e koe te iti kahurangi, ki te tūohu koe,
me he maunga teitei.’

Heoi anō rā, anei rā e hora ake nei, tā mātau pūrongo-ā-tau.

Pānuitia kia hākari ai koutou i ngā hua maha i puta i ō mātau werawera.

Ka tiro whakamua ki te tau e haere ake nei, me te tumanako ka pai katoa
ngā whakahaere ki ā tātau katoa.

‘As one fern frond dies, another rises to take its place!’

Farewell to the year that has passed

And welcome to the year ahead!

Farewell also to those who have passed on.

And greetings to those who still remain.

‘Pursue your treasured aspirations, and if you falter,
let it be only to insurmountable difficulties.’

Without further ado, we hereby present to you our annual report.

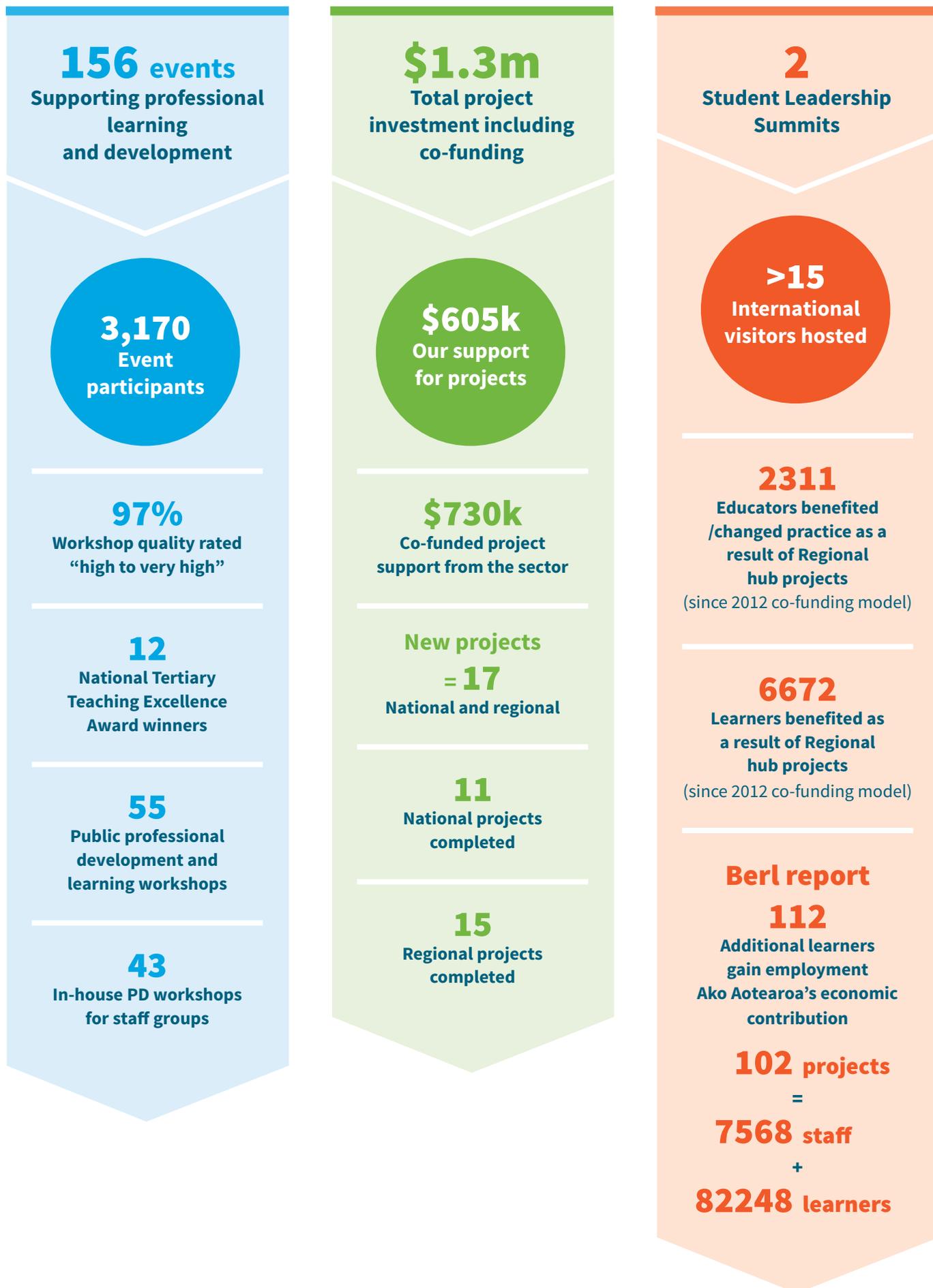
Read it so that you can feast upon the fruits of our labour and our sweat.

And as we look ahead to the year that lies there ahead of us, we hope and
pray that things go well for each and every one of us.

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Impact of Ako Aotearoa's work in 2016 – at a glance



Executive summary

This is Ako Aotearoa's ninth annual report since our establishment in 2007. Like its precursors, the 2016 report continues to tell the story of how we achieve our core purpose of promoting excellence and enhancing teaching practices for the benefit of all tertiary learners. It provides compelling evidence of how Ako Aotearoa continues to increase our reach across the sector, maximise our value-add as an organisation, maintain a tight focus on support for priority learners, and generally support the sustainable improvement of tertiary teaching and learning.

It was another very successful year of operation and we are proud to have continued the past pattern of exceeding our financial targets for cost-recovery and co-funding activity, as well as meeting all other key performance indicators. These measures demonstrate the extent to which the sector values our services and the opportunities we provide to enhance tertiary teaching and learning. They demonstrate our organisational effectiveness in terms of the value and return on the investment made by the Tertiary Education Commission (TEC) for the benefit of all learners.

While the numbers speak for themselves, it is also important to delve deeper into the specifics of how our work supports improvement of practice and enhanced benefits for learners. As with the 2015 annual report, we have again chosen to foreground some narrative examples and vignettes of how the activities of Ako Aotearoa and the rich variety of innovations in practice that we support make a difference to teaching and learning across this diverse sector.

The overall impact of our work is best seen in relation to the seven themes in our strategic plan. These are detailed on pages 34 to 83 and summarised here as follows:

1. Driving enhanced educational performance in Aotearoa New Zealand's tertiary sector

We provide and support a diverse range of activities in this theme, including our four main strategic forums, learner summits, and a wide range of external national and regional tertiary events. The four strategic forums continued our partnerships with peak sector bodies and strengthened new relationships with leading tertiary organisations. These popular events attracted a total of 605 participants from across the sector.

Our Impact Evaluation Framework (IEF) provides significant data on the value of the work under this theme. Based on the evidence collected in three impact evaluation reports, we estimate that 6672 learners have benefited from 22 regional hub projects carried out from 2012 onwards under the new co-funding model. A further 2311 practitioners have benefited from and/or improved their practice through participation in the projects.

To further quantify the value of our projects, we commissioned Business Economic and Research Limited (BERL) to undertake an analysis of our projects' possible contribution to learners and the economy. BERL looked at impact evaluation data relating to 102 projects – estimated to have reached 7568 staff and 82,248 learners. The analysis suggested that the projects contributed to the employment of an additional 112 learners – thus providing an indicative account of Ako Aotearoa's economic contribution.

The annual Tertiary Teaching Excellence Awards continue to provide the aspirational benchmarks of high-quality teaching, with the 12

winners for 2016 profiled on pages 43 through 45. Professor Jacinta Ruru (Raukawa, Ngāti Ranginui, Pākehā) from the University of Otago's Faculty of Law, received the supreme award in 2016, which was presented by Rt Hon John Key at the ceremony on 11 August.

2. Using evidence to support enhancement of practice across the tertiary sector

The two strategic objectives under this theme include raising the level of capability of tertiary practitioners through the provision of effective professional development and enabling the development of new approaches that have demonstrable, sustainable benefit to learners. In 2016, Ako Aotearoa delivered on this theme's objectives through a wide range of activities, including our professional development programme, national and regional projects, and synthesis reports that collate evidence-based research into tertiary teaching and learning.

More than 1500 staff attended the 55 public and 43 in-house professional development workshops that we offered in 2016. Ninety-seven per cent of participants who completed the post-workshop evaluations rated the quality of our workshops as *high* to *very high*, and 95% of respondents rated them overall as *valuable* to *very valuable* (a 69% response rate).

A total of 26 projects were completed in 2016, comprising 11 projects in the National Project Fund, 15 in the Regional Hub Project Fund. The impact and value-add of the projects can be seen in the Impact Evaluation Framework data mentioned above and the detailed narratives in the profiles section (pages 7 to 31). We are proud of the contribution our projects make to evidence-based change in teaching practice, and how that leads to enhanced learner success.

Our commitment to new projects in 2016 totalled \$605,000 for 17 national and regional projects that drew a further \$730,000 in sector commitment to that work.

3. Te Hīkoi Whakamua – doing better for Māori and the nation

Ako Aotearoa continued to develop as a Treaty-based organisation in 2016, with significant work undertaken to complete a cultural review of the organisation, which has strengthened the understanding and partnership between the Māori Caucus and the Board. The Māori Caucus also extended its hand to the Pacific Caucus, with the year ending with a joint meeting of the two caucuses. Both groups expressed a strong desire to have ongoing and in-depth dialogue to seek solutions to problems impacting on Māori and Pacific at the tertiary education level.

The Tuia Te Ako conference was held in partnership with Te Wānanga o Aotearoa and the generous support of the Chief Executive Dr Jim Mather, who opened the doors to the Mangere campus at no cost, along with sponsorship monies, support staff and transport for delegates. The conference attracted 150 delegates, with high levels of engagement between presenters and delegates and an average 90% positive feedback rating.

As in previous years, the work in this theme included a range of projects aimed at enhancing Māori learner success. Significant examples were the Weaving our Worlds project (profiled on page 79) and the Strengthening access to study for Northland youth project completed by the Te Matarau Trust and NorthTec through the Hei Toko Project Fund. More than 1260 learners contributed to this

work; sharing their learning experiences in tertiary education, their motivations, aspirations and the issues that impacted on their ability to achieve their full potential (page 59).

Another important initiative was the continuation of the successful He Taunga Waka project started in 2015 and separately funded by the TEC as part of the Adult Literacy and Numeracy Implementation Strategy (pages 10 and 11). In 2016, this project delivered 42 workshops attended by 600 educator/trainer participants, representing a significant increase in professional development for this learner group and a major contribution to the overall TEC strategy of developing a more literate and numerate workforce. The effectiveness of the innovative workshops and digital resources developed in the project was affirmed by a six-month extension to the contract until June 2017, pending review and further development of this major capability-building initiative.

4. Supporting Pacific peoples' advancement through better tertiary education outcomes for Pacific learners

Our work in this strategic theme is a diverse range of initiatives that includes our Pacific Tertiary Education Forum, the launch of the Pacific Leadership Scholarship Fund, and an ongoing commitment to professional development and change projects.

The 2016 Pacific Tertiary Education Forum, run in partnership with the Association of Pacific Staff in Tertiary Education (APSTE), attracted 138 delegates representing an increase of 30% from the 2015 event. Keynote addresses were provided by the Chief Executives of TEC and New Zealand Qualifications Authority and a senior manager from the Ministry of Education. TEC Investment Managers led sessions built around their sector portfolios. Participants were very positive about the forum, with 88% rating it as *good or excellent* in their written evaluations.

Our Pacific Peoples' Caucus developed the Pacific Leadership Scholarship Fund, designed to strengthen the contribution of Ako Aotearoa to enhancing Pacific teaching leadership. The inaugural four teachers selected for scholarships are profiled on page 65.

We fund a range of national and regional projects that support Pacific teachers and learners. A significant example is the Articulating and implementing a pedagogy of success for Pacific students in tertiary education project led by Dean Emeritus Margaret Southwick from Whitireia New Zealand. Featured as Profile 10 on pages 26 and 27, the project drew on examples of programmes at Whitireia where significant numbers of Pacific learners achieved the same or better results as non-Pacific students, and identified the pedagogical factors that enhance opportunities for Pacific learner success.

5. Fostering and acting on the learner voice

Ako Aotearoa has a deep commitment to the principle that an active learner voice needs to be supported at all levels: from individual classes and programmes, to organisational management and quality assurance, to high-level strategy and policy development.

Our commitment to this principle means that we are strong, ongoing advocates for improving the influence and impact of learners in our system. We supported a wide range of projects and activities in this strategic theme in 2016, including two learner voice summits in partnership with the New Zealand Union of Students Associations (NZUSA) and the Academic Quality Agency (AQA) (both profiled on pages 70 and 71), as well as a range of other projects and learner contributions to strategic forums and events.

The emerging field of learning analytics has much potential to enhance the learner voice and promote learner success at all levels. An exciting national project on building an evidence-base for teaching and learning

design using learning analytics data is featured on page 73. This project is producing a comprehensive range of practical resources to help educators better understand and engage with learning analytics as a valuable tool to support their learners and their teaching practice.

6. Informing policy and implementation

Our concern with tertiary education policy is founded on the recognition that achieving the best possible outcomes for all learners does not rely solely on the work of individual practitioners and organisations, but also depends on the broader structures and policy settings for the tertiary education system. The incentives, barriers, and requirements for these system-level factors influence priorities for educators and managers, shape learner engagement in tertiary education, and ensure that we can all be confident in the quality and effectiveness of our system.

We achieve our policy-related objectives in three main ways: facilitating the tertiary sector's engagement with major strategic and policy developments, providing advice to organisations through consultation and submission processes, and undertaking our own work to explore and address important topics facing our system. The notable activity in all these areas in 2016 is detailed on pages 75 to 80.

We made a major contribution to the Productivity Commission's inquiry into new models of tertiary education, including formal submissions on the inquiry papers and several meetings with the commissioners. This inquiry was one of the most significant policy developments in the sector over 2016, with the potential for significant influence on future government priorities. Our contributions were referred to multiple times in the draft report, with the final report published in early 2017 citing our input on 63 occasions. As we noted in our second submission to the draft report, ensuring positive outcomes for learners is best supported by a co-production model of learning in which outcomes emerge from the reciprocal efforts of both teachers and learners.

This is akin to the Māori concept of Ako. In this view, the act of learning and teaching is a dialogue between active participants rather than the transmission of content from an all-knowing teacher to a passive learner. The most effective uses of new learning technologies are grounded in this co-constructivist model. Genuine innovation is best embodied in practices that encourage this co-production, and a system and policy framework that enable their use.

7. Contributing to Aotearoa New Zealand's international reputation for high-quality, innovative tertiary education

Building strong international connections that lead to successful collaborative work on teaching and learning is a strategic priority for Ako Aotearoa. In 2016 there were significant developments in the objectives of this strategic theme. Our ongoing work on promoting international good practice in professional recognition and standards for tertiary teaching was boosted by a new relationship with the United Kingdom Higher Education Academy (HEA). We are now supporting Auckland University of Technology (AUT) and Unitec Institute of Technology (Unitec) with two pilot initiatives looking at the applicability of the United Kingdom Professional Standards Framework for New Zealand tertiary teaching.

We continued to ensure that our local educators and institutions benefit from access to top international academics. We hosted or co-hosted more than 15 international visitors, including high-profile keynote speakers at the New Zealand Vocational Education and Training research forum, and a fully booked workshop series on the "flipped curriculum" from Professor Geoff Scott from the University of Western Sydney (more information on page 49).

Highlights from 2016 – Project Profiles

Projects that reflect our vision – “the best possible educational outcomes for all learners”

Profile 1: Pacific Learner Success in Workplace Settings

Identifying strategies for better outcomes for Pacific learner success

Led by Glen Keith, General Manager, ServiceIQ

Industry training accounts for one in eight Pacific learners in tertiary education equivalent (or 5000 trainees), but there remains a significant and persistent difference in the participation and achievement of Pacific industry trainees. Pacific trainees participate in New Zealand apprenticeships at a lower rate than other trainees (25% of all Pacific trainees are enrolled in apprenticeships compared to 39% for other trainees) and have lower credit achievement rates (61% compared to 66%).

Together, ServiceIQ, The Skills Organisation, Careerforce, and Competenz account for the training of 80% of Pacific trainees. In an effort to better assist these trainees, the four industry training organisations (ITOs) joined with Pacific Perspectives to identify the links between interventions and retention to support higher achievement for Pacific learners in workplace settings and to develop in a toolkit for ITOs to apply the findings.

The team ran two pilot projects (November 2015 to May 2016) with 36 learners, six peer mentors and seven employees. One was a study group (through Competenz and The Skills Organisation) and the other involved a peer-mentoring programme (through ServiceIQ and Careerforce).

Feedback from learners and facilitators involved in the pilots conveyed optimism about improved outcomes and the team found that peer mentoring contributed to a dramatic increase in Pacific learner assessment completions.

Based on the findings of the pilot projects, the team made six recommendations:

1. Engage with Pacific families and learner support networks to disseminate information and counter misinformation about workplace learning.
2. Create a “culture of motivation”.
3. Implement learning support mechanisms that address learners’ negative perceptions of their own capability and foster confidence, engagement and motivation.
4. Provide support for facilitators and learner supports as key roles in industry training.
5. Contextualise and tailor learning.
6. Take a broad view of Pacific workplace success. Value “soft skills” and transferable skills that spill over into non-work settings and interactions.

Next steps

Ongoing monitoring of this cohort and collection of course and qualification completion data will enable a more in-depth analysis of these outcomes so that the toolkit can continue to be refined.

Learner perspective of the pilot programme

“...while the [qualification] is important, what I appreciate is the knowledge that you can put in practice straight away. It is a very good opportunity to do this course...”

ITO perspective

“...when we started planning for our [programme] we were pretty much going to tell them [employers] how we want it to run, but ... [then I realised] we were approaching it the wrong way, let’s have a look and talk to [organisations] and find out what they’re doing and how they’re doing it. So we went in and talked about their qualifications, and how its run and how they do their training and how they support their trainees and it just kind of fell into place really...”

Project Team Member
Te Rūnanga o Ngāi Tahu



Total project value:
\$154,287 (excl. GST)

Ako Aotearoa contribution:
\$50,000 (excl. GST)

Project status:
Final stages of completion

Information supplied by:
Pacific Learner Success in Workplace Settings
report (version 2.0, 9 December 2016)



Profile 2: He Taunga Waka

Professional development for teachers of Māori and Pacific adult learners in foundation education

Led by Ria Tomoana (to October 2016) and Dr Mei Winitana, Kaiwhakahaere Māori Project Managers, Ako Aotearoa; and Bruce George and Pale Sauni, Pasifika Project Managers, Literacy Aotearoa

Through its professional development programme for teachers working in foundation education, He Taunga Waka aims to make specific improvements in literacy and numeracy outcomes for adult Māori and Pacific learners and communities. The project is a joint effort between Ako Aotearoa and Literacy Aotearoa. The work is supported through the Māori and Pacific caucus groups. He Taunga Waka includes two strands:

- Ako, Aro and Whanaungatanga – a professional development programme for teachers of Māori adult learners in foundation education
- Pasifika Wave – a professional development programme for teachers of Pacific adult learners in foundation education.

Feedback from workshop participants

“Delivery and sensitivity to cultural validation of taurira...”

“Making a more focused and concerted effort in developing relationships early with students...”

“I want to make the environment more welcoming and pay special attention to breaking through those cultural barriers to engagement at the beginning.”



| The first He Taunga Waka Wānanga/Fono event in September



The HTW team with some of the attending Pacific stakeholders at our first Wānanga/Fono

In 2016 He Taunga Waka delivered 45 free workshops to approximately 600 educators working in the foundation sector. These workshops were delivered nationally with a mix of public and in-house offerings available.

The team also developed a set of digital resources that was launched as a prototype flipbook at the National Literacy and Numeracy symposium in August. Through online delivery, this set of resources provide a more sustainable and accessible approach to lifting sector capability.

The Wānanga/Fono 2016 held on 6 October at the Pasifika Community Centre, Manukau Institute of Technology, offered another opportunity to share the flipbooks with a group of stakeholders. Keynote presenters at the event included Bronwyn Ruth Nauma Yates (QSM, Te Arawa, Ngāti Maniapoto, Te Aitanga ā Māhaki, Rongowhakaata), Chief Executive, Literacy Aotearoa and Associate Professor Tracey McIntosh (Ngāi Tūhoe), Co-director Ngā Pae o te Māramatanga, The University of Auckland.

Next steps

The digital flipbooks for the professional development workshops and the wānanga/fono event are being further enhanced for release via the Ako Aotearoa website in early 2017.



Participants at a recent staff workshop at Manukau Institute of Technology

Feedback from Wānanga/Fono participant

“Brilliant. What a day. Highlights – Apps. Stories for successful tutors, learning in the dark embedding Māori styles. Leadership in the making.”



Profile 3: Young People's Perspectives on the Value of Youth Guarantee Fees-Free Programmes

Youth Guarantee Pathways and Profiles

Led by Doug Reid, Community Colleges New Zealand

A variety of educational interventions exist for young people who leave school without qualifications in Aotearoa New Zealand, but the impact of these interventions for the young people involved is not well documented.

The overall aim of this four-year project is to see to what extent Youth Guarantee Fees-Free students receive the education, skills and support they need to achieve their aspirations. Improved tertiary education organisation performance will lead to benefits for these learners, along with their whānau and communities, with flow-on economic benefits for the country.

In 2016, the team undertook the second phase of this project to explore young people's pathways and longer-term outcomes after completing a Youth Guarantee Fees-Free programme. Sixty-three young people, including a good proportion of Māori and Pacific students, were interviewed at the start of their Youth Guarantee programmes and they will be tracked until the end of 2018. Their stories will be gathered through an interview format.

The teams have just completed their first profile report, which focuses on producing learner profiles to enhance understandings of the needs and perspectives of Youth Guarantee learners. The profiles





have been developed from two surveys and interviews with young people who attended Youth Guarantee Fees-Free programmes at Community College, Unitec and YMCA during 2015. Three emerging themes – connections, choice/control and learning and achievement – are visible in all aspects of participants’ educational experiences and transitions. The connections between these themes are an indication of the complexity of the education and transitions experiences of this group. The overall message from this profile report is that Youth Guarantee Fees-Free programmes have a largely positive impact on their learners; the support, environment and positive relationships with staff and peers at their Youth Guarantee providers are a large part of this. Participants are further motivated by having control and seeing themselves succeed.

Next steps

Work will continue until the end of 2018, with the final report due for completion in 2019. The findings will provide recommendations to all Youth Guarantee providers on ways to improve outcomes for Youth Guarantee Fees-Free learners.

Project team perspective

“A qualification might open doors for young people but the skills and personal development gained from Youth Guarantee and consistent support are what keeps the door open for them.”

Youth Guarantee provider and learner perspective

“It’s a real second family...just the environment, and like, the whole vibe throughout the [YG Provider]. Coz they get along, all the tutors and that sorta get along with young people real well....It’s real good. Yeah, it’s just our little community.”

Q Dylan

Total project value:

\$315,110 (excl. GST)

Ako Aotearoa contribution:

\$157,555 (excl. GST)

Project status:

**Started in 2015,
expected project completion mid-2019**

Information supplied by:

**Youth Guarantee Pathways
and Profiles Report**

Profile 4: Ako Whakaruruhau

Cultural inclusion and lasting learning pathways in industry

Led by Dr Catherine Savage, Ihi Research

Following the Christchurch earthquake in 2010, Māori trade training was re-established by a unique partnership between Hawkins, Ngāi Tahu and Ara Institute of Technology. The pre-trade programme He toki ki te rika emerged, which resulted in over 900 pre-trade completions in the first five years (Tarena, 2014).

However, the project team involved in the partnership found that while learners were successfully completing the pre-trades programme, they were not progressing into apprenticeships and continuing through to completion. The gap between Māori and non-Māori apprenticeship completion is significant in New Zealand, but the team also considered the contributing factor of cultural dissonance between non-Māori employers and their Māori apprentices.

Industry perspective

“We want to build an awareness and internal culture that will contribute to Māori success in our organisation and in our industry. Māori success will help shape our organisations and in turn, how New Zealand grows.”

[Nancy O’Connell, Hawkins](#)



Feedback from Māori apprentices involved in the programme

“There’s probably thousands of kids, struggling with poverty and gang life... I reckon this course is hugely important. We could save New Zealand’s future.”

Q *Vee Henare, He toki ki te rika student, Ara Institute of Technology*

“I was referred by a friend and my life was a bit up in the air... I guess I thought I’d give it a go... and wow, it’s pretty awesome.”

Q *Toby Palmer, He toki ki te rika student, Ara Institute of Technology*

To address this issue, the project team established a strategy team, Ako Whakaruruhau, to increase the rate of Māori apprenticeship success. The team hypothesised that reducing the level of dissonance between the employer and the apprentice would support apprenticeship success.

The team developed its two-year project based on the Te Ako Tiketike – Māori as successful workplace learners model, developed as part of a previous Ako Aotearoa-funded project (Kerehoma et al, 2013). The five key aspects that the model identified as crucial to successfully supporting Māori apprentices are:

- tuakana-teina (peer mentoring, peer learning and role models)
- connectedness (employer and trainer relationships)
- whānau support and encouragement (partners, iwi, hapū and marae)
- strong foundation for workplace learning (support for literacy, numeracy and financial development)
- personal commitment, attitude and motivation.

Incorporating these five aspects, the team tailored the work to their particular context. As the project developed, both the organisations and individuals involved took significant steps to support Māori apprenticeship success. This included gaining regular feedback from apprentices about their worksite, developing mentoring structures within the business, creating online information sessions and leadership sessions, and creating an environment focused on learning.

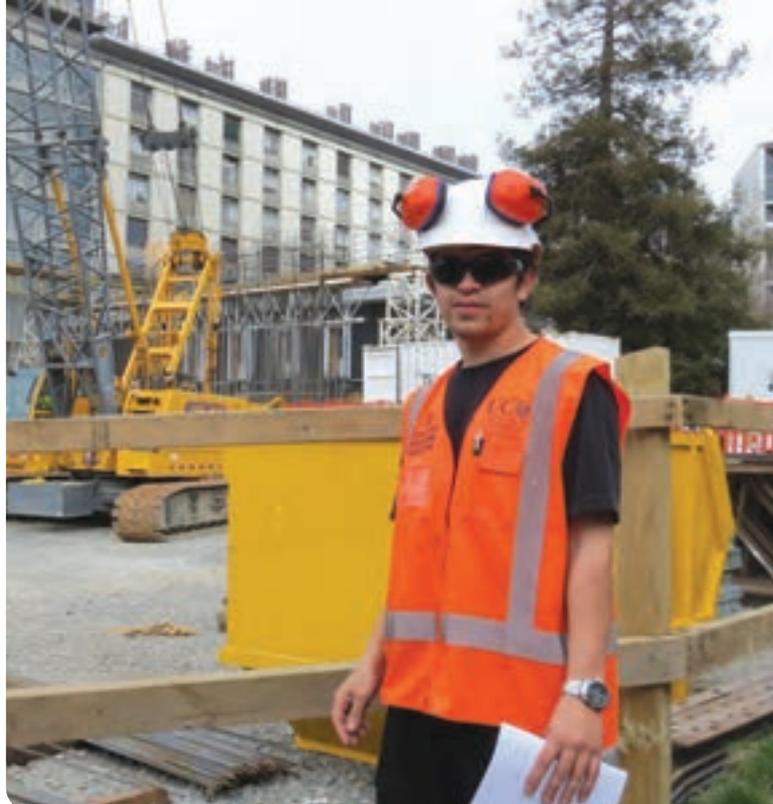
Supporting sustainability

In 2016, to support continued change onsite, the project team developed a set of resources that would enhance the a positive learning environment for Māori apprentices, including a “tool-box” that focuses on cultural inclusion, mentoring and apprenticeship support.

Next steps

The team will promote the outputs of this project through online resources, print media and by developing an implementation book that can be used to encourage apprentice success within the construction sector.

The impact evaluation is underway and will include an analysis of collected data in response to all of the interventions. Quantitative data on each apprentice’s success will be collected in 2017.



Project leader perspective

“We have seen the willingness of staff to take responsibility for apprenticeship success in whatever role they are in. We have seen an increase in our Māori apprentice’s success and attitude as this support is evident in the workplace.”

Q *Dr Catherine Savage, Project Leader*

Iwi perspective

“We’ve got 96 [apprentices] who have transitioned into full-time employment, and 87 who passed the pre-trade training programme have opted to stay in education – and I see that as big a success as getting them into full-time work.”

“There is no shortage amongst the young Māori of Christchurch and from around the country wanting to step up and get into apprenticeships.”

Q *Tā Mark Solomon, Kaiwhakahaere, Te Rūnanga o Ngāi Tahu*

Total project value:
\$300,000 (excl. GST)

Ako Aotearoa contribution:
\$150,000 (excl. GST)

Project status:
Completed December 2016

Information supplied by:
Supporting Māori Apprenticeship Success through Mentoring and Building Employer Capability Summary Report

Profile 5: Perioperative Interprofessional Dedicated Education Unit – Pilot Project

Interprofessional learning

Co-led by Dr Willem Fourie, Manukau Institute of Technology and Victoria Crisp, Counties Manukau Health

This is the latest project to examine the benefits for learners that can be achieved by implementing a new approach to nursing placements – Dedicated Education Units (DEUs). DEUs foster interaction and sharing of knowledge amongst learners and clinical staff.

The original Ako Aotearoa-funded project, led by Dr Willem Fourie from Manukau Institute of Technology (2008), paved the way for the establishment of DEUs with the Counties Manukau District Health Board through the Collaborative Nursing Development Unit. There are now currently 16 DEUs in 25 clinical settings, including one in aged-related residential care at Howick Baptist Hospital, the Interprofessional DEU (Nursing/Medical/Anaesthetic Tech) in perioperative care, and co-faculty DEUs in Kidzfirst and Adult Medical with Manukau Institute of Technology and University of Auckland Nursing students.

International interest in this work has been strong, particularly from the United States of America, Australia and Wales, while other organisations around New Zealand have adopted the DEU approach.

The aim of this specific project was to evaluate the pilot Interprofessional DEU, which included shared learning opportunities between Year 4 medical students from The University of Auckland and Years 2 and 3 Bachelor of Nursing and Bachelor of Nursing Pacific students from Manukau Institute of Technology.

The DEU learning environment matches the education of students more closely to the reality of the workplace and, therefore, enhances the ability of the tertiary organisations involved to produce more work-ready graduates for health providers.

Nursing student perspective

“...it [the DEU placement] has had a really big impact on me. I feel motivated all the time to think, how can I do this? How can I do that? How can I make it better next time?”





Next steps

The evaluation suggests that opportunities continue to arise based on groundwork laid through the pilot project. These include combined debriefs following theatre cases and interprofessional workshops that are open to professional groups beyond nursing and medicine, such as pharmacy.



Medical student perspective

“We had a really good experience with a nursing student ... she got a lot of teaching not only from the nursing staff but from the medical staff. And we also get a lot of input from the senior nursing staff. They really help us out a lot...”

DEU Update

“Our DEUs currently take over 50% of the total Nursing placements we host in this organisation. In 2015 we hosted 509 learner placements, and 565 in 2016.”

Victoria Crisp, Project Co-leader

Total project value:
\$52,272

Ako Aotearoa contribution:
\$10,000

Project status:
In-progress

Information supplied by:
Ako Aotearoa Northern and Central Hubs’
Projects Alive! Colloquium and
Victoria Crisp presentation

Profile 6: Resources for Māori Second-Chance Learners with a Literacy and Numeracy Focus

Project-based learning focused on numeracy and literacy skills with Māori second-chance learners

Led by Anwyl Minaar and Jodie Cook, Matapuna Training Centre

The aim of this study was to create two integrated project-based learning lessons that will engage Māori second-chance learners at Matapuna Training Centre (MTC), a small Māori private training establishment based in Gisborne.

In 2015, MTC developed two project-based programmes, the Waka Project to explore iwi approaches to waka designs and the Stream Project to explore the ecology of rivers. MTC's findings show that project-based learning contributed to better learning outcomes with completion results rising to 47% in 2015 from 28% in 2013. On top of that, over half (59%) of students in the project-based learning era are progressing to further tertiary study.

In terms of direct impact, of the 17 Level 1 students who participated in the waka and/or stream project – nine achieved NCEA Level 1; four have some evidence gathered for their numeracy and literacy and are on their way to completing Level 1 in 2017; and four left the course. Of the eight Level 2 students who participated in the Stream Project – all eight completed their NCEA Level 2 and their National Certificate in Computing Level 2. As part of their work, the eight Level 2 students also taught a group of 70 primary schoolchildren about stream health monitoring.

Project leader perspective

“Learners who participated in the project are more confident, happy and self-esteem has developed positively as they see their end goals set and achieved. They voice the fact that they now understand maths better.”

[Anwyl Minaar, Project Leader](#)



Matapuna CEO Jodie Cook (left) and Anwyl Minaar



In 2016 there was a centre-wide move to using project-based integrated learning on as many topics as possible. The two pilot projects have been refined and the activities have been formalised. Project workbooks have been designed to help staff and students with the pre-teaching, which are tied to the Adult Literacy and Numeracy Progressions.

There have been continuing professional development sessions for teaching staff to broaden their understanding and skills associated with project-based learning. These sessions and the staffs' overall involvement in the projects has resulted in teaching staff feeling more confident about teaching literacy and numeracy skills and developing project-based teaching resources. Another development has been staff increasingly using tuakana/teina relationships to foster excellent learning and enhance cohort relationships.

For learners, beyond improved scores there has also been a move to self-identify their own learning needs. Learners are more willing to attempt and complete tasks, and their motivation is enhanced by the integrated "real life" aspects of the projects.



Next steps

MTC plans to continue to use the project-based learning model to improve learning outcomes for all of its students. The centre will continue to share its findings to support better learning outcomes across the sector.



Total project value:

\$22,575

Ako Aotearoa contribution:

\$10,000

Project status:

Completed November 2015 with update and additional results reported in 2016

Information supplied by:

Co-funder/project lead interview undertaken by Helen Lomax (November 2016) and six-month IE conversation (Chauvel, F. 2017)

Profile 7: Medicines Clinic – A Novel Opportunity for Understanding Health Literacy

Health literacy

Co-led by James Windle and Aynsley Peterson, Pharmacy, Health Sciences, University of Otago

Good health literacy engagement is vital to good health outcomes. Students at the School of Pharmacy, University of Otago, had previously been given opportunities to practice developing their health literacy skills at in-house sessions with patients. Staff at the School of Pharmacy recognised that both the community and the students would benefit from more accessible health literacy sessions that take place in community settings.

Co-funded through our Southern Regional Hub in late 2014, this pilot project involved a group of academic staff at the School of Pharmacy running monthly Medicines and Health Literacy Clinics (MHLC) within the Dunedin community with final-year pharmacy students attending. The clinics allow patients to bring all their medicines and supplements to a community setting without appointment or cost.

Student perspective

“Quite often we as students were not familiar about health literacy and by having supervising pharmacists, they definitely assisted us on how to apply the concepts in a clinical context. The supervising pharmacist also required us to prepare for the clinic sessions by reading some articles about health literacy in NZ. This preparation was indeed helpful as the principles were applied during the consultation with the patient.”

Q Taken from Chauvel. F. (2017)

Residential village resident Mr Grahame Cattermole with P4 student Giulia Butler and Pharmaceutical Society of NZ President Dale Griffiths





| P4 student Nathan Ong with Ansley Peterson, University of Otago

Project team perspective

“The importance students are now placing on health literacy has been observed as they incorporate this aspect into their presentations in courses where health literacy is not part of course requirements. This focus is important to their future practice once employed in pharmacist roles.”

Comment during impact evaluation interview

By the end of 2016, 65 learners from the school had directly benefited from the initial programme, with another 80 learners receiving indirect benefits. A total of 15 clinics had been held with 88 members of the public, including some whānau support, receiving free consultations.

At the six-month impact evaluation interview in mid-2016, the project team reported that working within a novel interactive environment increased students’ self-confidence in communicating directly with patients and their knowledge of and focus on health literacy. The project facilitated student experiential learning on health literacy, patient communication and clinical reasoning, in a safe environment with professional guidance. It provided the opportunity for the students to engage with academic staff in a professional setting where learning took place by observation and participation.

The report’s recommendations have fed into the Bachelor of Pharmacy and the School’s curriculum review in 2016, resulting in the MHLC approach now being embedded in the School of Pharmacy’s curriculum. The team presented on the MHLC pilot programme at the Australasian Pharmaceutical Science Association forum in December.

Next steps

- Health literacy is now being taught beyond the MHLC.
- The School of Pharmacy’s clinics will be aligned with the Division of Health Sciences’ plans for a clinic outpost in South Dunedin.
- The School will continue to run clinics in aged-care residential facilities.
- Discussions are taking place with the regional primary healthcare organisation about potential funding to increase the level of support in the local community.

Total project value:
\$39,360 (excl. GST)

Ako Aotearoa contribution:
\$10,000 (excl. GST)

Project status:
Completed December 2015

Information supplied by:
Six-month impact evaluation interview with
B. O’Regan and Chauvel Report (2017)

Profile 8: Contextualising Vocational Programmes to Match Institutional and Industry Settings

Matching vocational programmes to industry needs

Led by Sean Squires, Toi Ohomai Institute of Technology

This purpose of this collaborative Northern Hub project led and co-funded by Toi Ohomai is to improve the learning experience and outcomes for institutes of technology and polytechnics (ITP) automotive graduates. The report documents the process of developing a high-quality programme of study in automotive engineering that has contributed significantly towards cementing inter-institutional relationships and the content of new automotive qualifications under development in New Zealand. Over time, it is envisaged that the project recommendations, as embedded in new qualifications, will see quality and consistency of educational delivery at a national level.

Team perspective

“...it is the relationships and contact levels between all three groups of stakeholders [employers, learners, tertiary education organisation] that have the biggest impact on apprentice engagement and employer perception of support.”

Chauvel, F. (2017)



In recent years, there has been a growing need for changes to automotive training, which in part has been motivated by the need to meet Tertiary Review of Qualifications (TroQ) and the evolving needs of the automotive industry. Based on surveyed industry feedback from employers and motor trade associations, a need was identified to increase training duration and ensure a combination of polytechnic and workplace-based assessment.

The methodology for this work was a multi-site case study design, where Toi Ohomai's programme package was delivered in four different settings across Aotearoa New Zealand (Toi Ohomai, Ara Institute of Technology (formerly CPIT and Aoraki), Eastern Institute of Technology and Nelson Marlborough Institute of Technology). The project team, led by Toi Ohomai (formerly Waiariki Institute of Technology and Bay of Plenty Polytechnic), focused on the premise that offering a full-time training programme with a work experience element is essential to building strong relationships with work experience providers and employers, who are often, but not always, one and the same.

Toi Ohomai has a successful Level 3 automotive programme that has increased pass rates, through the implementation of this project, by 10% (from 58% in 2009 to 68.75% in 2013 and continuing upwards).

The project explored how learners and tutors responded to the programme material, which included workbooks, assessments and online videos that can be delivered as a full-time, on-campus programme, or as part of a managed apprenticeship including night classes, block courses or day-release workshops. It investigated preferences and experience around training delivery options, including classroom and online, and workplace and off-job learning environments. The team also investigated barriers and solutions specific to each location to test general principles that could be transferable across the wider vocational trade education sector.

Potential transferability to other apprenticeship systems

The project findings and principles validated in the automotive area are transferable and suitable for other apprenticeship systems. A project output has been the publication of a good practice guide, which provides a valuable resource for other vocational and trade education providers to support the creation of optimum learning environments for their learners.

Organisational perspective

"The biggest difference that the project has made is that it has cemented relationships with other ITPs. Increased collaboration nationally has led to a co-development team with an increased knowledge of the industry. Basically the project recommendations have been implemented in the new qualification.

"Over time, we expect that there will be a consistent and higher quality graduate. This will improve the standard of the automotive engineer in all areas within our consortium."

Q *Malcolm Hardy, Head of School, School of Applied Technology, Toi Ohomai Institute of Technology (Chauvel, F. 2017)*



Project recommendations incorporated in the development of new qualifications

Significantly, the project recommendations have contributed in the review of automotive qualifications as part of the TroQs. It is anticipated that as the automotive qualifications develop the project recommendations will inform the training delivery of 14 ITPs involved in the TRoQ.

Next steps

The consortium has been extended from the original four ITPs to include Tai Poutini and Otago with Toi Ohomai and Unitec Institute of Technology (Unitec) (in negotiation as co-developers and consortium members post-TRoQ).

Total project value:

\$20,000

Ako Aotearoa contribution:

\$10,000

Project status:

Completed July 2016

Information supplied by:

Final report

Profile 9: Non-completers in Industry Training

Exploration of apprentices' views on the barriers to success in industry training

Led by *Adrienne Dawson, Industry Training Federation*

Non-completion rates in industry can be a huge cost – both economic and social – for individual learners, industry training organisations (ITOs), and employers. For example, in 2014 there were nearly 140,000 trainees and apprentices involved in workplace learning through ITOs, but less than half (42%) successfully completed their qualifications.

The Industry Training Federation (ITF) and a consortium of ITOs explored the reasons why some industry trainees do not complete their qualifications. One hundred and fourteen non-completing industry trainees and apprentices were interviewed about their

reasons for and the factors that contributed to the non-completion of their qualifications.

As the team found, non-completion involves a complex mix of factors, that range across their employment (for example, employers' attitude to training), to system (for example, the labour market), and personal issues (for example, health).



Trainee perspective

A total of 114 trainee interviews were conducted:

Trainees were asked “What do you think would have helped you to complete your qualification?”

Their responses fell into either the employment or system categories, with only a small portion indicating that a change in their personal circumstances would have made a difference.

Employment

- More on-the-job opportunities to learn and be assessed.
- More time and a structured approach to training.
- More engagement and encouragement from employers with training.
- More understanding from employers about what it takes to learn at work.
- Experts to work alongside trainees.
- Closer supervision or mentoring.

System

- More support from the ITO.
- More information about assessments, access to resources.
- Materials relevant to the job.
- Improved or more off-job provision.

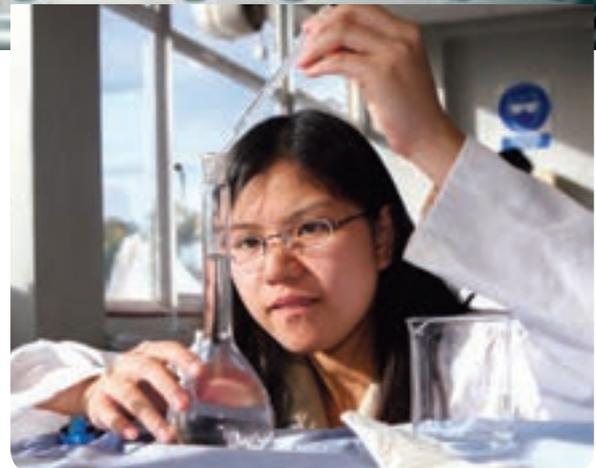


The trainees' reasons for non-completion and their suggestions for improvement provide valuable insights into the types of interventions that could be put into place or strengthened to aid qualification completion.

Fundamental to addressing non-completion is an examination of what those with pivotal roles in the training system might learn from this research about where and how they might intervene and support trainees to continue with their training.

Next steps

In 2017, and based on this study, the ITF will seek feedback from ITOs and employers to identify targets for qualification completions and to elicit ideas to improve completion rates.



Total project value:
\$131,675 (excl. GST)

Ako Aotearoa contribution:
\$53,000 (excl. GST)

Project status:
Completed – launched October 2016 at the NZVET Research Forum

Information supplied by:
Learning, life and work: Understanding non-completion of industry research report

Profile 10: Articulating and Implementing a “Pedagogy of Success” for Pacific Students in Tertiary Education

Encouraging success for Pacific students in tertiary education

Led by Dean Emeritus Margaret Southwick, Whitireia New Zealand

Over the past 10 years, Pacific students in the Bachelor of Nursing Pacific and Bachelor of Social Work at Whitireia New Zealand (WNZ) have experienced completion and success rates comparable to national rates for non-Māori and non-Pacific students in similar programmes. This record is in contrast to rates at many other tertiary education organisations. The core intent of this project was to look at how these two programmes succeed at meeting the needs of Pacific learners so other organisations can adopt similar approaches.

Identifying the road to success

The two programmes in this project provide examples of how these success factors can be achieved. As the team noted in their final report, “Core to this work has been demonstrating that the current slow rate of improvement in educational outcomes for Pacific learners is not inevitable”. By providing appropriate learning experiences, Pacific students can experience the same success as other learners.

Pacific learner perspective

“If I don’t feel comfortable in class, I don’t feel confident to say or do things – so feeling safe is a big thing. If you don’t know something there is always someone who will help.”

Student, Whitireia NZ

The project team involved staff from both of the programmes at WNZ, with additional input from staff at Unitec and Massey University. Using an Appreciative Inquiry approach, the pedagogy identified as supporting student success included the importance of a “safe” learning context, acknowledging the continuum of learners’ own cultural experience, and supporting students to walk between Pacific and non-Pacific environments (Figure 1).

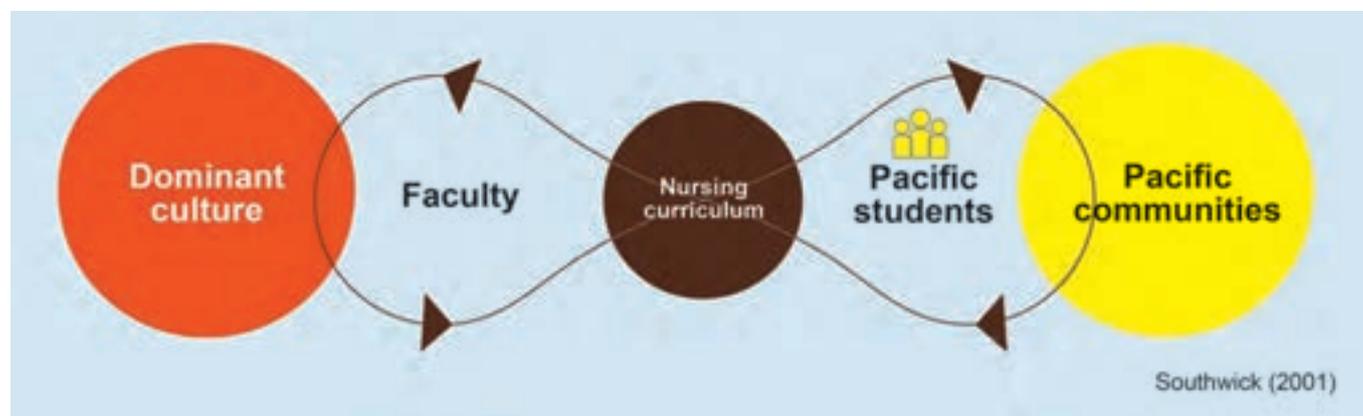


Figure 1: Reconstructed model of marginality



(Team members L-R) Louise Falepau, Fotu Fisi'iahi, Margaret Southwick, Theresa Nimarota, Wendy Scott, and Jean Mitaera (absent: Karl Polutu-Endemann, Sue Gasquoine, John Stansfield, Ann Smith, and Metua Daniel-Atutolu)

The project included both analysis of data and interviews with tertiary education organisation (TEO) leadership and staff involved with the two programmes. It also included interviews through six focus groups involving a total of 40 student participants in 2014.

As a report on the state of the Pacific Health Workforce, by Pacific Perspectives (2013) notes, “The highest rates of participation and completion [Bachelor in Nursing] are associated with the Wellington region, which may reflect the long standing commitment to the training of Pacific people by Whitireia Community Polytechnic [New Zealand] reflected by the Bachelor of Nursing Pacific and the proximity of the TEO to a significant Pacific community”. The report provides a 2011 example that “of the 24 completions reported in the Wellington region, 22 were associated with the Bachelor in Nursing Pacific (programme) at Whitireia”.

The Bachelor in Social Work (BSW) has similarly experienced high levels of participation and success for Pacific students. While the BSW programme is not specifically designed for Pacific students, it is almost exclusively delivered by academic staff who themselves self-identify as being of Pacific heritage and descent.

Next steps

The final report provides recommendations for TEOs, the TEC and Pacific communities and leaders on how to support better learning outcomes for Pacific students.



Staff perspectives

“Across all of the focus group interviews, students were very clear that one of the defining characteristics of these two programmes was the uncompromising belief of the teaching teams that they (the students) could be successful. The commitment the teaching staff demonstrated to the students went beyond the confines of curriculum content.”

“Learning together and being open to a reciprocal process encourages a facilitative ‘lets figure it out together’ approach. As a non-Pacific person, learning about Pacific contexts, lives and worlds helps me to be a better teacher. The students are the teachers in this experience.”

Total project value:
\$300,000 (excl. GST)

Ako Aotearoa contribution:
\$150,000 (excl. GST)

Project status:
In-progress

Information supplied by:
Draft final report

Profile 11: Review of Good Assessment Practice in Industry Training

Identifying good assessment practice in industry training

Co-led by Natalie Bourke, ServiceIQ and Nyk Huntington, Ako Aotearoa

The workplace provides a genuine context for assessing the progress, skills, knowledge and competencies of trainees. In 2009, the Ako Aotearoa-funded project led by the Industry Training Federation, ITO Workplace Assessment Structures, centred on bringing together the principles of assessment in industry training environments. Also developed from this work was *A Guide to Good Practice in Industry Training Organisation Structures and Systems for On-Job Assessment* (Vaughan & Cameron, 2009).

By 2015 a review of this work was considered timely for the sector. Led by ServiceIQ and Ako Aotearoa (with TEC Joint Ventures and Amalgamation Projects funding) this project, Review of good assessment practices in industry training, describes on-job assessment practices based on talking with employers and trainees at large and small businesses and industry training organisation (ITO) representatives.

The team found there is no single model for on-job assessment. Rather, ITOs need to adapt a principles-based approach to suit the needs of their trainees, employers and industries.

The four principles include:

1. ITOs and workplaces have a clear purpose for assessment and work together.
2. ITOs' assessment structures and systems support learning, skill acquisition and qualification completion.
3. Good assessment requires appropriately recruited, trained and professionally developed people.
4. Moderation contributes to the validity and reliability of assessment decisions.



The summary report – Principles of on-job assessment for industry training – provides a guide to illustrate how each of the four principles are of value to all ITOs. Each principle has questions aligned to it, for example, principle one raises questions for consideration, such as:

- How do we operate a partnership approach with industry, employers and trainees?
- How, when and what do we communicate with industry, employers and trainees?

This work and the practical resources will support industry training into the future.





Organisational perspective

“The Review of good assessment practice in industry training project has been extremely useful in providing us with clear illustrations of what good assessment actually looks like. This is valuable when discussing how we can better support effective assessment practices, and when explaining assessment to others.”

Q Glen Keith, General Manager, Strategic Engagement, Service IQ

Total project value:
\$100,000

Ako Aotearoa contribution:
\$50,000

Project status:
Final report published October 2016

Information supplied by:
Principles of on-job assessment for industry training full report

Profile 12: LUMOS – Capturing Learning in Undergraduate Mathematics

Effectively teaching undergraduate mathematics

Co-led by Professor Bill Barton and Dr Judy Paterson, The University of Auckland

Aotearoa, New Zealand's development as a high-value, innovative, knowledge-led economy and society will require strong scientific, technical and mathematical professionals. Developing these professionals is a priority for the tertiary education sector. Teaching and learning practices within our tertiary courses are therefore of critical importance.

The Learning in Undergraduate Mathematics: The Outcome Spectrum (LUMOS) project, co-funded by Ako Aotearoa and the New Zealand Council for Educational Research's Teaching and Learning Research Initiative, takes an aspirational, comprehensive and robust approach to supporting tertiary teachers of mathematics in what the team describes as "authentic mathematical experiences" for their learners.

New Zealand educator perspective

"The work makes a significant contribution to existing knowledge on effective teaching and learning because it has systematically identified relevant learner outcomes, developed and tested teaching methodologies to support the achievement of those outcomes, and, via the 'how to' guides, presented the results in a digestible and usable way."

Rua Murray, University of Canterbury and National Tertiary Teaching Excellence Award winner 2012





This multi-year study is expected to make a significant contribution to tertiary teaching and learning of mathematics because it focuses firmly on the learner, and the attributes and capabilities that teachers of mathematics want their learners to develop.

The study was informed by international research and focused on transferable behaviours for both educators and learners that can be emulated across New Zealand’s university mathematics programmes – and beyond.

The project team, though largely based at the Mathematics Department at The University of Auckland, also worked in collaboration with colleagues at the University of Canterbury and Victoria University of Wellington. The research was supported by an international reference group of experts including, Professor Michèle Artigue, Université Paris VII and Professor John Mason, Oxford University.

Now in final stages of completion, team co-leader Professor Bill Barton describes a project highlight, “for me it was the low lecture trial when we showed that it’s possible to give students much more responsibility for their learning and for us to be much more flexible in delivering our teaching. This was all backed up by evidence and resulted in a much more authentic learning experience for students.”

International perspective

“I was delighted to have the chance to hear about the LUMOS project first hand. LUMOS revealed new complexities in the teaching and learning of undergraduate mathematics and in so doing pointed to how the community might move forward.”

Q Dame Celia Hoyles, *President, Institute of Mathematics and its Applications (IMA) speaking after Professor Barton’s address at the IMA conference in Glasgow 2015.*

(Since that time, Dame Celia has visited New Zealand and attended the final “Report Back to the Community” meeting of the project, chairing the final session on “Where to from here”.)

Total project value:
\$282,177 (excl. GST)

Ako Aotearoa contribution:
\$105,277 (excl. GST)

Project status:
Final stages of completion

Information supplied by:
Draft final report and peer-review feedback



Chair's report

The Board and management of Ako Aotearoa are delighted to report another successful year of working with, and contributing to, the tertiary education sector. We have successfully invested in funding the work of many educators as they focus on improving and expanding the delivery of excellent tertiary education to New Zealand learners. The organisation has met its entire budget and output targets, and exceeded expectations in some areas of revenue generation, including attendance at Ako Aotearoa-led and supported strategic events. As an organisation, we are committed to continuing to develop income opportunities to supplement the funding received from the TEC and this area of our business has continued to grow over the past year.

We are very proud of the reputation and contribution that Ako Aotearoa has made in the sector over the past years. This contribution is, in no small measure, due to the leadership, professionalism, commitment and vision of Professor Bryan Gould and Dr Peter Coolbear. Bryan as Chairman of the Board has led the development of the core strategies that are now the backbone of the services we provide. These strategies underpin the excellent reputation that we have achieved. In September, Bryan made the decision to retire from the role of Chair of the Board. The Board and Management will sorely miss his clarity and sense of purpose and we wish him well in his further endeavours.

Peter Coolbear as the Director provided the operational passion and attention to detail that turned the Board's strategies into tangible deliverables. In the past year, Peter too has decided to pursue other challenges, and we wish him all the very best in his retirement and beyond. To step into the Director's shoes, we welcome Dr Stanley Frielick as our new leader for the organisation. Stanley joins us from a long and successful career in teaching and learning professions. He will be tasked by the Board with continuing our focus on excellence and support to the sector.

Ako Aotearoa will continue to focus on our role as a source of advice and expertise on a wide range of issues that are important to tertiary education, and to develop valuable links with similar bodies overseas.

I would like to thank the Ako Aotearoa Board on behalf of Bryan (as previous Chair) for their support, hard work and focus on how this organisation contributes to enhancing teaching practice across the sector to support better outcomes for all learners. I would also like to thank them for supporting the recommendation of my appointment to Chair of the Board. I very much look forward to continuing the great progress we have made over the past years.

No annual report would be complete without acknowledging the wonderful contribution of the staff of Ako Aotearoa and their efforts in so effectively fulfilling our remit.

A handwritten signature in blue ink, appearing to read 'Graeme Benny'.

Graeme Benny
23 February 2017

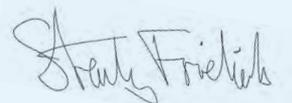
Director's report

The year in reflection

2016 was an exciting year of activity and change for the organisation. The founding Director Dr Peter Coolbear retired in August. Shortly afterwards, Bryan Gould – the equally long-serving Chair of the Board – stepped down from his position. Together, Peter and Bryan were a formidable combination; taking Ako Aotearoa from small beginnings in 2006 into a national enterprise with significant reach and presence across the diverse regions and institutions that constitute the tertiary education sector in New Zealand. As the new Director, I acknowledge and pay tribute to their many years of effort and excellent service to the organisation.

The successful initiatives and activities reported in 2016 are due to my predecessor, the fine group of staff, our Board and Māori and Pacific Peoples' Caucuses, and the many advisory groups, partners, contractors and stakeholders that support our work. The organisation is held in high regard across the sector, and I would like to thank everyone involved for their commitment and input.

As Ako Aotearoa moves into its tenth year of operation, we will continue to build on the strong reputation the organisation has attained through its collaborative work with skilled and passionate individuals and organisations from all areas of our tertiary system. Our challenge in the coming year is to ensure that we respond effectively to the rapid changes that characterise education and learning today. I look forward to leading the organisation into its next phase of growth.



Dr Stanley Frielick
Director, Ako Aotearoa



Strategic themes guiding Ako Aotearoa's work

Strategic Theme One	Driving enhanced educational performance in Aotearoa New Zealand's tertiary sector
Strategic Theme Two	Using evidence to support enhancement of practice across the tertiary sector
Strategic Theme Three	Te Hīkoi Whakamua – doing better for Māori and the nation
Strategic Theme Four	Supporting Pacific peoples' advancement through better tertiary education outcomes for Pacific learners
Strategic Theme Five	Fostering and acting on the learner voice
Strategic Theme Six	Informing policy and implementation
Strategic Theme Seven	Contributing to Aotearoa New Zealand's international reputation for high-quality, innovative tertiary education

Ako Aotearoa's work is driven by our mission: the best educational outcome for all learners.

The following sections demonstrate the breadth of collaborative activities we undertake with individuals and groups across the tertiary sector and internationally. They are significant pieces of work on their own, which collectively evidence the strength of our strategic approach. We support skills development to enhance New Zealand's economic future. Our work encourages innovation and use-inspired projects for better outcomes for individual learners, communities and New Zealand as a whole.

The diagram below (taken from our *Strategic Plan 2014–2017*) outlines the ways we work with other tertiary sector organisations and practitioners.



Strategic Theme 1

Driving enhanced educational performance in Aotearoa New Zealand's tertiary sector

We lead the drive towards positive change within New Zealand's tertiary education system through the enhancement of teaching and learning, as reflected in the diverse range of activities we undertake under Strategic Theme One.

Strategic forums

Our strategic forums are an important stream of work for Ako Aotearoa. These are events where we partner with organisations to advance national conversation, thinking and practice in aspects of tertiary education (see *Ako Aotearoa Annual Report 2015*, page 29).

In 2016 we co-hosted four strategic forums, continuing to partner with some of the sector's peak bodies and strengthening new relationships with leading tertiary organisations. These popular events attracted a total of 605 participants from private training establishments (PTEs), institutes of technology and polytechnics (ITPs), universities, wānanga, industry training organisations (ITOs), and adult and community education, as well as government agencies. The four forums were:

- **Te Ara Whakamana** – concerning transitions, bridging and pathways to tertiary education. In its sixth year, this important sector event is co-hosted with the Centre for Studies in Multiple Pathways at Manukau Institute of Technology (June).
- **Pacific Tertiary Education Forum** – co-hosted with the Association of Pasifika Staff in Tertiary Education, this is the second year this forum has been held (September).
- **New Zealand Vocational Education and Training Research Forum** – co-hosted with the Industry Training Federation this forum is in its ninth year (October).
- **Tuia Te Ako Māori tertiary education hui** – co-hosted this year with Te Wānanga o Aotearoa at its Mangere campus (December).

Forum close-ups

Te Ara Whakamana experienced a 15% increase in overall attendance this year (with paid registrations up by 34%), including an increase in those attending from ITOs and wānanga. The three international keynote speakers were: Professor John Polesel, University of Melbourne; Dr John Stanwick, Australia's National Centre for Vocational Education Research; and June Bayha, the Bayha Group in California. The Hon Steven Joyce, Minister for Tertiary Education, Skills and Employment, opened the forum, and Chris Hipkins, MP and Labour Spokesperson for Education, closed the forum. A new approach to incorporating Vocational Pathways material was well received by participants.

Participant feedback from Te Ara Whakamana 2016

“As someone from the university sector I found this conference really interesting; we very rarely talk about these issues.”

“The sessions demonstrated that things could be made to work, for example, the primary industries and engineering 3+2 examples. People could leave knowing what was possible and some names of people who could help.”

The **Pacific Tertiary Education Forum** attracted 138 participants – representing a 30% increase from the inaugural event in 2015.

Highlights included showcasing two Ako Aotearoa Professional Development Workshops (The Pasifika Wave and Educational Practices That Benefit Pacific Learners) and a series of sector panels. Feedback on the forum was very positive, with 88% rating the event as of *good* or *excellent* quality (47% rating it *excellent*). Eighty-four per cent stated that they found the forum useful as a professional development opportunity, 91% indicated that it would change their approach to supporting Pacific learner success, and all but two respondents found the event at least *somewhat useful* for developing and maintaining professional connections (44% finding it *very useful*).



(Left to right): Tim Fowler, Chief Executive, TEC; Dr Karen Poutasi, Chief Executive, NZQA; and Sione Tonga, Winner PrintNZ Apprentice of the Year 2016



NZVET Forum from left to right: Dr Stanley Frielick, Director, Ako Aotearoa; Josh Williams, Chief Executive Officer, ITF; Prof Ewart Keep, Centre on Skills, Knowledge, and Organisational Performance, Oxford University; and Prof Alison Fuller, University College London's Institute of Education

This was the 13th year in which the **New Zealand Vocational Education and Training Research Forum (NZVETRF)** has been held, and the third year Ako Aotearoa and the Industry Training Federation have co-hosted the event. In 2016, 151 participants attended. Keynote addresses were provided by Professor Ewart Keep, Director of the Centre on Skills, Knowledge, and Organisational Performance at Oxford University, and Professor Alison Fuller, Pro-Director of Research & Development at University College London's Institute of Education and Josh Williams, Industry Training Federation.

A virtual keynote presentation was delivered by Professor John Buchanan, Chair of Business Analytics at the University of Sydney Business School. Participants also attended presentations by Murray Sherwin, Chair of the Productivity Commission of New Zealand and Jodieann Dawe, Manager of Research & Engagement at Australia's National Centre for Vocational Education Research.

Each day was opened by a political representative. Day one was opened by the Hon Louise Upston, Associate Minister for Tertiary Education, Skills and Employment and day two was opened by Grant Robertson, MP and Labour Party Finance Spokesperson and Chair of its Future of Work initiative for Employment, Skills and Training.

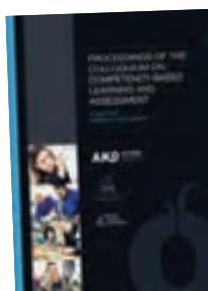
In 2016 we offered **Tuia Te Ako** – our flagship Māori education hui – for the fifth time. This year we co-hosted the event with Te Wānanga o Aotearoa at their Mangere campus. Read more about this hui in Strategic Theme Three.

Other Ako Aotearoa strategic events

We also support other strategic activities and events. The two learner summits co-hosted with New Zealand Union of Students' Associations are good examples (featured in Strategic Theme Five), as was the following colloquium held in June.

Competency-based learning and assessment colloquium

Competency International Limited, the Industry Training Federation and Ako Aotearoa held a colloquium to honour Susan Patrick, 2016 Eisenhower Fellow, during her New Zealand visit.



The by-invitation event brought together presenters and attendees from industry, government (including the Productivity Commission of New Zealand, Ministry of Social Development and NZQA), ITOs, ITPs and PTEs. The purpose was to further explore future directions in competency-based learning and assessment.

“The [competence-based learning and assessment] movement is grounded in social justice and equity and has been a deliberate attempt to place value on all forms of learning.”

🗣️ *Susan Patrick, 2016 Eisenhower Fellow*



External tertiary conferences, seminars and events – selected highlights

Supporting external national and regional tertiary events is another valuable way we connect with tertiary sector groups (small and large). These events bring together a wide range of managers, educators, support staff and learner representatives. The events help us develop strong relationships with the sector, identify issues and areas of debate, and share the work we co-fund.

The National Tertiary Learning and Teaching Conference (hosted by Waiariki Institute of Technology in Rotorua) is one such event. Our contribution to the programme this year included the following presentations and workshops.

- Conference keynote presentation by our Deputy Director Māori, Dr Joe Te Rito, on Ako Aotearoa current co-funded projects supporting Māori in tertiary education.
- Becoming effective teachers for under-25 students: What does a model for professional development decision-making look like? *by Dr Judith Honeyfield and Dr Lesley Petersen (See Strategic Theme Two for more information).*
- Hei Toko: Enabling Māori learner success workshop, *by He Taunga Waka Kaiwhakahaere/Project Leader Ria Tomoana.*
- Writing for academic success: the development of a self-access, online resource for Māori students in tertiary institutions, *by Dr Diane Johnson and Dr Sophie Nock, The University of Waikato (Northern Regional Hub Project Funding).*
- Making the most of my PD: an exploration of professional development for experienced teachers in vocational education, *by Gerard Duignan, WelTec (Central Regional Hub Project Funding).*

At the Adult and Community Education annual conference in June, we ran introductory sessions on both our Māori and Pacific professional development workshops for educators working with adult literacy and numeracy learners, from the He Taunga Waka programme (read more about this in Profile 2, pages 10 and 11).

It is estimated that
6672 learners
 are likely to have benefited from the collective body of work through the 15 regional hub projects involved in this IEF process reporting benefits to learners with two of the 15 projects accounting for almost 80% of that total.

Chauvel, 2017

For the first time, we also sponsored an Association of Emergency Care Training Providers one-day seminar in November, hosted by New Zealand Red Cross. Our sponsorship centred on running an introductory session on a professional development workshop from our programme.

i *The full list of our external conference and event sponsorship is on page 96.*

Impact Evaluation Framework (IEF)

This year we commissioned independent researcher and evaluator Fleur Chauvel to analyse the latest round of completed projects to enter the IEF process.

Part of this analysis (Chauvel, F. 2017) included reviewing 22 completed Regional Hub Project Fund projects that represent a total investment of \$680,252 (includes Ako Aotearoa investment of \$236,843 and the balance as co-funder investment – cash or in kind).

Developed in 2010, and trialled in 2011, the IEF was implemented across all Ako Aotearoa project funding streams from 2012 under our new co-funding model. The IEF examines project impact under four dimensions:

1. reach (generation and dissemination of project outputs)
2. impact on teaching practice
3. impact on learners
4. impact on the project teams.

The following collated findings highlight the different ways that projects are leading to practice change, with several of them having multiple benefits to teachers and learners.

1. Reach (generation and dissemination of project outputs)

Seventy separate dissemination activities were undertaken across the 22 Regional Hub Project Fund projects with oral conversation being the most common form of delivery for project teams. Another form of dissemination was website activity from project pages – with over 4500 unique visitors to the website project pages and outputs downloaded more than 2000 times (with 46% of those downloads taking place at the six-month impact evaluation conversation stage). The following example demonstrates the reach that outputs from the projects we fund can achieve within a variety of teaching and learning contexts around New Zealand and across the world.

Completed project update

Guide aims to give plagiarism the boot

The Whanganui Learning Centre co-funded project A beginner's guide to plagiarism led by Dr Deb Hill and completed in May 2015, has produced a plagiarism guide that is achieving wide reach in New Zealand and internationally. The project outputs and information received 1058 views (913 (87%) were unique users) page views and output downloads. The project team has received positive feedback from practitioners around the world.

"I work in a training centre in...Ireland teaching... adults with various disabilities ... Your guide has been immensely useful as it is simple and uncomplicated. The use of the illustrations really helps the learners gain an understanding of why it is so important and gives them a bit of courage to try to write in their own words with less reliance on others' ideas."

National Learning Network, Sligo, Ireland

Chauvel, F. (2017).



2. Impact on teaching practice

Based on the six-month and 12-month impact evaluation conversations it is estimated that 2311 practitioners have benefited and/or improved their practice because of the 22 Regional Hub Project Fund projects.

Together, the projects Evaluating a Mentoring Scheme for Trainees in the Primary ITO led by Mike Styles and Contemporary Assessment Practices in University: Impact on Teachers and Students led by Professor Tony Harland are estimated to have impacted 2040 practitioners. The two projects represent around 88% of the total number of estimated teachers impacted.

A number of projects have impacted teaching practice in several ways. The project Motivation and Engagement of Māori and Pasifika students at PTEs: Lessons for improved teaching and learning techniques, led by Dr David Lillis, is one such example.

[Read more about this project on page 68.](#)

Completed project update

Project-based Learning in Arts and Design: What makes it work?

Led by Dr Suzette Major and Dr Elly Govers (Govers Education Consultancy and Research)

Completed in January 2015, this Eastern Institute of Technology Central Hub co-funded project highlighted the benefits of project-based learning, including improved learner retention, learning, and quality of work, and increased internship opportunities (see *Ako Aotearoa Annual Report 2015*).

At the 12-month impact evaluation conversation, the project has continued to demonstrate positive benefits for learners, including:

- Māori and Pacific completion rates are higher than under the old programme.
- Students have greater confidence to engage with business and are more prepared for "real life" projects.
- Learners benefit from the different expertise of team teaching, and staff have greater flexibility to incorporate student choice into the projects.
- Learner projects and outputs are more diverse and relevant to an individual's talents and interests.
- Several local council initiatives have been informed by student-led design inputs, thus benefiting both learners and the council.

Based on the six-month and 12-month impact evaluation conversations, an estimated

2311 practitioners

have benefited and/or improved their practice because of the 22 Regional Hub Project Fund projects

3. Impact on learners

Of the 22 Regional Hub Project Fund projects, 15 described impacts on learners (while others described benefits that related more to organisational change). Project teams estimate that 6672 learners are likely to have benefited from this collective body of work.

Impact on learners is considered in relation to the following five themes that come within Ako Aotearoa's Impact Evaluation framework:

- academic enhancement: improved academic outcomes and contributions to learner's academic development
- enhanced learning environment or resources
- improved relationships within a learning environment (with peers, between learners and staff)
- personal development, such as increased confidence
- pathways and progression.

Of the 15 projects:

- 12 identified that learners have benefited through enhanced learning environments and resources
- eight projects indicated that learners had improved their personal development
- eight projects identified that learners had enhanced academic development and outcomes, including references to improved learner retention, assessment completions, pass rates, and course and qualification completions.

Commonly, projects benefit learners in several ways with learner benefits identified through a mix of direct evidence, anecdotal information, and observation.

i See also *Project-Based Learning Focused on Numeracy and Literacy Skills with Māori Second-Chance Learners (Profile 6, pages 18 and 19) for another example of a project benefiting learners in different ways post-completion.*

4. Impact on the project teams

Eleven of the 22 funded projects have contributed to developing project team members' career and capability. This involved team members enhancing their research capability and understanding of the linkages between research, teaching and learning, specialist knowledge and understanding of good practice.

At least three projects⁶ have inspired or contributed to project members' engagement in post-graduate study. Three projects have facilitated the development of international relationships.

5. Other impacts

As Fleur Chauvel's 2017 report notes, many of the funded projects have demonstrated multiple benefits to teaching practices, learners, and project teams. While this is outside the scope of Ako Aotearoa's core work, it is relevant in that these projects are contributing, or have the potential to contribute, benefits to:

- industry and its subsectors (for example, through models and principles of good practice)
- project organisations (for example, improved educational performance outcomes)
- communities.

Co-funded projects represented a

**total investment of
\$3,127,372.33**

**with \$1,221,602.33 contributed
by Ako Aotearoa; and the majority
of \$1,905,770 contributed in total
by the 32 organisations.**

Understanding the value of our projects for our co-funders

In a report on budget-holder perspectives, Fleur Chauvel conducted interviews with organisational leaders involved with 32 Ako Aotearoa-funded projects (comprising 12 NPF projects and 20 RHPF projects (Central Hub: 6; Northern Hub: 5; Southern Hub: 9).

The aim was to gain a clearer understanding of how senior managers and budget-holders within our co-funding organisations perceive the value and impact of those projects. The projects represent a total investment of \$3,127,372.33 being an investment of \$1,221,602.33 from Ako Aotearoa; and \$1,905,770 from the 32 organisations.

Fleur reports that budget-holders consider Ako Aotearoa funding to be fulfilling an important need; enabling the funding of projects of importance that may not have been funded otherwise or undertaken on a lesser scale. Budget-holders value the robust practices that Ako Aotearoa has in place to quality assure projects and to lift the projects to a higher standard. Budget-holders also highly valued the contribution the projects make, through an evidence-based approach to effect change.

Many of projects were identified as benefiting multiple stakeholders, including communities, organisations and industry.

For example, the University of Otago and Southern Regional Hub co-funded project Medicines Clinic – a novel opportunity for understanding health literacy demonstrates benefits to learners, teaching practice, and the local community.

i Read Profile 7 on pages 20 and 21.

Co-funder perspectives

“Co-funding makes sure that our time and work is specifically seen and valued.” *ITP*

“Because the CEO signs-off you get interest, buy-in and continuity. There is commitment at a senior-level and some mitigation to avoid lost knowledge if there are changes in personnel.” *ITP*

“Co-funding is attractive because it means we can count the direct costs, including time spent.” *University*

Chauvel, F. (2016)



Measuring our economic impact

In 2016, Ako Aotearoa commissioned Business and Economic Research Limited (BERL) to analyse the economic impact of our activities. Led by Mark Cox, the BERL team measured the contribution that the projects we fund have made to learners and the economy. The project involved the analysis of impact evaluation data relating to 102 Ako Aotearoa projects – estimated to have reached 7568 staff and 82,248 learners. With an estimated 822 more learners completing their qualifications; with the assumption that 1% of learners reached completed their qualifications when they would not otherwise have done so. The flow through to employment indicates that an additional 112 learners were enabled to become employed.

We are very pleased with the implications of this work and will be looking to take a review of our Impact Evaluation Framework as recommended by this report, so that we can obtain better information on how our projects affect qualification completion rates.



Requests for proposals (RFP) – a more focused approach to funding projects in priority areas

Where Ako Aotearoa considers it important to address specific sectors, disciplines or approaches to projects, we will, from time to time, commission project work through the National Project Fund. In all cases, the overarching objective is to fund use-inspired projects that have the potential to drive change in tertiary teaching and learning for the benefit of learners. Large-scale commissioned projects (over \$50,000) are allocated through a RFP process.

In May 2016, we opened an RFP process for work in three important areas, which were awarded in October to the following project teams:

Supporting the success of women in trades and STEM – with the Ministry for Women

- What are the characteristics of an effective learning journey for women entering trades? Collaborative project led by Mark Williams, Building and Construction Industry Training Organisation.

Enhancing future employability through tertiary education

- Embedding employability in the curriculum: strategies for the development of employability attributes within advanced and research informed programmes, led by Professor Susan Geertshuis, The University of Auckland.
- A cross-disciplinary comparison of the approach to developing work-ready plus graduates, led by Dr Qilong Zhang, Toi Ohomai.

Assessment for and of learning: Developing models of good assessment practice for pre-degree qualifications – with New Zealand Qualifications Authority

- Multi-literacies-based e-assessments: Guidelines for effective assessment for learning in Level 2-5 programmes post-qualifications review, led by Dr Selena Chan, Ara Institute of Canterbury.

i *Information about each of these RFPs is available on our website.*

National and regional projects

Supporting change projects that benefit learners and their educational success is central to the strategic approach we take to funding and co-funding work across the sector. Strategic Theme One guides how we lead the enhancement of educational performance towards this. Just as there is no one-size-fits-all approach to tertiary teaching and learning; however, the projects we support vary widely in an attempt to address priority areas and respond to the needs of a diverse sector.

The following projects offer examples of co-funded work that contributes to our drive to enhance educational performance.

Pilots to evaluate the UK Higher Education Fellowship Scheme

Ako Aotearoa is co-funding two pilot projects to explore the implementation of the scheme in a New Zealand context. The following provides an update of progress so far:

Professional recognition of teaching through the UK Higher Education Academy – a pilot study at Auckland University of Technology

Auckland University of Technology's (AUT's) Ako Aronui programme to implement the UK Higher Education Academy Professional Accreditation Scheme, based on the UK Professional Standards Framework, is gathering momentum. Higher Education Academy accreditation is built into the programme, which will also cover many aspects of professional development. The intention is to continue to develop Ako Aronui and apply to be an accredited

institution of the Academy by December 2017. AUT is leading the way in New Zealand, and as at 31 December 2016 19 AUT staff have been awarded Fellowships – 15 as Senior Fellows and four Fellows. There are currently 35 staff members at different stages in the application process who are reporting direct benefits to their teaching practice, including:

“I was pleased to gain accreditation...[it] has definitely improved my overall teaching practice. In particular, my reflective practice is now fundamental and I have evangelised the benefits of developing a good reflective practice to my colleagues.”

And early benefits to learners are being identified:

“Well I think my students have benefited from my experience of developing my teaching practice ... I am very comfortable to take a more guiding role and let their learning take place. This comes from my confidence in my teaching practice. I do not feel the need to be ‘in charge.’”

Professional recognition of teaching through the UK Higher Education Academy – a pilot study at Unitec Institute of Technology, led by Dr Linda Keesing-Styles

Phase one of the pilot at Unitec saw 10 staff submit their applications at the level D3 (Senior Fellow of the Higher Education Academy). Phase two got underway in November. Through the pilot, staff are encouraged to incorporate Unitec’s broader framework (Te Noho Kotahitanga) and specific teaching framework (Poutama) in recognising the Treaty and acknowledging Mātauranga Māori in teaching practices in their applications.



Enhancing the readiness to practise (enhanceR2P) of newly qualified social workers – in-progress

Co-led by Senior Lecturer Neil Ballantyne, Open Polytechnic and Associate Professor Liz Biddoe, The University of Auckland, with team members from Massey University, University of Canterbury, and University of Otago

The project enhanceR2P is focused on developing a professional capabilities framework for newly qualified social workers and social workers at experienced and advanced levels of practice. The project

Completed project update

Informing the development of a student profile for LLB degrees taught at NZ universities*

Led by Professor Ursula Cheer and Associate Professor Lynne Taylor, University of Canterbury

Since featuring in *Ako Aotearoa Annual Report 2015*, the project findings have further contributed to enhanced practices for the benefit of learners at the University of Canterbury and to the self-assessment information captured by all law schools in New Zealand. The importance and relevance of the longitudinal project has been recognised by other institutions and Victoria University of Wellington’s law department has recently joined the study.

Supporting learner wellness

A Student Wellness Plan, prompted by the second phase project findings, has been adopted by the School of Law at the University of Canterbury. The Plan has been incorporated in the College of Business and Law’s Strategic Plan and allocated a budget. Planning is now under way for a range of wellness initiatives in first and second year courses. A staff seminar on student engagement has already been held, others are

scheduled on good practice in student workload allocation and assessment. The Plan has also been circulated to the University’s Learning and Teaching Committee. It is anticipated that the implementation of the Plan will benefit all students enrolled in the School of Law in 2017.

Enhancing sector self-assessment

Results from the first two phases of the longitudinal project were presented at a Council of Legal Education meeting. The Council has now altered its reporting requirements for all New Zealand law schools as a result of evidence from the project, indicating that different groups within the student cohort experience law school differently. Law schools must now report student pass grades and grade distributions by gender and ethnicity, as well as globally. They will also have to report degree completion rates by gender and ethnicity.

* (Chauvel, 2017).

is endorsed by the Social Workers Registration Board, which is represented on the project's advisory group.

The overall aim of the project is to develop an evidence-informed, industry supported, professional capabilities framework.

Evaluating the effectiveness of support interventions for dyslexic learners in multiple learning environments – in progress

Led by Mike Styles, National Literacy and Numeracy Advisor, Primary ITO with team members from The Skills Organisation, ServiceIQ, Whitireia New Zealand and Capital Training Limited

This project sets out to evaluate the effectiveness of a wrap-around support package for dyslexic learners developed by staff at Primary ITO. The research explores what interventions work best to assist adults with dyslexia in multiple environments including the home, classroom and workplace.

The work builds on a previous Central Regional Hub-funded project led by Mike Styles: Supporting dyslexic trainees in classroom and workplace environments.

Celebrating Aotearoa New Zealand's world-class tertiary teaching – Tohu Whakaakoranga matua kairangi

Each year the national Tertiary Teaching Excellence Awards offers an opportunity to celebrate tertiary teachers and teaching that is learner-focused. This year several news outlets reported on the awards, including Radio New Zealand (Saturday morning show with Kim Hill), TVNZ (Good Morning show and Te Karere), Māori Television, the *Otago Daily Times* and the *Dominion Post*.

Professor Jacinta Ruru (Raukawa, Ngāti Ranginui, Pākehā) from the University of Otago's Faculty of Law, received the supreme award in 2016, which was presented by Rt Hon John Key.

As the first Professor of Law of Māori descent in Aotearoa New Zealand and the only Māori Law Faculty staff member at Otago University since 1999, Jacinta is designing a new experience for students learning law. Her strategy brings greater focus to Māori experiences of the law, Māori relationships with land and Māori challenges for change in the classroom.

She recognises that education is essential to achieving positive transformational change and works tirelessly to establish a safe place for Māori students to learn and succeed. Her aim is to increase Māori involvement in law at a higher level.

She is described by colleagues as "incredibly generous in sharing her teaching experiences and expertise". A former student comments, "In succeeding at the highest level and carving out a unique niche in her field, she gives others the confidence to do the same."

The Tertiary Teaching Excellence Awards celebrate New Zealand's finest tertiary teachers – as recognised by their organisations, colleagues, learners and broader communities. The parliamentary dinner was jointly hosted by the Minister for Tertiary Education, Skills and Employment, Hon Steven Joyce, and Dr Jian Yang, Chairperson of the Education and Science Committee. Ako Aotearoa – The National Centre for Tertiary Teaching Excellence, administers the awards. The Centre aims to recognise and celebrate excellence in tertiary teaching and share good practice that has proven benefit for learners.



Tertiary Teaching Excellence Awardees

This year, 12 awards were presented in the national Tertiary Teaching Excellence Awards for sustained excellence in tertiary teaching. Two were presented under the Kaupapa Māori category (including Jacinta Ruru) and 10 were presented under the General category.



Dr Judith Bateup

Senior Teaching Fellow, Department of Microbiology and Immunology, University of Otago

Outstanding communicator of science and microbiology to Aotearoa New Zealand's next generation of scientists.

“We are the guardians of our discipline...it is important that microbiology is seen, heard and understood in the community.”



Dr Margaret Brunton

Associate Professor, School of Communication, Journalism and Marketing, Massey University

Coaching learners into high performance – cultivating their skills for lifelong learning.

“To me, successful and fulfilling education should foster the process of thinking, thus highlight the utter joy (and sometimes pain) of lifelong learning.”



Associate Professor Martin East

Faculty of Education and Social Work, The University of Auckland

Igniting the thinking and energising the practice of the next generation of language teachers.

“Reflection on effective teaching and learning underpins my practice.”



Dr Megan Gibbons

Head of School, Institute of Sport and Adventure, Otago Polytechnic

Using a mixture of challenge and support, Megan enables learners to shine and make a difference.

“I have a strong belief that in order to create connections to enable students to learn you have to first create relationships and you need to show generosity and uphold the mana of those around you to enable the learning to occur.”



**KAUPAPA
MĀORI
CATEGORY**

**Associate Professor
Tracey McIntosh**

Faculty of Arts, The University of Auckland

Teaching with transformative intent underpinned by a strong critical engagement with social issues and Māori advancement.

“My practice is based on the principles of āta (to grow and nurture relationships) and manaakitanga (generosity, care, respect and support) in a student-centred environment.”



Dr Azra Moeed

Senior Lecturer, School of Education, Victoria University of Wellington

An outstanding educator for both new and existing teachers.

“What I have learnt from the students has helped me to become a better teacher.”

The Excellence Booklet 2016 featuring short profiles on each of the awardees is available for download from the Awards section of our website.



Richard Nyhof

Principal Lecturer, School of Engineering, Otago Polytechnic

Destined to teach engineering through innovative learner-centred experiences.

Q *“My first loves are maths, the sciences, logical systems and thinking – these are the subjects I help students to understand, break down, put together, and most importantly, critique.”*



James Oldfield

Senior Lecturer, Learning Capability Developer, Unitec Institute of Technology

At the forefront of designing and implementing mobile learning pedagogies throughout the world.

Q *“Nothing is more important to me than ensuring that learning is authentic.”*



Professor Jacinta Ruru

Faculty of Law, The University of Otago

Supporting learners to become humble, confident and broad-thinking leaders.

Q *“Some of my proudest career moments are when I know I have made a life-long difference for students because of my teaching.”*



Matthew Thompson

Senior Lecturer, Architecture, Building and Engineering, Otago Polytechnic

Growing Aotearoa New Zealand's future top tradespeople.

Q *“I aim to make a difference to the lives of students; especially those who have not excelled at school but in the right environment can fulfil their potential.”*



Professor Darryl Tong

Department of Oral Diagnostics and Surgical Sciences, The University of Otago

Creating belief for great possibilities in the minds of his learners.

Q *“I am entrusted to inspire young people to learn and develop into thinking and caring health professionals.”*



Dr Rachel Zajac

Senior Lecturer, Department of Psychology, The University of Otago

Authentic, compassionate, humorous and enthusiastic – four factors that underpin Rachel's rapport with learners.

Q *“I use an arsenal of illustrative techniques to demonstrate how psychological science surprises us.”*



Ako Aotearoa Academy of Tertiary Teaching Excellence

Symposium 2016

This year's symposium took place at the end of November 2016 in Wellington with the theme "Teaching excellence is...".

Symposium attendance included 49 Academy members, along with other distinguished guests.

An online evaluation was held following the event, with 33% of respondents rating the symposium as useful and 62% rating it as very useful.

"The symposium gives me my only opportunity to work with experience-based educators who are high-risk takers, high initiative takers, and natural leaders from across the disciplines and provider platforms in the New Zealand tertiary education sector.

"Accordingly, the Academy provides a context for my thinking and action within and beyond my university."

2016 Symposium attendee and Academy member

In their evaluations, participants shared their insights on the value of the symposium:

"Being able to discuss some of the more complex ideas around practice and pedagogy that I can't with colleagues at work. The focus on what makes a transformative teacher was really useful and I think we could take this a bit deeper in upcoming conferences."

- Q "Some eLearning ideas for a new course."
- Q "Being with people and listening to their ideas, people I would not generally meet with in my professional life."
- Q "Meeting cultural learning needs."
- Q "To provide assistance and learning opportunities and collaboration in areas that assist Māori and Pacific communities."

Strategic Theme 2

Using evidence to support enhancement of practice across the tertiary sector

The two strategic objectives under this theme include raising the level of capability of tertiary practitioners through the provision of effective professional development and enabling the development of new approaches that have demonstrable, sustainable benefit to learners. In 2016 Ako Aotearoa delivered on this theme's objectives through a wide range of activities.



Positive change in teaching and learning practice through professional development

Now in its fourth year, our Professional Development Programme is a highly successful channel that supports positive practice change for educators and organisations with the aim of benefiting learners. The workshops are developed based on the high-quality, evidence-based, practical outputs developed by the project teams we support.

This year 1506 people attended the 55 public and 43 in-house professional development workshops that we ran. The programme continues to attract strong support from PTEs and ITPs.

Ninety-seven per cent of people who completed the post-workshop evaluations rated the quality of our workshops as *high to very high*, and 95% of respondents rated them overall as *valuable to very valuable* (a 69% response rate).

Benefits of in-house professional development

Delivering in-house professional development workshops and packages for staff groups continues to be an effective way to bring positive change in teaching and learning practices. Last year we provided 43 in-house professional development workshops to 15 tertiary education providers (18 southern hub workshops, nine central hub workshops, and 16 northern hub workshops). In total, 694 practitioners participated.

Through our impact reviews, which occur two months after the workshops take place, we gain an understanding of how workshop content is being embedded into teaching practice and organisational strategies, as well as any immediate benefits to learners. For example, the feedback in Figure 2 came from Otago Polytechnic staff through the impact review. It highlights benefits and potential changes in practice as the result of attending the workshops that formed their professional package in 2016.

Measuring the impact of some of our 2016 professional development workshops

Developing Practices for New Tertiary Teachers and Linking Theory and Practice for Effective Student-centred Teaching (two workshops combined)

Facilitated by Cath Fraser and Dr Judith Honeyfield

Changed practice: Introduced more interactive and student-centred learning activities that are estimated to have benefited 56 to 65 learners.

- “Where I was able to be flexible with the way content was delivered I have tried new things and students have commented that it is fun and they learnt lots.” (*Dunedin, February 2016 workshop*)
- “I have been able to develop practices and exercises to keep my students engaged and motivated.” (*Invercargill, August 2016 workshop*)



Figure 2: Benefits and potential changes in practice as a result of the Otago Polytechnic Professional Development Programme

Kia eke ki te Taumata – Success for Māori in Tertiary Education

Facilitated by Benita Tahuri, Kaiako Matua, Te Wānanga o Aotearoa

Changed practice: Greater use of Māori words, phrases, greetings in practice. More time and focus getting to know individual learners. Enquiring more about who learners are. Desire to become more culturally knowledgeable. An estimated 58 to 120 learners have benefited from practitioners attending this workshop.

“I guess the biggest thing is that I use Māori terminology more, having gained the attitude that it’s OK to make mistakes. I am making a concerted effort to learn more Te Reo and have completed a basic language course. I have also realised that it’s just as important for me to share my background with my students as well as get to know theirs.” (New Plymouth, September 2016 workshop)

“Students have noticed the changes made and are more actively engaged. Learners observed to have come together more like a family.”

Hei Toko i Te Tukunga: Enabling Māori learner success

Facilitated by Tama Kirikiri, Sector Leader Māori Medium, Institute of Education, Massey University

Fifteen of 20 participants perceived that the workshop has been of value to their practices in ways that would benefit their learners.

“More awareness of kaupapa and ensuring consideration of these is given when considering learning design within programmes and encouraging teachers to consider these when designing learning experiences.” (Dunedin, May 2016 workshop)

Supporting adults with dyslexia in tertiary education and training

Facilitated by Mike Styles, National Literacy and Numeracy Advisor, Primary ITO

Changed practice: Better care and awareness of presenting written information and speaking to students. More aware of the signs of dyslexia.

Up to 85 learners are estimated to have benefited from practitioners attending this workshop.

“Essentially this is a shift in our thinking and attitudes and approaches to managing conversations and our personal impressions of different staff and students in the workplace.” (Auckland, June 2016 workshop)

“I found this workshop most insightful and have made positive changes from suggestions made.” (Auckland, June 2016 workshop)

Enhancing Learning and Teaching in Vocational Education

Facilitated by Dr Selena Chan, Ara Institute of Technology

Changed practice: Incorporating use of technology more. Greater focus on a learner’s employment and employment guidance. Between 100 and 113 learners are estimated to have benefited through practitioner participation in this workshop.

“I am using a lot more computer-based learning, a lot more five-minute relevant games to enhance concentration and have opened up the lines of communication with students even more.” (New Plymouth, February 2016 workshop)

A complete list of our professional development workshops is featured on page 94.

Projects currently under development to join our professional development programme in 2017

At least two projects are currently being developed into professional development opportunities that will be offered to managers and practitioners across the tertiary sector in 2017. They are:

- Weaving our Worlds: Māori learner outcomes from an equity-focused strengths-based programme in health sciences (Read more about this project in Strategic Theme Three).
- Improving outcomes for under-25 learners, (Read more about this project in Strategic Theme Six).

Harnessing international expertise

Visits from our international contacts provide us with great opportunities to share their expertise with the sector. In November, Emeritus Professor Geoff Scott, Office for Learning and Teaching (OLT) National Fellow, attracted 209 teachers and managers to three introductory workshops on his new FLIPCurric online resource. The workshop summarises the findings from his work with 3700 Learning and Teaching Leaders who have co-created the online FLIPCurric tool during his National Senior Teaching Fellowship for the OLT in Australia.

See Strategic Theme Seven for more information on our international work.

“Brilliant website! It made so much sense.”

Universal College of Learning tutor response to the Wellington FLIPCurric workshop



Working with our Academy

In 2016, we again offered a series of regional hub events in conjunction with members of the Ako Aotearoa Academy of Tertiary Teaching Excellence (all past national Tertiary Teaching Excellence Award winners).

The **Southern Regional Hub** ran a three-hour spotlight colloquium in June consisting of quick-fire presentations from a range of teachers, including Academy members. Feedback from the 65 attendees showed strong support for this regional event continuing its current format:

- “I love the quick-fire sessions. Wonderful to hear a rich array of what’s happening in the field.”
- “Excellent – loved that it was well-priced – as a part-timer this made it accessible. Please run again! 4x a year?!!”

The **Central Regional Hub** ran its successful seminar series in October/November with three past Tertiary Teaching Excellence Awards recipients presenting at each of the three events; attracting 66 people. Our thanks go to the presenters:

- James Oldfield, Academic Advisor, Unitec Institute of Technology
- Suzanne Pitama, Associate Professor, University of Otago (via video)
- Matt Thompson, Senior Lecturer, Otago Polytechnic
- James Paterson, Lecturer, Bay of Plenty Polytechnic
- Mike Scott, Technology Teacher, Bay of Plenty Polytechnic
- Sue White, Senior Lecturer, Auckland University of Technology
- Dr Herb de Vries, Senior Lecturer, University of Canterbury
- Kamuka Pati, Lecturer, Unitec Institute of Technology
- Dr Cather Simpson, Associate Professor, The University of Auckland.

The **Northern Regional Hub** held two events with the Academy in September:

- Community showcase** – featuring Dr Cather Simpson’s presentation on the Innovative Science Scholars programme at The University of Auckland (UoA); Professor Welby Ings, AUT University, on “Why you should not sleep with your social editor”; and Dara Davenport, Adult Literacy Tutor at Waitakere Adult Literacy Incorporated, led participants in a game to demonstrate the anxiety people feel when they have poor literacy.
- Spotlight on Teaching Excellence** – with Paul Denny, UoA, presenting his updated App Peerwise; Dr Cather Simpson and Dr Dawn Garbett’s (UoA) leading an interactive session on making connections; Dr Martin East (UoA) turning pre-service teachers into confident professionals; and Dr Ksenija Napan’s (Massey University) stimulating debate, “Is education a human right or a commodity?”.

Sharing professional development through national conferences

The National Tertiary Learning and Teaching Conference, held this year at Waiariki Institute of Technology, is one example where we build professional development sessions into our support for major tertiary events.

At the conference, Gerard Duignan from WelTec, ran a workshop on the recently completed Central Regional Hub-funded project Designing PD for experienced teachers in tertiary vocational education.

This work responds to the issue of how to support experienced educators with the most appropriate professional development. The collaborative team involved six ITPs and surveyed over 1100 teachers and managers across their organisations.

A short guide has been developed from this work, to assist educational developers and managers in creating tailored professional development for this teaching group (free to download from our website).

Completed project update



Designing PD for experienced teachers in tertiary vocational education

Led by Gerard Duignan, WelTec

Over 1100 experienced teachers were asked “If time and money were not an issue, what kind of professional development would you choose?” Survey findings included:

- Develop learning and teaching practices to engage learners.
- Attend relevant conferences, workshops or talks.
- Spend time with industry or network with teachers or experts in their own field.
- Learn skills for their responsibilities as leaders, mentors, managers – through informal and formal learning, including gaining qualifications.

Taken from the project full report available on our website.

Synthesis reports – bringing together our project work

Synthesis reports provide us, potential project teams, practitioners and a broad range of other stakeholders including government agencies, with the opportunity to understand what evidence-based research into tertiary teaching and learning has taken place so far, and importantly, what aspects would benefit from further investigation.

Synthesis reports allow us to:

- collate research-based advice to practitioners
- understand the areas we have already addressed well
- identify areas for further investigation.

In June, we launched our latest two synthesis reports of the projects we have funded/co-funded, both of which were finalised in late 2015:

- **eLearning in tertiary education** by Stephen Marshall and Deb Shepherd of Catch22 – exploring the common themes and diverse implications of technology in Aotearoa New Zealand tertiary education – derived from 38 of our projects.
- **Educating health practitioners, what works?** by Anne Alkema, Heathrose Research Ltd analysing the 26 teaching and learning projects we have supported in this area so far.

Preparation of the next synthesis report began in December and will focus on the range of projects aimed to support and enhance Māori educator and learner success.



Enhancing practice at a strategic level

This year, we initiated a collaborative benchmarking pilot project – Benchmarking teaching quality and programme quality across the Pacific and Aotearoa New Zealand – that takes its lead from benchmarking work undertaken in 2015 in collaboration with Dr Sara Booth, the University of Tasmania, and a group of tertiary institutions from the United Kingdom, Australia and Aotearoa New Zealand (see *Ako Aotearoa Annual Report 2015*).

In 2016, the National University of Samoa hosted a three-day introductory workshop (30 November to 2 December) on benchmarking and peer review of assessment with 63 participants from six universities (including from Papua New Guinea, Fiji, Samoa, Australia and New Zealand). Dr Sara Booth, University of Tasmania, and Helen Lomax, Deputy Director Sector Services, Ako Aotearoa, facilitated a series of professional learning sessions and cross-institutional discussions on institutional and programme level benchmarking and support for teaching quality. The project promotes sharing best practice and will identify areas for improvement in three phases:

- **Phase one:** Benchmarking processes and data at the institutional levels.
- **Phase two:** Benchmarking of disciplinary programmes to support programme review and accreditation through using online peer-review portal.
- **Phase three:** International Peer Review Workshop.

i See also *Strategic Theme Six for more examples of our strategic initiatives, and Strategic Theme Seven for other examples of our international work.*

Facilitator perspective

“The potential for this international benchmarking exercise is to build capacity for higher education institutions in New Zealand and the Pacific to broaden their networks through undertaking external peer review with other countries. Added to this work, the implementation of an online Peer Review Portal to be released in Australia on the 3rd March, 2017 at a Universities Australia event, will provide New Zealand and Pacific institutions the opportunity to undertake peer review in a timely, cost effective way with automatic calibration and reporting.”

Q *Dr Sara Booth, Principal Fellow [PFHEA], Strategic Advisor-Quality External, Curriculum and Quality, Division of the Deputy Vice-Chancellor (Students & Education), University of Tasmania*

Projects co-funded by Ako Aotearoa – national and regional

National or regional, the projects we co-fund share a common purpose: to contribute to positive and evidence-based change in teaching practice that benefits learners and, therefore, contributes to learner success.

In the profiles section of this report, we feature a diverse range of projects – national and regional. Some are completed projects that, through the impact evaluation framework (IEF) process, we have been able to identify positive impact on teaching and learning. Other projects are ongoing and have not joined the IEF process, yet are already demonstrating the kind of impact and take up by other organisations that is a true testament to the quality of the team and their commitment to the project.

In these pages, we feature other national and regional projects that also contribute to strategic and specific areas of the tertiary sector, both in Aotearoa New Zealand and internationally.

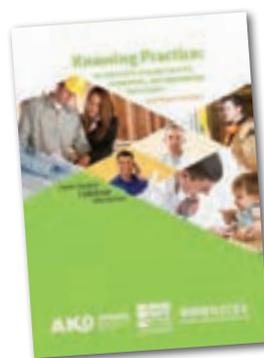
Technology in learning – benchmarking and developing sector capability



Partnership project with Synapsys

Nine tertiary institutions accepted the invitation to be involved in this project co-funded through our National Project Fund: NorthTec, Otago Polytechnic, Whitireia/WelTec, Taratahi Agricultural Training Centre, Literacy Aotearoa, Careerforce, The Skills Organisation and Ara Institute of Canterbury. Ako Aotearoa's project lead for this partnership work is Helen Lomax.

The project is designed to help educators and administrators better understand their organisation's current capability to respond to technology in learning and gain a better understanding of the capabilities within the wider sector to benchmark their organisation against. The project includes a half-day initiation workshop, development of an organisation-led project with Synapsys that encourages reviewing capability across a range of indicators, and a sector workshop for all involved organisations where common themes and challenges will form the basis for developing strategies to improve the learning experience.



Knowing practice

Led by Dr Karen Vaughan, Chief Researcher, New Zealand Council for Educational Research

Launched in early 2016, the aim of this project was to understand the way in which practice-based learning operates across the occupational fields of GP medicine, building and engineering. The study looks at the commonalities of becoming a confident practitioner. It provides valuable guidance and raises some significant questions for vocational educators on how to best support their learners.

Non-completers in industry training

Led by Adrienne Dawson, Policy Manager, Industry Training Federation

Featured as Profile 9 on pages 24 and 25 of this report, non-completion data from 10 ITOs and 114 interviews with trainees formed the basis for this project. The findings will be of great value to all ITOs wanting to improve how they support their learners to assist with successful completion.

[Read more in Profile 9.](#)

Industry training perspective

“The non-completers project is really important because it helps us to understand the range of pressures faced by workplace trainees. It means that we can better target our support to help our trainees complete their qualifications.”

[Josh Williams, CEO, Industry Training Federation](#)

Learners and mobile devices: A framework for enhanced learning and institutional change

Led by Auckland University of Technology's Centre for Learning and Teaching, this project looked at the effective use of mobile devices in tertiary education and learnings for strategic and organisational change. The project included the development of a collaborative network – an online community of practice – where practitioners could share their reflections on their individual pedagogical transformation and change.

“One year ago the practitioners engaged would not have conceived that they could teach this way.”

Dr Stanley Frielick, previously Auckland University of Technology

Case studies were undertaken across the six tertiary institutions involved in the project and across different disciplines. The project follows the experiences of 39 academic staff (local practitioners) who were provided with mobile devices and then supported in their professional learning through a community of practice approach, with the assistance of local coordinators and the central AUT project team.

This approach generated a collaborative network of practice that enabled the sharing of new knowledge amongst an online social community and social network. The collaborative network was curated by the project hashtag #NPF14LMD. This online access opened the way to wide dissemination of the project process and real time findings. Six hundred and sixty-three project-related conversations were recorded during the two-year project.

An important output of the project was the development of the He Whare Ako App and associated literature review. This is a bi-cultural framework for mobile learning that shows the relationships between Kaupapa Māori and contemporary Western concepts of digital learning.

Along with the ongoing social media network that provided a real-time window into the project progress, the final report is now published as an online resource using the Scalar authoring and digital publishing platform.

Reviewing and updating our assessment work in vocational education

In 2008 we funded our first project on assessment in vocational education. Eight years on, Ako Aotearoa and ServiceIQ undertook a review of this earlier work to learn from employers, trainees and ITO representatives on how we assess vocational education.

Working from the premise that there is not a single model for on-job assessment, the resources developed from this work are designed to guide ITOs with professional conversations about on-job assessment. A summary report outlines the four principles, while four additional ITO-based case studies are also available.

[Read Profile 11.](#)



Strategic Theme 3

Te Hīkoi Whakamua – doing better for Māori and the nation

Under this strategic theme, four objectives have been identified as crucial to supporting better outcomes for Māori. They include:

- **Rangatiratanga:** To engage with current and emerging leaders in Māori tertiary education and ensure our programme for and with Māori is current, relevant and contributes to achieving parity of success for ākonga Māori.
- **Ahu Whakamuatanga:** To build mutually beneficial relationships with hapū, iwi and Māori communities and/or organisations to assist them to achieve their tertiary education aspirations.
- **Whakawhanaungatanga:** To actively encourage whanaungatanga and the sharing of effective Kaupapa Māori teaching practice for Māori in tertiary education.

- **Te Tuku Āwhina:** To provide targeted support for innovative and effective kaupapa that improve professional practice internally and externally with a demonstrated benefit to ākonga, whānau, hapū, iwi, Māori teachers and the Māori community.

One of the most well-known anthems of the tribes from Northland is “Toro mai tō ringa kia harirutia” (Reach your hand out to me so that we might shake hands). This is a fitting quotation to introduce this section of the report as the year has been one of several hīkoi (visits) into the Māori community seeking “hands to shake” in the strengthening of existing and creation of new relationships.

The work of our Māori Caucus

In his role as Kaihautū Mātauranga Māori/Deputy Director – Māori (DDM), Dr Joseph (Joe) Te Rito led these developments with the guidance and support of the Māori Caucus and management. Starting in-house and at governance level, four new members were selected to complement the Caucus in terms of range of experience, knowledge, expertise, profession and tribal affiliation.

In 2016, the following new Caucus members were welcomed: Evie O’Brien, Stuart Lawrence, Teina Mataira, and Geneveine Wilson.

Discussion and debate within the Māori Caucus has been open and robust as it has worked towards giving realisation to both the recommendations made in a Cultural Review of Ako Aotearoa conducted in 2015 (by Dr Lyn Carter and Nan Wehipeihana); and to the organisation’s stated desire to be a Treaty of Waitangi-based

organisation. To this end, Te Tiriti o Waitangi expert, Moana Jackson, conducted a series of workshops with members of the Caucus and Board. A positive and immediate effect of these workshops has been to strengthen the understanding and partnership between Māori Caucus and the Board. The Māori Caucus also extended its hand to the Pacific People’s Caucus, with the year ending with a joint meeting of the two caucuses. Both groups expressed a strong desire to have ongoing and in-depth dialogue to seek solutions to problems impacting on Māori and Pacific at the tertiary education level.

Visits with Māori stakeholders

The Director and DDM extended a hand of friendship and willingness to collaborate with: Dr Jim Mather, Te Wānanga o Aotearoa; Dr Wiremu Doherty, Te Whare Wānanga o Awanuiārangī; and to Ngāi Tahu, hosted by Hana O’Regan and Dr Eruera Tārena.

The DDM attended several meetings, including:

- Te Tauihu o Ngā Wānanga, chaired by Mereana Selby
- Eastern Institute of Technology, with Tūhākia Keepa
- Ngā Pae o te Māramatanga, with Associate Professor Tracey McIntosh
- Te Taura Whiri i te Reo Māori, with Ngāhiwi Apanui
- NZQA, with Daryn Bean
- as a member of the Tū Māia advisory group, meeting with the TEC.

Internally, the DDM with our Deputy Director Sector Services, Helen Lomax, have been contracted by Evaluation Consult over the year to assist them to evaluate the Kāinga Kōrerorero initiative established and run by Te Ataarangi under the leadership of Ruakere Hond. The initiative is funded by Te Taura Whiri i te Reo Māori for whom the evaluation work is being conducted. The advantage of this relationship is that it enables Ako Aotearoa to meet face to face with flax roots Māori outside of the main metropolitan areas and outside of academia, so it adds a whole new dimension to our relationships with the Māori world.



Ako Aotearoa has lent a hand of support in the manner of sponsorship for many external tertiary events for Māori. These include:

- Te Huinga Tauira o Te Mana konga – the first conference for Māori students
- Te Toi tauira mō te Matariki for Māori staff in tertiary education organisations
- 7th International Indigenous Research Colloquium – Ngā Pae o te Māramatanga

We also organised our own flagship event for Māori staff across the diverse tertiary sector – Tuia Te Ako hui.



Tuia Te Ako 2016 – growing connections

“Tuia te ākonga, tui te ako, tui, tui, tuituiā”

The proverbial statement after which the annual Tuia Te Ako conference is named alludes to the “sewing” together of various elements, such as making connections between teaching and learning, and between teachers and learners. It is about creating relevance and about forming partnerships or relationships.

In extending its hand to Te Wānanga o Aotearoa as a potential partner to co-host the Tuia Te Ako 2016 conference, Chief Executive Officer of Te Wānanga o Aotearoa, Dr Jim Mather, generously opened the doors to his Mangere campus at no cost, along with sponsorship monies, support staff and transport for delegates.

The conference was highly successful with registrations falling just short of 150, after a projection of 100. The conference featured dynamic speakers and panels from across the tertiary education sector. The final session of the conference was a presentation by San Francisco State University Associate Professor Jeff Duncan-Andrade.

Sessions were well attended with high levels of engagement between presenters and delegates around the conference theme of *Sharing Successful Teaching and Learning Strategies and Practices*.

Initial feedback to the online survey available, at this point, has been overwhelmingly positive although from only a small sample size of 18 respondents, 88.89% of whom rated the conference as *valuable* (38.89%) or *very valuable* (50%).



Tuia Te Ako 2016 (left to right): Pale Sauni, Ivy Harper (Māori Caucus), and Tama Kirikiri (Massey University)

Daryn Bean, Deputy Chief Executive Māori, NZQA, with colleagues at the hui





Rangatahi panel at Tuia Te Ako 2016

Feedback from Tuia Te Ako 2016 participants includes:

- “Tumeke te whakawhanaungatanga (The relationship building/making was great).”
- “A chance to network and catch up with friends and colleagues.”
- “Sharpen my thinking about how and why I do my activities with Māori learners – making my activities relevant and Māori-centric.”
- “I took away the whakaaro that the hui will assist my understanding for all of our tauira.”
- “The korero from panel to keynote speakers were all very valuable and beneficial.”
- “Keeps me in the loop of what is current and also helps develop further tertiary networks.”
- “Sharing with kaimahi at the hui around supporting Māori learners helps reinforce current good practices and creates discussion to develop new ideas.”
- “The hui was a big awahi in terms of providing me with opportunities to network and share mahi and whakaaro with other kaimahi across the sector.”
- “This hui needs to continue to support kaimahi who are working in mainstream institutions. Māori workers feel isolated if they are in the minority in the environment they work in.”



National and regional projects

Many of our projects interconnect with this strategic theme and we include a selection of them here.

He Tātua o Kahukura – in-progress

Led by Associate Professor Leonie Pihama, The University of Waikato; and Dr Sarah Jane Tiakiwai and Dr Jenny Lee, The University of Auckland

This two-year project aims to collaboratively develop an evidence-based understanding and awareness of the capacity-building needs of Māori doctoral students. Grounded within a Kaupapa Māori research methodology that is informed by tikanga, te reo and mātauranga Māori, the work investigates the experiences of early career Māori doctoral students and views of senior Māori scholars as a basis for the design of a programme that will enhance support programmes and increase Māori participation and success in higher tertiary education.

Project activity in 2016 included:

- all six of round two workshops completed – at The University of Waikato, The University of Auckland, University of Otago, Victoria University of Wellington, Te Whare Wānanga o Awanuiārangī and Massey University
- presentations undertaken at Ngā Pae o Te Māramatanga at Early Career & Post Graduate Pre-Conference Workshop and MAI Te Kupenga Graduate Breakfast in November
- dissemination presentation given at MAI Te Kupenga National Conference, Te Tumu Herenga Waka Marae, Victoria University of Wellington in November.

Project next steps:

In 2017 the team plans to release the following:

- planning tool for Māori PhD students titled “Things for you to think about”
- short video of reflections from the team on research findings
- infographic for organisations and supervisors
- postcard series of principles for supporting Māori PhD students as early career scholars and researchers.



Strengthening access to study for Northland youth – by the region for the region

Dr Mark Ewen, NorthTec; Philip Alexander-Crawford, Te Matarau Education Trust; and Cath Fraser, independent consultant

This project, funded through our Hei Toko Project Fund, focuses on practical solutions to increase tauira (learner) engagement and success in tertiary education in the Te Tai Tokerau region.

NorthTec, Te Matarau Education Trust and Ako Aotearoa have a shared vision that involves taking a collaborative approach to a regional issue of lower than average: employment, median household income, rates of formal qualifications, and levels of internet access.

More than 1260 learners contributed to this work; sharing their learning experiences in tertiary education, their motivations, aspirations and the issues that impacted on their ability to achieve their full potential.

What the learners told us (examples from the study):

- The desire for work was the most common motivation for enrolling in tertiary study.
- Over half (52%) of learners planned to undertake more study at a higher level.
- Study affordability and finances are an issue for one-third of our learners.
- Whānau and child-care commitments were identified as a major challenge to starting or completing their course of study for many of our learners.
- Nearly one-third (30%) of students do not have internet access where they live.
- More than half our learners do not live in family-owned homes and 37% are renting.
- Our learners want help to achieve their goals by gaining support to develop their literacy and numeracy skills and competencies; access to transportation and references and introductions to employers.



5 core values for supporting our learners

Hū tangata – a focus on people development

Tū tangata – a sense of affiliation is key

He tirohanga Māori – a Māori world view

Tū motuhake – promote self-reliance

Mahi tahi – team work and cooperation

Optimising Māori academic achievement

Led by Associate Professor Jenny Morgan-Lee, Dr Jennifer Martin and Associate Professor Lorri Santamaria, The University of Auckland

The purpose of this project has been to find ways to increase student engagement and success in a Māori-medium pathway degree programme. The approach to do this was through the implementation of selected teaching and learning strategies. A United States of America professional learning system – Advancement through Individual Determination (AVID) – was used as a tool for the team’s investigations, working with student cohorts at years one, two and three and staff at two sites (in Auckland and Whangarei).

Te Whaihanga – preparing students to work with Māori

Led by Professor Dory Reeves, The University of Auckland

Built environment professionals create changes to the spaces and places where Māori communities live, but very little research exists on the best ways to engage with Māori to achieve better planning and building outcomes.

Building on seed funding from The University of Auckland’s Te Whare Kura initiative, this new project involves employers, professional institutes, community developers, Māori professional associations, Māori staff in local authorities, students and tertiary education organisation staff. The aim of the project is to improve the way new entrants are taught effective engagement skills. The project has garnered wide support, both within tertiary education and across industry.

To date, the team have developed a knowledge tool on why it’s essential for students to learn how to work with Māori. Separate documents have been produced for each of the disciplines of planning, engineering and architecture and will be used in teaching from 2017.

In addition, a learning assessment tool has been developed that sets out what engagement skills students need to know and demonstrate before they graduate. This tool is based on Auckland Council’s Te Aranga Principles (Auckland Design Manual) and will be used in teaching from 2017.

Project leader perspective:

“The project is reassuring managers in the public sector in particular that the tertiary sector is taking this issue seriously and recognises a need.”

 Professor Dory Reeves

SET for Work, SET for Life – Te Tai Tokerau

Led by Ako Aotearoa, The Skills Organisation and the Tertiary Education Commission

Complementing the work of the Hei Toko Project Fund work mentioned earlier in this section, this newly awarded project is a response to a national move towards a more joined up Vocational Education and Training (VET) system: a system that supports the achievement of sustainable employment outcomes and higher skills for learners and businesses.

The SET for Work, SET for Life operational framework aims to test a collaborative approach between schools, VET organisations and employers, with the goal of flexible supported pathways into sustainable employment outcomes for learners.

This pilot project, involving 30 learners from the electrical and primary industries, will leverage off the collaborative relationships between The Skills Organisation, Primary ITO, NorthTec and Te Matarau Education Trust, to gather evidence and explore these connections between the worlds of learning and work.

The project was awarded co-funding from Ako Aotearoa through our National Project Fund RFP process and announced in October.



He Taunga Waka in 2016

Professional development and resources for educators working with Māori adult literacy and numeracy learners

Apart from delivering 42 public and in-house workshops to 600 people across New Zealand, two online digital resources for educators were produced that are accessible and sustainable for the professional development model – one that supports the Ako, Aro and Whanaungatanga (Māori) educator workshop and one that supports the Pasifika Wave (Pacific) educator workshop.

Developing these digital flipbook resources builds on existing resources such as, *Know Your Learner* DVD series on the National Centre for Literacy and Numeracy for Adults (NCLANA) website. In August, we launched a prototype of the two digital flipbooks at the NCLANA symposium where delegates were offered the opportunity to be involved in the pilot and take a test-drive. Sixteen people signed up and further refinements were undertaken between August and October with six of these “test-drivers”.

Based on additional feedback, the two flipbooks have since received further refinements in preparation for the new Train the Trainer workshops that will be offered in 2017.

 [Read the He Taunga Waka Profile on pages 10 and 11.](#)



Assessment and moderation for Te Reo Māori in tertiary

The completed work from the project Hei Taunaki i Te Ako – Te aromatawai me te whakaorite i Te Reo Māori i te rangai mātauranga matua i Aotearoa, led by Dr Rangi Matamua, Ngāi Tūhoe, was released this year.

This work (translation: To support learning – assessment and moderation in the language of the tertiary sector in Aotearoa New Zealand) identifies five principles to guide practitioners and organisations in successful assessment and moderation. A poster developed from this work is designed as a quick reference guide for placement in all tertiary learning and teaching environments.

Kia eke ki te taumata – Success for Māori in tertiary education



Sharing Kaupapa Māori with tertiary educators

Facilitation shared by Tama Kirikiri, Benita Tahuri and Dr Mei Winitana

More than 120 people attended public and in-house Kia eke workshops in 2016. Feedback was consistently positive from participants, and the workshops were particularly successful when held in-house.

By gaining a better understanding of Kaupapa Māori in practice, and adopting some of the straightforward strategies from the workshop into their practice, the impact on class relationships and learner benefits is almost immediate as noted in the participant comments below. (Chauvel, F. 2016)

Kia eke ki te taumata workshop participant feedback:

“The workshop was awesome, I could spend a whole day revising Māori phrases, greetings etc... particularly pronunciation. Especially after spending 10 years out of the country.”

Christchurch workshop participant

“I have a huge interest in culture now and want to learn more. This helps me to ask and inquire about my students and their background. This has created tighter relationships.”

Tauranga workshop participant

Strategic Theme 4

Supporting Pacific peoples' advancement through better tertiary education outcomes for Pacific learners

Through a diverse range of initiatives that include our Pacific Tertiary Education Forum, the launch of the Pacific Leadership Scholarship Fund, and an ongoing commitment to professional development and change projects, Ako Aotearoa aims to meet three objectives under this strategic theme:

- Through our support, tertiary education organisations better meet the needs of Pacific learners so that they achieve parity of success in tertiary education.
- Enhance the capabilities of Pacific researchers in tertiary education.
- Take a leadership role in the debate on maximising the impact of better tertiary education outcomes for Pacific people's advancement.



Pacific Tertiary Education Forum 2016

Following an initial pilot in 2015, and a successful second iteration in 2016, this event has now become a firm part of our annual strategic forum programme.

In 2016, a partnership between Ako Aotearoa and the Association of Pacific Staff in Tertiary Education (APSTE), with the support of the TEC, led to a focus on examples of actual practice and initiatives that support Pacific success.

The first day of the event was opened by Alfred Ngaro, National MP for Te Atatū, and the second day by Jenny Salesa, Labour MP for Manukau East and Spokesperson for Skills and Training. Keynote speakers were Dr Karen Poutasi, Chief Executive of New Zealand Qualifications Authority; Tim Fowler, Chief Executive of the TEC; and Claire Douglas, Deputy Secretary for Graduate Achievement, Vocations, and Careers at the Ministry of Education.

The programme covered a wide range of topics including plenary sessions on STEM (science, technology, engineering and mathematics) pathways, community perspectives, and the voices of learners. Two new additions to the 2016 event were the inclusion of “taster” versions of two Ako Aotearoa Professional Development Workshops (The Pasifika Wave and Educational Practices that Benefit Pacific Learners), and offering a series of sector-specific panels on day two of the fono.

i *Presentation materials are available at www.akoaotearoa.ac.nz/pacific-education-forum*

Pacific Leadership Scholarship Fund – inaugural recipients

Launched in September 2016, at the Pacific Tertiary Education Forum, this new Ako Aotearoa fund builds significantly on our previous work with the Ministry for Pacific Peoples to grow Pacific leaders in tertiary education in Aotearoa New Zealand.

Developed by our Pacific Peoples' Caucus, the fund is designed to strengthen how Ako Aotearoa contributes to enhancing Pacific teaching leadership. The first round closed in November 2016 with four teachers being selected for scholarships. They are listed below.



Dr Ilati Ilati

Department of Politics, University of Otago

As part of his professional development as a senior lecturer in the department, Ilati is earning a law degree at the University of Otago. The law degree will equip him for future research he wishes to conduct, particularly in the Pacific. This scholarship will contribute to the costs of his law studies in 2017.



Vaovasamanaia Meripa Toso

Faculty of Education, The University of Auckland

This scholarship will be used to build on Meripa's existing networks in the early childhood education sector and support her work relating to Pacific learners' engagement with technology.



Metuamaru Daniel-Atutolu

Faculty of Nursing and Health studies, Manukau Institute of Technology

This professional development activity will enable Metuamaru to earn a Master of Nursing degree (making her the first Pacific lecturer currently in her faculty to hold this degree).



Dr Rae Si'ilata

Faculty of Education and Social Work, The University of Auckland

Rae's research centres on linguistically and culturally responsive teaching and learning for Pacific learners. The scholarship will assist Rae to present her research at the World Indigenous People's Conference on Education in Toronto, Canada in 2017.

Overall, Pacific Tertiary Education Forum participant feedback was positive, as demonstrated by the following quotes:

- “... it was a great opportunity to meet and network with other Pasifika colleagues from other institutions, and see what people are doing. It was great to see other institutions with Pacific Strategies in place, and see how they are implementing them institution-wide with support from the top. Encouraging developments for all NZ tertiary institutions.”
- “It was helpful to know I am on the right track with our students but more importantly, that we are not alone and have new resources if needed.”
- “It was refreshing to be at a conference with such a mix. Typically, at academic conferences you tend to run into the same people talking about dry research topics. This felt much more relevant, vibrant and engaging.”



Participant perspective:

“The Pasifika lens/perspective [of the fono] was the key point of difference for me. The holistic lens on the event meant that it felt inclusive, our spirituality was acknowledged, and there was no deficit thinking to contend with but plenty of challenges to think about and work towards resolving. When thinking challenged us, it was a safe environment for our humour to come through. [The fono] definitely looked at ‘success for our learners’”



A-grade medical student James Penfold of Dannemora, Auckland received the first internship organised by the Pacific People’s Caucus as part of the Pacific Youth Awards. Photo (from left to right); James Penfold, Rt Hon John Key and Ako Aotearoa Director Dr Stanley Frielick

Pacific Youth Awards – Ako Aotearoa’s STEM internship

Already a strong sponsor of the Ministry of Pacific Island Affairs Pacific Youth Awards, Ako Aotearoa increased its level of support this year to include an internship worth \$10,000 organised through its Pacific Peoples’ Caucus.

At the awards ceremony at Parliament in November, Ako Aotearoa Director Dr Stanley Frielick, presented the STEM award to A-grade medical student, James Penfold of Dannemora, Auckland. James will begin his internship in 2017, which will include a range of activities facilitated through Ako Aotearoa’s Northern Regional Hub.

“I would love to be able to give back to the Pacific community. Being part of the MAPAS [Māori and Pacific Admission Scheme] has opened my eyes to the disparities and inequalities present in New Zealand. I feel as though being a Pacific doctor in the health work force will help me to address some of these disparities.

“Additionally, I hope to be able to go back to Tonga and do some health work there to improve their health status and also offer opportunities to further health promotion and development.”

STEM internship awardee, James Penfold



Pacific endorsement for the national Tertiary Teaching Excellence Awards

During 2016, the Pacific Peoples’ Caucus developed the “Excellence in Supporting Pacific Learners” endorsement. There is one endorsement, to the value of \$5,000, which may be awarded to one of the sustained excellence award winners who has also been nominated for the endorsement.

National Tertiary Teaching Excellence Awards nominees who want to be considered for this endorsement must include an additional document (not more than 1000 words) providing detailed evidence of how their work with Pacific learners demonstrates their:

- understanding of the enabling factors for Pacific learners that are related to prior learning through their cultures, family context and background, personal values, and life experiences
- ability to form good relationships with Pacific learners, their families and communities.

National and regional projects

As featured elsewhere in this annual report, Ako Aotearoa co-funds an exciting range of national and regional projects that support Pacific teachers and learners. We include a brief summary of some of the projects here.

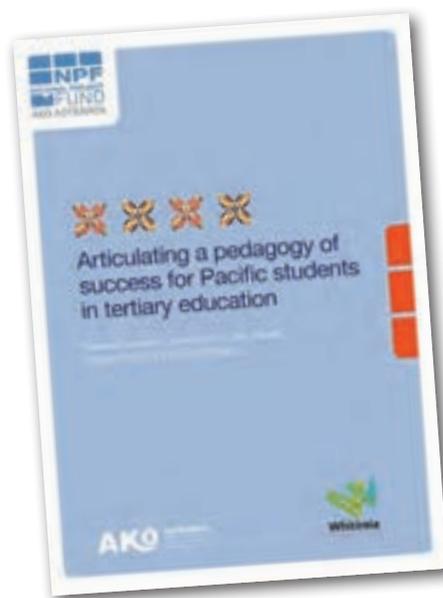
Articulating and implementing a pedagogy of success for Pacific students in tertiary education

Led by Dean Emeritus Margaret Southwick, Whitireia New Zealand

Featured as Profile 10 on pages 26 and 27, this recently completed project draws on examples of programmes at Whitireia New Zealand where significant numbers of Pacific learners achieved the same or better results as non-Pacific students, to identify the pedagogical factors that enhance opportunities for Pacific learner success.

The key aspects of a Pacific pedagogy that supported success were identified as creating safe learning experiences, recognising the role and diversity of cultural backgrounds, and supporting students to walk in multiple worlds.

Exploring these factors has identified lessons and recommendations that can be transferred to other programmes and organisations, as well as identifying how leadership can contribute to successful outcomes.



Completed project update

Change Strategies to enhance Pasifika student success at Canterbury tertiary institutions: A collaborative research project between the University of Canterbury, Ara Institute of Canterbury and Lincoln University

Led by Pauline Luafutu-Simpson, Acting Director, Pacific Development Team, University of Canterbury

Completed in August 2015, our University of Canterbury co-funded Southern Hub project has produced an evidence-base to support organisational enhancement and outcomes for Pacific learners and to complement and enhance organisational self-assessment.*

At the six-month impact evaluation interview (October 2016), one of the project members noted that, "Staff across the partner institutions are buzzing about the sharing of practice and the positive, collaborative engagement that has occurred."

The University of Canterbury will use the project findings institution-wide to inform initiatives and change strategies to lift programme completion rates and to enhance an understanding of good practices that work for Pacific learners.

Teacher and learner perspectives on the changes since this initiative was put in place:

"Greater awareness of influence of values, need to create 'safer' environment and more imbedding and acknowledgement of Pasifika within my daily teaching."

Fono participant

"...some learners are now more open and not as quiet as they were, they feel more included in the learning."

Professional development workshop participant

* Information taken from co-funder interview with Lynn McClelland, Executive Director, Student Services and Communication and Chair of the University's Pacific Peoples Advisory Committee (October 2016) and six-month impact evaluation conversation.

Pacific learner success in workplace settings

Led by Glen Keith, General Manager, ServiceIQ

The industry training sector accounts for one in eight Pacific learners in tertiary education; ServiceIQ, The Skills Organisation, Careerforce, and Competenz account for 80% of these. This project identifies, pilots, and evaluates practices which will improve the achievement of Pacific learners in industry training.

Following on from the plan and design of the project and a literature review in 2015, the four ITOs selected two pilot projects that ran from November 2015 to May 2016 – a Study Group (through Competenz and The Skills Organisation) and a Peer Mentoring programme (through ServiceIQ and Careerforce). The findings will support evidence-based approaches to improving Pacific learner outcomes.

i [Read Profile 1 on pages 8 and 9.](#)



Completed project update

Motivation and engagement of Māori and Pasifika students at PTEs: Lessons for improved teaching and learning techniques

Led by Dr David Lillis, New Zealand Institute of Sport

Gaining feedback from students on ways of enhancing teaching and learning across three institutions (New Zealand Institute of Sport (NZIS), New Zealand College of Massage and Waikato Institute of Leisure and Sport Studies) was the main driver for this project. The team sought to explore relationships between motivation, engagement and learning outcomes for their learner groups.

Since completion in 2015, a set of recommendations for enhanced teaching and learning strategies has been introduced to each organisation. These recommendations included, for example, that the institutions should employ tutors who:

- are responsive to all students, particularly tutors who are experienced in teaching priority learners (Māori, Pacific and younger learners)
- use a range of teaching and learning methods (especially practical activities/use of mobile devices)
- have industry experience.

By early 2016, at the six-month impact evaluation conversation, David reported several changes already undertaken by the institutions that were impacting on

teaching practice as a result of the project findings and recommendations. He identified that most of NZIS' 60-plus staff will have changed their practice in some way as a result of the project and its associated professional development.

Included in those changes are the following.

- Enhanced initiatives: for example, haka learning has been embedded in the curriculum. Parents of Pacific learners are formally invited to an evening to engage with staff and to strengthen relationships between families.
- Enhanced self-assessment: through filtering student feedback and survey information by ethnicity.
- Increased professional development.
- Enhanced staff recruitment practices: through greater focus on matching applicant attributes with qualities identified as leading to good learning experiences for students.
- New practices: including increased use of Māori and Samoan languages and the contracting of an external service to provide for the pastoral and psychological needs of students.

(Chauvel, F. 2017)

Strategic Theme 5

Fostering and acting on the learner voice

Improving outcomes for learners within New Zealand's tertiary education system is central to what we do. An important element of this is ensuring that the learner perspective is heard, heeded and acted upon, and reflected in this strategic theme's objectives:

- Maintain a public commitment to enhancing ability of learners in all sectors to influence the quality of their educational experience through having their voices heard and heeded by practitioners and organisations.
- Support tertiary learners to access appropriate information to make informed decisions about their study.

The projects we fund, the professional development we offer, and the strategic work we lead are designed to change practices in ways that will lead to better experiences and pathways for learners. In keeping with the concept of co-construction embodied by the term Ako, we believe a learner-centred system actively involves learners in shaping the direction and quality of that system.

We recognise that just as the sectors and organisations in tertiary education are diverse, so too are the types of learners who participate in the system. Moreover, international experience tells us that better learner voice requires both supporting learners to use their voice, and supporting organisations and agencies to make use of that voice. To that end, in 2016 we continued to directly support initiatives aimed at improving the active role of learners across tertiary education.

Our commitment

The principle that an active learner voice needs to be supported and acted on applies at all levels: from individual classes and programmes, to organisational management and quality assurance, to high-level strategy and policy development.

Our commitment to this principle means that we are strong, ongoing advocates for improving the influence and impact of learners in our system. For example, more active engagement formed an important part in our submissions to the Productivity Commission of New Zealand's inquiry into tertiary education.

Supporting learner influence – Ako Aotearoa funded projects

Since 2014, Ako Aotearoa and the NZ Union of Students Associations (NZUSA) have been running joint events to promote the better use of learner voice as a tool for enhancing quality within tertiary education organisations. In 2016, we trialled an approach based on developing participants' capability, drawing on the ideas used by Scotland's learner voice agency Student Participation in Quality Scotland (sparqs). Two events were held, one for institutes of technology and polytechnics (ITPs) and one for universities.

Learner leaders participating in the Student Leadership Summit



Student Leadership Summit with ITPs

For this July event, NZUSA and Ako Aotearoa focused on professional development of student representatives and associated staff. Twenty-seven delegates attended from across nine ITPs.

The aims of the event were to enhance participants' understanding of the system context, highlight implications for the role of student voice, and give attendees tools to make them more effective leaders within their ITPs on behalf of their fellow learners.

Morning sessions at this summit focused on the strategic environment in which ITPs operate, giving attendees a better understanding of the priorities, constraints, and structures that their institutions work with. The afternoon sessions centred on participants exploring practical questions to support their work on behalf of learners.

Responses to the post-workshop feedback survey were exceptionally positive (from a response rate of 41%), with over 90% of respondents rating each speaker as good or excellent, 90% stating that they felt that the colloquium had made them a more effective representative for students, and 80% rating the event as either *good* or *excellent* (and none rating it *poor*).



Participant feedback:

“... having the speakers from different sectors and organisations was definitely useful. They were not only knowledgeable about the organisation they represent but gave great presentation and recommendations on what needs to be done to achieve certain goals or aims.”

“A great overall view of the structure and set up of the education system; very vital to learn. I took a lot of notes that I have been able to truly absorb since the summit.”

University sector learner summit with Academic Quality Agency (AQA)

In October we held a one-day summit with both NZUSA and the AQA. This event was dedicated to supporting effective learner voice in universities.

The programme attracted both staff and students from seven of the eight universities. The morning session concentrated on system architecture and skill development for student representatives and association staff. For the afternoon, quality managers and others who help facilitate student voice discussed how learner-focused quality processes can be used to drive change in universities.

“AQA was delighted to work with Ako Aotearoa and NZUSA to host a symposium on the student voice and quality in universities. The opportunity to bring together outgoing and incoming education vice-presidents and university quality managers is helping establish a framework for ongoing development and contribution of the student voice generally and academic audit particularly.”

Q *Dr Sheelagh Matear, Academic Quality Agency*

Strengthening student representation in short and lower-level courses

Partnership project with NZUSA and Toi Ohomai Institute of Technology

This project identifies the barriers currently restricting participation by students in lower level courses (lower than Level 6) at both ITPs and PTEs. The team is developing a toolkit of strategies methods and good practices which will be made available to other tertiary providers with students involved in these types of courses. In-progress findings were discussed at the 2016 New Zealand Vocational Education and Training Research Forum, and were accepted for presentation at the 2017 Student Participation in Quality Scotland conference.

One finding so far has been the preference of learners in these programmes to avoid formal structures in favour of ‘organic’ leadership and direct feedback; this emerged from seeing the class, including tutors, as a family or whānau that takes care of the learners within it.

The final stage of the project will involve developing guidance for how these and other findings can be used by both staff and learner associations to improve representation of these learners within organisations.

“The findings [from this project] encouraged the discussion about students’ contribution to enhancing their own learning experiences, to shift from just student representation and student feedback to a more holistic and nuanced approach to student voice, and have the potential for wide application by both providers and student organisations.”

Q *Alistair Shaw, NZUSA*

Online Learner Feedback Panels

Commencing in 2014, this partnership project has involved NZUSA exploring the use of online methods for obtaining learner views and experiences across organisations and sectors. This began with an initial pilot phase involving panels on issues such as tertiary teaching quality, getting started in tertiary study and succeeding, and learners' experiences with StudyLink, and a follow-up evaluation of their function. Each panel involved 120 to 180 learners from multiple sectors, levels, and stages of tertiary education.

Phase two of this work began in 2016. It involves building on the phase one pilot by addressing points identified from the evaluation, including deepening engagement with agencies and organisations with an interest in the panels and developing a specific strategy for engaging with Māori learners.

Regional project



Adult learners in the Adult and Community Education context: What are the indicators of learner success?

Led by Tracey Shepherd, Wairarapa Rural Education Activities Programme (REAP) – funded through our Central Regional Hub

This Central Regional Hub-funded project has collected feedback from 43 learners enrolled in adult and community education (ACE) programmes in three New Zealand REAPs to discover what they perceive is successful learning and how their learning experience and outcomes are supported by the REAP. Understanding these perceptions is pivotal to ensuring that the delivery of ACE programmes and teaching strategies better meet the needs of adult learners.

Tutor perspective on learner challenges and challenges to learning:

“A lot of students didn’t like and didn’t succeed at school. They’ve learned to adapt. It’s about tapping into this strength.”

The study also involved 13 ACE tutors and 15 other stakeholders. The findings reflected the voices of all participants under four themes:

1. defining learning success: The learners’ perspective
2. learner challenge and challenges to learning
3. learner support mechanisms
4. future pathways and plans.

Learner perspectives on their future pathways and plans after attending ACE courses:

“This programme is a stepping stone for me to go in to social work.”

“Do another course at REAP to gain more confidence and keep working on this.”

“REAP has helped us learn skills which we can pass on to our children.”

New framework and tools for ACE providers

The team developed the *Learner-centric model of evaluation* that positions the learner as central to all REAP and ACE sector activities (Figure 3). An evaluation and review process designed by the project team will assist REAPs in implementing the principles, and embodying the philosophy of, the model. This process includes three evaluation and review templates:

- For learners – to give learners a voice in what is helping or hindering their learning at regular stages in the programme.
- For tutors – to assist with effective teaching and professional development to enhance that teaching.
- For organisations – to engage REAPs and ACE providers in discussion about how they are influential in supporting the learning achievement of ACE learners.



Figure 3: Learner-centric model of evaluation

Building an evidence-base for teaching and learning design using Learning Analytics data

Co-led by Associate Professor Cathy Gunn and Dr Jenny MacDonald, The University of Auckland – a National Project Fund project



Learning analytics can deepen teachers' understanding of learning and provide real-time, actionable insights into student progress. For teachers, however, relevant data can be inaccessible and the promised actionable insights out of reach. For institutions, issues of access and ethical use need to be addressed.

The overarching goal of this collaborative project is to make the practical insights from learning analytics accessible and useful to teachers, learning designers and tertiary institutions.

An exciting development for the project in 2016 was a series of national workshops and seminars to engage with interested tertiary practitioners, and gather feedback on the tools developed so far.

The introductory seminars and workshops attracted around 200 people from approximately 15 different tertiary institutions at five locations around New Zealand. Interest was strong; many having a second chance to engage with the work via a seminar session the team held at the National Tertiary Learning and Teaching Conference. Feedback from these sessions has contributed to the development of the project.

Due to be completed in May 2017, the project is producing a comprehensive range of practical resources to help educators better understand and engage with learning analytics as a valuable tool to support their learners and their teaching practice.

Learner panels a feature of Ako Aotearoa events

Co-hosting our strategic forums (see Strategic Theme One, page 36) enables us to foster the learner perspective and ensure that it sits at the centre of our forum objectives. One way we do this is to include learner panels in the event programme so that practitioners and managers get to hear directly from learners about what is working for them in their tertiary education, and what isn't. This year's learner panels at the Pacific Tertiary Education Forum (see page 64) and Tuia Te Ako hui (see page 57) were a highlight.



Tuia Te Ako 2016 Rangatahi/learner panel, left to right: Jerry Daniels, The University of Auckland; Geneveine Wilson, Te Mana Ākongā; Steven Heke, Te Wānanga o Aotearoa, and Jade Chase, Te Wānanga o Aotearoa

At the Pacific Tertiary Education Forum learner plenary session, Pacific learners discussed and reflected on their own education experiences, including what influenced their education decisions, and what made success easier or more difficult.

A similar session at our Tuia Te Ako Māori education hui in December – co-hosted with Te Wānanga o Aotearoa – provided the teacher audience with inspiration, entertainment and some cold hard facts from the learner perspective about their journey to tertiary education and the support from their teachers and community that guided them through.



PrintNZ Apprentice of the Year 2016 winner Sione Tonga



Strategic Theme 6

Informing policy and implementation

Ako Aotearoa's concern with tertiary education policy is founded on the recognition that achieving the best possible outcomes for all learners doesn't just rely on the work of individual practitioners and organisations, but also depends on the broader structures and policy settings for the tertiary education system. The incentives, barriers, and requirements these system-level factors create shape how programmes are offered. They also influence priorities for educators and managers, affect how learners engage in tertiary education, and ensure that we can all be confident in the quality and effectiveness of our system.

For this reason, the following strategic objectives underpin the work we do in this strategic theme:

- Initiate and contribute to the development of policy that enhances tertiary teaching and learning.
- Facilitate the translation of strategic policy goals into effective practice.

Underlying our work in this area are the twin principles that policy must be informed by robust evidence, and directed towards ensuring a sustainable, high-quality tertiary education sector driven by learner needs. This involves not simply developing good policies and processes, but also working to ensure they are implemented effectively.

We fulfil our policy-related objectives in three main ways: facilitating the tertiary sector's engagement with major strategic and policy developments, providing advice to organisations through consultation and submission processes, and undertaking our own work to explore and address important topics facing our system. All three of these areas have seen notable activity in 2016.

Facilitating the tertiary sector's engagement with major strategic and policy developments

Policy and strategic forums

Our main vehicle for supporting connections between the sector and developments in policy are our strategic forums. These provide opportunities for tertiary practitioners and other staff to hear directly from senior officials and politicians, about the high-level goals and initiatives that affect their daily practice. For example, having the inquiry director and Chair of the Productivity Commission of New Zealand address the Te Ara Whakamana and New Zealand Vocational Education and Training Research Forum respectively on the Commission's work allowed those in the sector to hear directly about the goals of the Productivity Commission's 2016 inquiry, and articulate their own views and concerns to the inquiry.

Developing these connections was a particular focus of the 2016 Pacific Tertiary Education Forum. The forum opened with NZQA Chief Executive Dr Karen Poutasi discussing the NZQA's approach to new modes of learning and assessment and the potential implications for Pacific learners, and closed with TEC Chief Executive Tim Fowler discussing the TEC's new data tools intended to support better delivery planning. The second day was Effective Evaluative Self Assessment (ESA) is at the core of a tertiary education organisation's success. Understanding how ESA leads to successful action and decision-making that benefits learners – and being able to demonstrate this – is not only critical for the future expectations of External Evaluation and Review, but is an important part of high-quality organisational development. opened by Claire Douglas of the Ministry of Education describing the Ministry's priorities to support Pacific success, and was based around a series of sector panels that included TEC investment managers describing their perspectives on Pacific success in those sectors.

Ako Aotearoa's support for policy engagement is intended to involve communication, as well as to help realise and implement policy initiatives. We worked with the Ministry of Education during our Te Ara Whakamana forum to incorporate practical examples of how Vocational Pathways are being used by schools and tertiary organisations to support better outcomes for young New Zealanders. Sessions built around each of the six Vocational Pathways provided an opportunity for attendees to learn more about each pathway and how these can be used for individual learners.



Murray Sherwin (left), NZ Productivity Commission, speaking at the NZ VET Research Forum and Tim Fowler, TEC, at the Pacific Tertiary Education Forum



Organisational Evaluative Self-Assessment – our work with Evaluation Consult

Building on the organisational self-assessment case studies developed by NZQA and Ako Aotearoa, the professional development workshops for managers and practitioners are designed to support the capability-building of organisations across the sector in this strategic area.

These workshops are particularly beneficial when run as in-house events that can be tailored to meet an organisation’s needs and the Capability Development Pathway diagram (Figure 4) demonstrates how sustainable embedding of evaluative self-assessment within organisations can help them make improvements in relation to External Evaluation and Review.

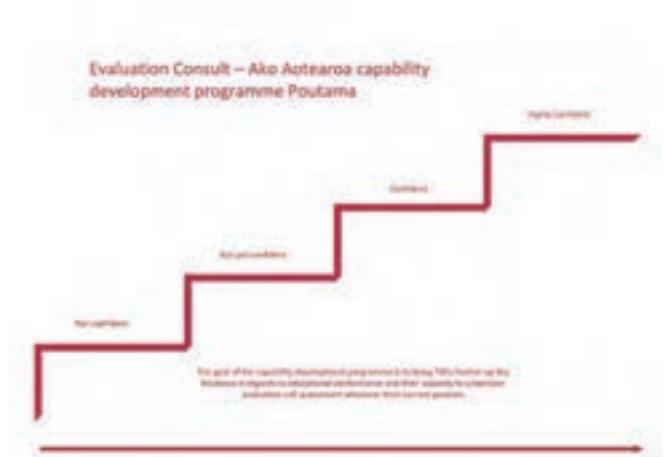


Figure 4: Evaluation Consult – Ako Aotearoa capability development programme Poutama

Effective ESA is at the core of a tertiary education organisation’s success. Understanding how ESA leads to successful action and decision-making that benefits learners – and being able to demonstrate this – is not only critical for the future expectations of External Evaluation and Review, but is an important part of high-quality organisational development.

An evaluative self-assessment success story

Embedding evaluative self-assessment – the English Language Partners experience

In 2016, English Language Partners (ELP) New Zealand documented the journey it began in 2014 to strengthen the organisation by implementing a strong and deliberate focus on ESA. Chief Executive Nicola Sutton attended one of the professional development workshops on building



ELP Chief Executive Nicola Sutton (left) and Tracey Ellis, Evaluative Self-Assessment Coordinator

capability in evaluative self-assessment, developed jointly by Ako Aotearoa and Evaluation Consult (EC), and saw the opportunity to review and overhaul ELP’s ESA systems.

The workshop led to further consulting support from EC with an in-house working group to collaboratively develop an ESA system that was fit-for-purpose within ELP.

While the journey has not been without its challenges, there is now consistency in language and people are thinking, planning, and acting with the ESA in mind.

Nicola says, “For the first time ever we’re able to have a consistent message, from governance and management right down to centre managers. Centre managers are now able to look at the outcomes model and say this is what we’re trying to achieve and they take that message out consistently.”

ELP is now an organisation that exemplifies the journey of ongoing systematic review and action that is effective ESA.

Providing advice to organisations through consultation and submission processes

Formal consultation and submissions

Ako Aotearoa is an ongoing source of expert advice for government officials and national organisations. We provide this as requested, but also make sure to participate in formal consultation and submission processes relevant to tertiary education. When we do so, we are not attempting to reflect the point of view or interests of a particular part of the tertiary education system. Instead, the contributions we make are based on how a given set of proposals will affect our system's ability to achieve the best possible educational outcomes for learners.

Highlights of this formal participation in national processes over 2016 included our membership of the Teaching Education Qualifications Review Governance Group (the Group's qualifications being listed in February), multiple contributions to the Productivity Commission's inquiry, and participating in consultation on the Vocational Education and Training Working Groups' proposed framework for vocational education and training.



New models of tertiary education – issues paper and draft report

The Productivity Commission inquiry into new models of tertiary education was one of the most significant policy developments in our sector over 2016. With a wide remit, the Productivity Commission's work could significantly affect future government policies and priorities. The inquiry provided an opportunity for organisations, sub-sectors, and the system as a whole to reflect on what we are trying to achieve and how we go about doing so.

Ako Aotearoa was an active participant in this process: we made formal submissions on the inquiry papers and met with the Productivity Commission on several occasions. We were pleased to see our contributions referred to multiple times in the Productivity Commission's draft report. We also invited representatives of the Productivity Commission to speak at strategic forums (as discussed above and in Strategic Theme One) and arranged for the international experts attending the New Zealand Vocational Education and Training Research Forum to meet with the Productivity Commission and discuss conclusions from relevant research and international experiences.

We look forward to the Productivity Commission's final report in 2017 and working with agencies, organisations, and practitioners on the proposals for change that may result.

Developing an outcomes framework for Aotearoa New Zealand's vocational education and training system

In February, the Vocational Education and Training Working Group – a collective of institutes of ITP and ITO sector representatives – released its VET Outcomes Framework discussion document. This proposed a framework for understanding the performance of the vocational education and training sector in terms of agreed outcomes (rather than outputs); this included proposing definitions of what vocational education and training should be intended to achieve and potential methods and indicators of its impact. Part of this work also clarifies the nature and structure of Aotearoa New Zealand's vocational education and training system.

Our submission to this discussion document welcomed the Working Group's initiative in proposing such a framework, while highlighting aspects that needed further consideration. We look forward to the progress of this work, and to providing further input and advice in its development.

Our own work to explore and address topics facing our system

Ako Aotearoa's work on policy issues can also be seen in our development and support for specific initiatives that, when implemented, will address major strategic priorities established by government, communities, and other stakeholders. For example, in mid-2016 we completed work for the TEC's Engineering E2E initiative on how organisations can support excellent education – and excellent educators – within engineering programmes.

In 2016, (as discussed in Strategic Theme One, page 41) we also reframed the open round of our National Project Fund on a set of priority themes: improving assessment, promoting employability, and supporting women into male-dominated disciplines and trades. Other notable work this past year addressed priorities in the *Tertiary Education Strategy 2014–19*, including creating better outcomes for young learners, supporting success for Māori and Pacific learners, and addressing literacy and numeracy.

Professional development to improve outcomes for under-25 learners

Co-led by Dr Judith Honeyfield, Bay of Plenty Polytechnic and Dr Lesley Petersen, Consultant

This collaborative team of tertiary teachers and staff developers across four ITPs and one wānanga (including Toi Ohomai, Eastern Institute of Technology and Te Whare Wānanga o Awanuiārangī) investigated professional development decision-making to improve under-25 students' achievement. The team used a Kaupapa Māori methodology and conceptual framework, which took account of the structural, cultural and political factors (Smith, 2012) that impact professional development decision-making.

The study followed 10 case study programmes, with large numbers of students aged under-25, across a range of programme levels. The new Integrated Professional Development Decision-making Model (Figure 5) was developed to provide a mechanism for shifting practice and institutional change through a multi-level approach in

which crucial decision-making occurs. The ākonga (student) voice is at the centre of the model.

The team has developed a set of resources, based on student, stakeholder, and teacher feedback, to help practitioners implement this model. They are also developing a workshop that will join our Professional Development Programme in 2017. This project was managed through the Ako Aotearoa National Project fund.



Figure 5: Integrated professional development decision-making model

Project update – a non-deficit approach to supporting Māori learners in health-science

Weaving our Worlds: Māori learner outcomes from an equity-focused strengths-based programme in Health Sciences

Led by Associate Professor Joanne Baxter, University of Otago



Māori are under-represented in tertiary study in “difficult to enter” health professional degrees (such as medicine, dentistry, pharmacy, and physiotherapy). Increasing the academic achievement and diversity of Māori successfully entering and completing these programmes is a strategic priority for health and education.

Featured as an in-progress project profile in *Ako Aotearoa Annual Report 2015* (page 6), this non-deficit, strengths-based work was completed in December 2016. This Ako Aotearoa-funded project enabled the team to enhance and evaluate their Department's Te Whakapuāwai programme. The success of the programme is demonstrated by a 50% increase of student course completions – a cohort of 45 Māori Health Science students (who were involved in the Te Whakapuāwai programme of support) graduated in November from this highly competitive programme. The news of this success was shared nationally via Radio New Zealand Morning Report in November.



Working with Māori and Pacific adult learners in literacy and numeracy – He Taunga Waka professional development for educators

The He Taunga Waka project, established in 2015 and funded by the TEC, set out to better support adult Māori and Pacific learners in foundation education to strengthen their literacy and numeracy. In 2016, 42 workshops were delivered to a wide range of tertiary organisations, including 24 ITOs (a further eight are to be delivered in 2017).

These free events were focused in the priority regions of: South Auckland (15), Northland (4) and Rotorua/Bay of Plenty (9). Workshops were also delivered to eight tertiary education organisations with high numbers of Māori learners and/or Pacific learners, and six tertiary education organisations with continuing high disparities of performance outcomes compared to non-Māori and non-Pacific learners. Over 96% of the workshop participants rate the Māori workshops as useful to very useful. The Pacific workshop participants overall rating for useful to very useful was 97%.

Participating organisations included, for example: NorthTec,

Primary ITO workshop participant feedback:

“I have a better appreciation of the ‘I’ versus ‘we’ perspective. This explains why certain tutors gel better with Māori trainees than others. Am more confident with Te Reo.”

Manukau Institute of Technology, Primary ITO, Te Roroa Learning Assistance Dargaville, Te Whare Wānanga o Awanuiārangi, The Skills Organisation, and Southern Adult Literacy Collective in Invercargill.

Other work in 2016 included development of online resources, presentations and follow-up consultancy.

[Read the He Taunga Waka Profile on pages 10 and 11.](#)



Strategic Theme 7

**Contributing to Aotearoa
New Zealand's international
reputation for high-quality,
innovative tertiary education**

Building strong international connections that lead to successful collaborative work on teaching and learning is a priority for Ako Aotearoa. This year saw significant developments in the two objectives of this strategic theme:

- We continue to build strong relationships that enhance teaching and learning with international partners.
- We are recognised internationally for the support we provide for tertiary teaching as a profession.

Collaborative international projects

International Professional Standards Framework and accreditation for tertiary teachers

In May, Ako Aotearoa former Director, Dr Peter Coolbear, held discussions with Kathryn Harrison-Graves from the Higher Education Academy (HEA, UK) on accreditation role within the HEA's Professional Standards Framework. Discussions are underway for a project on developing the implementation of the HEA's Professional Standards Framework with Massey University.

Our Deputy Director Sector Services, Helen Lomax, presented at the HEA Symposium in Canberra, hosted by Australian National University at the end of May, focusing on the two current Ako Aotearoa co-funded projects that pilot a UK HEA accreditation scheme within two New Zealand institutes:

- professional recognition of teaching through the UK Higher Education Academy – a pilot study at Auckland University of Technology
- professional recognition of teaching through the UK Higher Education Academy – a pilot study at Unitec Institute of Technology.

International benchmarking

In the *Ako Aotearoa Annual Report 2015*, we featured the benchmarking publication that was developed as a result of the work led by Dr Sara Booth, University of Tasmania, with universities from Australia, United Kingdom and Aotearoa New Zealand. In 2016, this work continued to develop in the form of a workshop held in Samoa. Read more about this in Strategic Theme One.

Universities Australia conference

Peer review benchmarking continues to gain momentum in Australia with a special focus on assessment and in March, our former director, Dr Peter Coolbear, presented our international peer review benchmarking work at the HES Satellite Event. This event took place after the Universities Australia conference in Canberra.

Peter also presented on our benchmarking work also at the Australian Council of Deans of Information and Communications Technology, Learning and Teaching Academy Forum in Sydney at the end of March.

Promoting our work internationally

'No Frills' conference delegation



Ako Aotearoa has a strong relationship with Australia's National Centre for Vocational Education Research (NCVER), and in July we supported a delegation of three project teams to attend their annual 'No Frills' conference. Held at CQ University in Rockhampton, Queensland, this year's forum was focused on *Equity, Engagement, and Evolution*.

Led by our senior project and research analyst Nicholas Huntington, who also presented at the conference on New Zealand vocational education and training policy, the team members and projects on this delegation consisted of:

- Anne Alkema (Heathrose Research) and Adrienne Dawson (Industry Training Federation) – Non-completers in industry training
- Dr Karen Vaughan (New Zealand Council for Educational Research) – Knowing Practice: Vocational Thresholds in practice-based learning
- Dr Jean Parkinson (Victoria University of Wellington) and James MacKay (WelTec) – Language in the trades (James MacKay of this Project Team also attended the conference).

Bringing international expertise to New Zealand

International forum speakers

Ako Aotearoa's commitment to bringing international expertise to Aotearoa New Zealand is reflected in the events we host. Most of our events include globally renowned contributors, and in many cases we arrange a small series of associated discussion and presentation events to widen the contribution our guests can make.

i See *Strategic Theme One* for more information about our *Strategic Forums*.



Associate Professor Jeff Duncan-Andrade

Raza Studies and Education Administration and
Interdisciplinary Studies, San Francisco State University, USA



Professor Ewart Keep

Director, Centre for Skills, Knowledge, and Organisational
Performance (SKOPE), Oxford University, UK



Professor Alison Fuller

Pro-Director: Research & Development, Institute of
Education, University College London, UK



Jodieann Dawe

National Manager Research & Engagement, National Centre
for Vocational Education Research, Australia



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June Bayha

Founder and Chief Executive Officer, The Bayha Group, USA

Other international visitors

- **Office for Learning and Teaching (OLT) Fellows** –
 - Emeritus Professor Geoff Scott (University of Western Sydney) with his FLIPCurric workshops (see Strategic Theme Two, page 49 for more details)
 - Emeritus Professor Denise Chalmers regarding her work on the development of an Australasian Teaching Criteria and Standards Framework
 - Dr Peter Coolbear contributed to a panel on the future of higher education at the OLT's final conference in April
- **Dr Emily Lardner** – The National Resource Center for Learning Communities, Washington Center, Evergreen State College, Washington, USA (November)
- **Dr Terry MacGuire** – National Forum for the Enhancement of Teaching and Learning in Higher Education, Dublin, Ireland
- **Institute of Adult Learning, Singapore** – various activities including; hosting of a delegation (part of Singapore's SkillsFuture initiative study tour organised by Professor Stephen Billett and Associate Professor Sarojni Choy of Australia's Griffith University), former Ako Aotearoa Chief Executive Dr Peter Coolbear chairing a discussion panel at the Manukau Institute of Technology, and a webinar to introduce the delegates to New Zealand's vocational education and training environment by our Senior Project Research Analyst Nicholas Huntington.

Our national and regional projects 2016

National projects



Completed in 2016

	\$	\$
Project details	Ako Aotearoa's funding	Organisation's contribution (cash and in-kind)
<p><i>Non-completers in industry training: A exploration of apprentices' views on the barriers to success in industry training</i> Project leader: Adrienne Dawson Participating TEO: Industry Training Federation</p>	53,000	78,675
<p><i>Improving science communication through scenario-based role-plays</i> Project leader: Erik Brogt Participating TEO: University of Canterbury</p>	139,000	139,000
<p><i>A mentoring model for ITOs and employers</i> Project leader: Sandra Johnson Participating TEO: Downer Ltd</p>	150,000	150,000
<p><i>Good practice in assessment review</i> Project leader: Natalie Bourke Participating TEO: ServiceIQ</p>	50,000	100,000
<p><i>Waiariki agricultural collaboration</i> Project leader: Neville King Participating TEO: Te Wānanga o Aotearoa</p>	140,000	0
<p><i>Hei Taunaki i te Ako: Assessment and moderation for te reo Māori in the tertiary sector in Aotearoa New Zealand</i> Project leader: Rangi Matamua, Kahukura Consultants</p>	60,000	0
<p><i>Knowing practice</i> Project leader: Karen Vaughan Participating TEO: New Zealand Council for Educational Research</p>	118,632	273,740
<p><i>Professional development to improve outcomes for under-25 learners</i> Project leaders: Lesley Peterson and Judith Honeyfield Participating TEOs led by: Toi Ohomai Institute of Technology and Eastern Institute of Technology</p>	142,000	152,320
<p><i>Weaving our worlds</i> Project leader: Joanne Baxter Participating TEO: University of Otago</p>	150,000	207,923
<p><i>Ako Whakaruruhau: Implementing and evaluating good practice for Māori trade training</i> Project leader: Cath Savage Participating TEO: Te Tapuae o Rehua</p>	150,000	150,000
<p><i>Learners and mobile devices: A framework for enhanced learning and institutional change</i> Project leader: Mark Northover Participating TEO: AUT University</p>	150,000	150,000
Subtotal	1,302,632	1,401,658

New in 2016

	\$	\$
Project details	Ako Aotearoa's funding	Organisation's contribution (cash and in-kind)
<p><i>Te Whaihanga: Preparing students to work with Māori</i> Project leader: Dory Reeves Participating TEO: The University of Auckland</p>	150,000	150,000
<p><i>Enhancing the readiness to practice of newly qualified social workers</i> Project leader: Neil Ballantyne Participating TEOs: Open Polytechnic of New Zealand, The University of Auckland, Massey University and the University of Canterbury</p>	150,000	164,474
<p><i>Evaluating the effectiveness of support interventions for dyslexic learners in multiple learning environments</i> Project leader: Mike Styles Participating TEO: Primary ITO</p>	149,412.50	149,421.50
Subtotal	449,412.50	463,896
National Projects Grand Total	1,752,045	1,865,554

Northern Hub projects



Completed in 2016

Project details	\$	\$
	Ako Aotearoa's funding	Organisation's contribution (cash and in-kind)
<i>Certificate programmes and beyond: A longitudinal study tracking the pathways and factors influencing students' choices</i> Project leader: Rae Trewartha Participating TEO: Unitec	10,000	10,000
<i>Virtual construction project management environment</i> Project leader: Taija Puolitaival Participating TEOs: Unitec, UTS Sydney, Tampere University of Technology Finland, Christchurch Polytechnic Institute of Technology	10,000	34,100
<i>Contextualising vocational programmes to match institutional and industry settings</i> Project leader: Sean Squires Participating TEOs: Bay of Plenty Polytechnic, Eastern Institute of Technology, Christchurch Polytechnic Institute of Technology, Nelson Marlborough Institute of Technology	10,000	10,000
<i>Satellite programmes: Barriers and enablers for student success</i> Project leaders: Rachael Gardiner and Heather Watt Participating TEO: Manukau Institute of Technology	8,620	10,220
<i>Getting it right: Guidelines for online assessment in New Zealand tertiary contexts</i> Project leader: Jane Terrell Participating TEOs: Massey University, Unitec, Auckland University of Technology	11,500	16,500
Subtotal	50,120	80,820

New in 2016

<i>How and why lecturers use exemplars</i> Project leader: Eleanor Hawe Participating TEO: The University of Auckland	11,835	13,800
<i>Strengthening access to study for Northland youth</i> Project leader: Phil Alexander-Crawford Participating TEOs: Te Matarau Education Trust, NorthTec	15,000	18,000
<i>Enhancing generic thinking skills of tertiary STEM students through puzzle-based learning</i> Project leader: Sergiy Klymchuk Participating TEOs: Auckland University of Technology, The University of Auckland	10,000	26,250
<i>Youth cultural heritage programme</i> Project leader: Tarisi Vunidilo Participating TEOs: The University of Auckland, Wesley College, New Foundations Trust	9,600	17,250
Subtotal	46,435	75,300
Northern Hub Grand Total	96,555	156,120

Central Hub projects



Completed in 2016

Project details	\$	\$
	Ako Aotearoa's funding	Organisation's contribution (cash and in-kind)
<i>Visible words: Using writing in second language vocabulary learning</i> Project leader: Irina Elgort Participating TEO: Victoria University of Wellington	10,000	11,220
<i>Exploring the impact of mentoring training on the quality of mentoring engagement and provision in the ITO context</i> Project leader: Greg Durkin Participating TEO: BCITO	10,000	26,700
<i>Building trainees' capabilities around critical literacy and numeracy skills for successful completion of higher level tertiary qualifications in the New Zealand ITO context</i> Project leader: Marianne Farrell Participating TEO: Primary ITO	10,000	12,650
<i>Implementation of learning interventions which support dyslexic trainees in classroom and workplace environments</i> Project leader: Mike Styles Participating TEOs: Primary ITO, G&H Training Ltd, Petersen Consulting	10,000	13,504
<i>The identification of tutor practices that achieve positive outcomes for Youth Guarantee students</i> Project leader: Anne Greenhalgh Participating TEOs: Workforce Development Ltd, Petersen Consulting	10,000	14,550
<i>Designing professional development for experienced teachers in tertiary vocational education</i> Project leader: Gerard Duignan Participating TEOs: WelTec, Unitec Institute of Technology, Universal College of Learning, Manukau Institute of Technology, Whitireia, Bay of Plenty Polytechnic, Eastern Institute of Technology	9,355	9,355
Subtotal	59,355	87,979

New in 2016

<i>Adult learners in the ACE context: What are the indicators of learner success?</i> Project leader: Tracey Shepherd Participating TEO: Wairarapa REAP, Central Otago REAP, East Bay REAP	15,340	9,805
<i>Developing Communities of practice as a pedagogy support mechanism for teaching teams in the New Zealand PTE environment</i> Project leader: Anne Greenhalgh Participating TEOs: Workforce Development Ltd, G & H Training Ltd, College of Future Learning NZ Ltd, Petersen Consulting	13,000	13,575
Subtotal	28,340	23,380
Central Hub Grand Total	87,695	111,359

Southern Hub projects



Completed in 2016

Project details	\$	\$
	Ako Aotearoa's funding	Organisation's contribution (cash and in-kind)
<p><i>Engaging in feedback in clinical education: A framework</i> Project leader: Cathy Chapple Participating TEO: University of Otago</p>	8,692	18,266
<p><i>Facilitating critical thinking in initial teacher education student early years teachers</i> Project leader: Tui Summers Participating TEOs: Te Rito Maioha (initially New Zealand College of Early Childhood Education and Te Tari Puna o Aotearoa)</p>	10,000	20,737
<p><i>Lecturing effectiveness of NZ accounting and finance academics</i> Project leader: Ralph Adler Participating TEOs: University of Otago and University of Canterbury</p>	10,000	68,091
<p><i>Identifying and addressing common student problems with assessment</i> Project leaders: Erik Brogt Participating TEO: University of Canterbury</p>	6,160	6,400
Subtotal	34,852	113,494

New in 2016

	\$	\$
Project details	Ako Aotearoa's funding	Organisation's contribution (cash and in-kind)
<i>Understanding and managing assessment anxiety during the student transition to university</i> Project leader: Valerie Sotardi Participating TEO: University of Canterbury	10,000	10,000
<i>Mathematical maturity: How can it inform teaching and learning of mathematics?</i> Project leader: Maarten McKubre-Jordens Participating TEOs: University of Canterbury	6,625	10,375
<i>Virtual field trips in tertiary science</i> Project leader: Ben Kennedy Participating TEOs: University of Canterbury, Core Education LEARNZ, Earthquake Commission	14,935	58,240
<i>How do successful university students conceptualise 'good teaching' and 'effective learning'?</i> Project leader: Vivienne Anderson Participating TEO: University of Otago	9,954	19,487
<i>Assessing the effectiveness of a flipped classroom in foundation engineering</i> Project leader: Paul Docherty Participating TEO: University of Canterbury	9,550	10,438
<i>Reflective experiential learning: Using active video watching to teach presentation skills</i> Project leader: Antonija Mitrovic Participating TEOs: University of Canterbury	7,980	12,218
<i>Developing a law student profile: Phase Three</i> Project leader: Lynne Taylor Participating TEO: University of Canterbury	11,550	22,509
<i>Teaching occupational therapy students how to integrate evidence for better clinical outcomes</i> Project leader: Linda Robertson Participating TEO: Otago Polytechnic	10,000	26,506
Subtotal	80,594	169,773
Southern Hub Grand Total	115,446	283,667
Regional Hubs Grand Total	299,696	550,746
Combined Projects Total	2,051,741	2,416,300



Other activities

Workshops in our Professional Development Programme

Workshops collated by topic

Teaching practice/strategies

- Cooperative learning – a teacher’s guide to working with groups
- Designing curricula to enhance learning and teaching
- Reflective practice: Methods and tools for supporting teaching, learning and professional development
- Supporting adults with dyslexia in tertiary education and training: an introduction
- Developing practices for new tertiary teachers
- Linking theory and practice for effective student-centred teaching
- The process of collecting evidence of learner benefit
- Transforming education: Improving learning in lectures
- Problem-based learning: Creating student-led activities for work-ready outcomes
- Engaging learners in a blended learning environment

Student engagement

- Engage, enhance, enliven: practical tips and techniques to enhance learner engagement
- Engaging challenging learners
- Using student evaluations to enhance teaching practice: Closing the loop

Supporting Māori learners

- Kia eke ki te taumata – Success for Māori in tertiary education
- Hei Toko: Enabling Māori Learner Success

Supporting Pacific learners

- Educational practices that benefit Pacific learners (organisational focus)
- Successful teaching strategies for Pacific learners (practitioner level)
- Successful teaching strategies for Pacific learners in the South Island
- Developing an inclusive assessment tool for Pacific children in ECE



Online learning

- Effective web-based open education practices
- An orientation to open, flexible and distance learning (free, online workshop)
- Understanding open, flexible and distance learning

Vocational education

- Enhancing teaching and learning practices for vocational education

Assessment

- Effective assessment that supports learning
- Student self-assessment: An assessment method for enhanced learning
- Evaluative self-assessment for better learning and better outcomes (practitioner, full day)
- Using evaluative self-assessment to manage organisational success (manager, half day)
- Evaluate self-assessment to enhance organisational performance and learner outcomes (combined, half day)

Mentoring

- Mentoring: Principles, practices and skills
- Mentoring learners in work placements

Research skills

- Designing research projects to improve learning and teaching

Literacy and numeracy

- The Pasifika Wave: How to make a difference for your Pacific adult learners in literacy and numeracy
- Ako, Aro and Whanaungatanga: How to make a difference for your Māori adult learners in literacy and numeracy

Ako Aotearoa website and online communications www.akooteaora.ac.nz



The Ako Aotearoa website attracted more than 85,650 unique users this year, compared with 82,795 in 2015, representing an increase of 3.4%.

The number of times those users returned and interacted with the site increased by 7%, from 131,353 to 140,612.

Perhaps not surprisingly, the number of users accessing our site from mobile devices increased 9.9% from 16,607 in 2015 to 21,566 in 2016.

Alert Online e-newsletter

Alert Online continues to inform people involved in tertiary education across the sector of our recent research-based resources, upcoming events, updates on funding and further Ako Aotearoa-related news.

During 2016 we delivered seven online issues and had a total of 11,540 subscribers (the total number in December 2016), which is a 35% increase on the 8540 people who subscribed to Alert Online in 2015.

The average open rate sits at 18.5% which is a 0.5% decrease from what we experienced in 2015.

Website Bulletin

Six bulletins were sent out during 2016, with a decision being made in November to merge the contents of the Bulletin into the Alert Online for an enhanced and more streamlined user experience.

The last bulletin was sent in October 2016 to a list of 7122 subscribers, which is a massive increase of 239% on the 2100 bulletin subscribers in 2015.

There was a healthy increase in the open rate, moving from 22% in 2015 to 23.8% in 2016 (the industry average is 17%).

Online shop

While the total number of resources purchased from the online shop decreased from 285 in 2015 to 136 in 2016, the total value of the resources sold from our online shop almost doubled from \$2,769 in 2015 to \$5,217.95 in 2016.

Future of the website

2016 has been a year of change here at Ako Aotearoa, and our original intention to update our website software from Drupal 6 to Drupal 8 has been superseded by a more holistic plan to employ an overarching digital solution that will meet our database, event management, e-commerce and web content requirements.

We are currently in the process of assessing the various possibilities, and aim to have an overarching digital solution in place by the end of 2017.

Ako Aotearoa external sponsorships in 2016

Event	Location / Host	Role
Centre for Research in International Education	AIS, Auckland	Sponsor
People in Disaster 2016	Canterbury District Health Board	Bronze sponsor
DEANZ conference	University of Waikato	Platinum sponsor
New Zealand Association of Cooperative Learning (NZACE)	NZACE	Sponsor
Adult and Community Education (ACE) Aotearoa	ACE Aotearoa	Sponsor
15th National Conference – Community Languages and ESOL (CLESOL)	University of Waikato	Gold sponsor
Association of Pasifika Staff in Tertiary Education (APSTE)	Ara Institute of Technology	Main sponsor
Aotearoa New Zealand Evaluation Association	Victoria University of Wellington	Bronze sponsor
Industry Training Federation Annual Conference	Industry Training Federation	Principal
Te Huinga Tauira o Te Mana Ākonga	Victoria University of Wellington	Sponsor
Independent Tertiary Education NZ (ITENZ)	Amora, Wellington	Gold sponsor
National Tertiary Learning and Teaching Conference 2016	Toi Ohomai Institute of Technology	Gold sponsor
Te Toi Tauira mō te Matariki	Te Whare Wānanga o Awanuiārangi	Sponsor
Kimihia Rangahaua Symposium	Massey University	Silver sponsor
7th International Indigenous Research Colloquium	Nga Pae o te Māramatanga	Kawakawa sponsor
AECTP National First Aid Conference 2016	Red Cross	Sponsor
First-Year Biology Educators Colloquium	University of Otago	Sponsor
Tertiary Educational Research NZ (TERNZ)	AUT University	
Association of Tertiary Learning Advisors Aotearoa New Zealand (ATLAANZ)	Lincoln	Main sponsor
FABENZ	Unitec	Main sponsor
ANZ Student Services Associations	AUT University	Gold sponsor

Note: Ako Aotearoa's contribution to the above events included active involvement with keynote presentations, involvement in plenary and panel sessions, as well as sharing the work of our project teams and professional development workshops to the programme.



Summary of performance against the 2016 business plan

Summary of performance against the 2016 business plan

As a change from previous years, this plan is set against our current organisational drivers (which have then been mapped against the strategic themes identified in our Strategic Plan 2014–2017).

1. Increasing our reach across the sector

Key achievement areas	Key Performance Indicators	Measures and targets (where not identified as part of KPIs)	Progress to date
1. Extending our overall reach to individual practitioners	<ul style="list-style-type: none"> Our newsletter reaches 10% more people than in 2015 Average attendance at our strategic fora and regional events increases by 5% from 2015 	<ul style="list-style-type: none"> Circulation target 9,295 (2015: 8,450) Unique download rate increases by 10%: overall unique download target 17,700 (16,880 in 2015) 	<ul style="list-style-type: none"> Circulation increased by 35% to \$11,540 people by latest issue, Dec 2016 A total of 3,170 people attended 156 Ako Aotearoa events that support professional learning and development (includes 605 attendees at our four strategic fora) Unique downloads were 29,882 by end of Dec 2016. An increase of 77 % from the previous year
2. Extend our reach to different sector groups	<ul style="list-style-type: none"> Increased participation in our PD programme by Wānanga staff At least one major project is established with a large Māori organisation 	<ul style="list-style-type: none"> At least four in-house workshops are run with Wānanga in 2016 	<ul style="list-style-type: none"> Relationship building has begun with Te Wānanga o Aotearoa who are interested in PD, particularly for their non-Māori educators. One in-house He Taunga Waka workshop was delivered at Te Whare Wānanga o Awanuiārangi TTEA nominations (2) received from a Wānanga for the first time since Kaupapa Māori award category established
	<ul style="list-style-type: none"> Increased participation in our PD programme by ITO staff The overall number of PTEs actively working with the regional hubs increases by 10 percentage points 	<ul style="list-style-type: none"> At least six in-house workshops are offered to ITOs in 2016 PTE engagement increases from 35% in 2015 to 45% in 2016 At least eight workshops are taken up by practitioners from PTEs and/or ACE groups that have not worked with us before 	<ul style="list-style-type: none"> 17 x in-house He Taunga Waka workshops were delivered to ITOs (BCITO (6); Primary ITO (10); SkillsActive (1)) 13% percentage increase (64% 2015 to 77% 2016) (The change in baseline is a reflection of the changes in PTE market and refining of related activities) He Taunga Waka Wānanga/Fono held at MIT Pasifika Community Centre, Otara on 6 October 2016 attracted 38 participants from the broad tertiary sector

	<ul style="list-style-type: none"> The level of active engagement with the ACE sector increases by 10% 	<ul style="list-style-type: none"> At least five ACE sector events supported in 2016 (4 in 2015) 	<ul style="list-style-type: none"> 21 workshops were taken up by PTE and ACE practitioner groups that have not worked with us before He Taunga Waka Wānanga/Fono held at MIT Pasifika Community Centre, Otara on 6 October 2016 attracted 38 participants from the broad tertiary sector Adult Learners Week (ALW) was a focus of engagement in Q3 and Q4. We sponsored and participated in the ALW Awards in Christchurch, Wairarapa, Tararua, Tauranga and Waitakere
<h3>3. Increasing the accessibility of our resources and services</h3>	<ul style="list-style-type: none"> An existing cost-recovery PD workshops is redeveloped for flexible on-line study The content portion of our website is redeveloped in Drupal 8 around user profiles Active support provided for project teams 	<ul style="list-style-type: none"> PD workshop successfully launched; user feedback indicates at least 90% satisfaction User surveys indicate at least 90% satisfaction Projects in progress colloquia are run in each region and nationally with participation rates of over 80% and 90% satisfaction 	<ul style="list-style-type: none"> He Taunga Waka on-line resources developed and 3 'digital flipbooks' are now available at our website Website development put on hold while new unified digital architecture is designed (including intranet, events and CRM, digital publishing system, and enhanced social media capability) Achieved. Regional events ran as follows: NHUB and CHUB – 7 November 2016 (joint event) with 100% satisfaction and participation rates. The SHUB colloquium was held on 14 November 2016 with participation rates of 75% reflecting disruptions from the Kaikoura earthquake that day; 100% satisfaction rates Our Sixth NPF Projects in progress Colloquium was held on 15 June: Participation rate 100%; satisfaction rate: 91% of respondents (38% response rate) rated the colloquium 'very valuable'; 9% 'valuable'
<ul style="list-style-type: none"> Expanded participation in the TTEA awards 	<ul style="list-style-type: none"> Increased PTE participation compared to that over 2013 – 2015 TTEAs actively promoted to the ACE sector 	<ul style="list-style-type: none"> Not achieved: 1 nomination from the PTE sector for the 2016 awards (2013: 4; 2014:2; 2015: 1) TTEAs promoted through 8 teaching excellence workshops in the Northern and Central regions 	

2. Maximising our value-add as an organisation

Key achievement areas	Key Performance Indicators	Measures and targets (where not identified as part of KPIs)	Progress to date
<p>4. Continuing and refining our impact evaluation work</p>	<ul style="list-style-type: none"> Full review of the impact of co-funded NPF projects to date published Full review of the impact of co-funded Regional Hub projects to date completed Collated report on practice change achieved through in-house PD programmes completed 	<ul style="list-style-type: none"> Target response rate to in-house post-workshop practice change surveys is 40% 	<ul style="list-style-type: none"> All three projects commissioned in July and are at final draft stage awaiting Q4 data A response rate of 34% achieved across the three regional hubs
<p>5. Leveraging off existing work</p>	<ul style="list-style-type: none"> On-line interactive database of regional hub project findings completed 	<ul style="list-style-type: none"> Practitioners can easily access advice on practice by topic (user survey) Project teams who develop new proposals that explicitly build on relevant previous work are funded (feed-back from HAGs) 	<ul style="list-style-type: none"> Database was developed and tested for Southern Hub projects at end July and is being completed for all Hub projects <i>Getting it right: Guidelines for online assessment in New Zealand tertiary contexts</i> (cross sector collaboration led by Massey University) is an RHPF project that builds on an NPF project on the eLearning Guidelines completed in 2012 <i>Developing a law student profile: Phase 3</i> (led by the University of Canterbury) is a multi-phase, longitudinal, project involving a 2014 cohort of law students enrolled at the Universities of Auckland, Canterbury and Waikato <i>The Talented Students' Project (Phase 3)</i> (led by the University of Auckland) encouraging talented students into postgraduate study was successfully trialled in one School in the earlier phases ePosts: An introduction to effective online learning is an RHPF project that builds on two previous projects: Signposts and Goalposts Supporting doctoral writing: A guide for supervisors is an RHPF project that builds on a previous NPF project on best practice for supervisors Perioperative Interprofessional Dedicated Education Unit Pilot is an RHPF project that evaluates the initial NPF pilot in 2009 New NPF round released as a series of three RFP's, rather than open bidding (see sections 8 and 12)

3. Focused support for priority learners

Key achievement areas	Key Performance Indicators	Measures and targets (where not identified as part of KPIs)	Progress to date
<p>6. Supporting Māori success</p>	<ul style="list-style-type: none"> He Taunga Waka contract for 2016 is successfully completed with respect to supporting Māori learners Expanded professional development for staff supporting the success of Māori students At least five Hei Toko projects are commissioned At least one new major project supporting Māori success is commissioned Our fifth Tuia Te Ako hui runs as part of the 2016 programme or registrations are open for the event in early 2017 	<ul style="list-style-type: none"> Evaluation confirms that He Taunga Waka is contributing to the delivery of TEC's LLN strategy with respect to Māori learners A 50% increase in cost-recovery Māori PD events is achieved in 2016 with at least 90% satisfaction rates. Target number of workshops is 12 (2015: 8) 	<ul style="list-style-type: none"> TEC have indicated that contract will be extended in 2017 for 6 months Evaluation feedback indicates that for He Taunga Waka, 96.37% of participants rated the Māori focused 'Ako, Aro and Whanaungatanga' workshops as 'useful' or 'very useful'; and 97.22% of participants rated the combined Māori and Pasifika workshops as 'useful' or 'very useful' 26 He Taunga Waka Māori PD workshops delivered in 2016 (an increase from 8 workshops in 2015) Achieved: Kia Eke workshops: 12 in 2016 Average satisfaction rates 98.3% Hei Toko: 4 in 2016 Average satisfaction rates 98% TOTAL workshops: 16 (100% increase from 2015) No uptake as yet. Note: Staff need to have attended the Kia Eke workshop (or its equivalent) and the Hei Toko workshop, before their institutions become eligible for this Fund. We are working to build a 'critical mass' of staff in 2017 Synthesis overview report on 52 Māori learners' projects has been commissioned. This will provide a more accurate basis for an RFP in 2017 Tuia Te Ako this year was run in partnership with Te Wānanga o Aotearoa. This is our national flagship conference for Māori tertiary educators. 129 participants registered. Evaluations were positive with 93.93% of respondents rating it as 'Very valuable' (48.48%) or 'Valuable' (45.45%)

<p>7. Supporting Pacific success</p>	<ul style="list-style-type: none"> • He Taunga Waka contract for 2016 is successfully completed with respect to supporting Pacific learners • Support is provided for emerging Pacific educational leaders • Ako Aotearoa contributes to developing institutional capability to support Pacific success 	<ul style="list-style-type: none"> • Evaluation confirms that He Taunga Waka is contributing to the delivery of TEC's LLN strategy with respect to Pacific learners and supports increasing Pacific retention, success and progression • Ako Aotearoa Board approves a change to the TTEA criteria to include a Pacific endorsement for 2017 awards round • Scholarship scheme established for Pacific educators • Our NPF project on pedagogy of success for Pacific students is completed • A collaborative project to develop a Pacific Competency Framework is commissioned 	<ul style="list-style-type: none"> • See comments in section 6; 98% rate our Pasifika Wave workshops as useful or very useful • Endorsement developed and approved – included in 2017 criteria • Scheme approved; four scholarships awarded in December 2016 for work in 2017 • Sponsorship increased for Prime Minister's Pacific Youth Awards. \$10,000 STEM internship awarded to James Penfold (UoA) for work in 2017 • Findings presented to Pacific Fono in September, and project now in final stages of completion. • A second project: "Pacific learner success in workplace settings" involving four ITOs and <i>Pacific Perspectives</i> will complete in early 2017 • APSTE have withdrawn support for this. A way forward will be discussed with Pacific Peoples' Caucus in early 2017
<p>8. Supporting women into successful careers in trades and professions where they are under-represented</p>	<ul style="list-style-type: none"> • Our second Pacific Tertiary Education Fono is run in partnership with APSTE • Project commissioned with the endorsement of the Ministry for Women 	<ul style="list-style-type: none"> • Attendance at Fono 10% greater than in 2015 [2016 target attendance is 110] with increased participation by government officials • Evaluation demonstrates that the Fono is valued by participants as an event fostering continuing engagement at the policy/strategic level 	<ul style="list-style-type: none"> • Fono was held on 6 and 7 September 2016, with a 30% increase in registration. Keynote addresses were provided by the Chief Executives of TEC and NZQA, and a Tier-2 Manager from MoE. On Day 2, TEC Investment Managers were involved in managing session built around their sector portfolios • Evaluation very positive, with 88% rating it as good or excellent (44% excellent) • Project (in partnership with Ministry for Women) awarded to a consortium led by the BCITO. The four ITOs involved represent 86 industry sectors and 38 percent of all industry training
<p>9. Supporting younger at-risk learners</p>	<ul style="list-style-type: none"> • Resources and workshop developed on supporting tertiary staff in this area 		<ul style="list-style-type: none"> • 8 PD resources from NPF project are under review. A PD workshop on supporting younger learners was piloted in the Southern Hub before the project was completed

4. Sustainable improvement of tertiary teaching and learning

Key achievement areas	Key Performance Indicators	Measures and targets (where not identified as part of KPIs)	Progress to date
<p>10. Our strategic forums and submissions make an active contribution to both practice and policy development</p>	<ul style="list-style-type: none"> At least four strategic forums are hosted / co-hosted with highly positive evaluations from attendees We make an effective contribution to the Productivity Commission Inquiry into tertiary education At least one forum is run in partnership with NZUSA or another student group 	<ul style="list-style-type: none"> 90% satisfaction rates Each forum explicitly adds to our understanding of tertiary policy implementation (attendee feedback / media interest / support from government agencies) Evidenced by the response from the Commission 	<ul style="list-style-type: none"> Te Ara Whakamana (170 attendees) – Good/Excellent, 96% Okay/Good/Excellent; NZ VET Research Forum (151 attendees) – Satisfaction rate 80% G/E, 100% O/G/E Pacific Tertiary Education Forum (138 attendees) – Satisfaction rate 88% G/E, 100% O/G/E Competency-based learning and assessment half day invitation colloquium run in June and proceedings published in September Submission made and well received. Ako Aotearoa staff have met with the Commission team four occasions in different contexts. Ako Aotearoa cited frequently in draft report ITP Student leadership forum (new capability development approach) held jointly with NZUSA in July. 27 delegates from across 9 ITPs. 90% of respondents stated they felt that the colloquium had made them more effective representatives for students University Student leadership forum (new capability development approach) held jointly with NZUSA and AQA in October. 14 student delegates and 8 staff delegates attended across all universities. All respondents stated that they felt the colloquium had improved their ability to use or advocate for student voice ITP Student leadership forum held jointly with NZUSA in July. 27 delegates from across 9 ITPs. 90% of respondents stated they felt that the colloquium had made them more effective representatives for students

<p>11. Leading the debate on professional accreditation of tertiary teachers</p>	<ul style="list-style-type: none"> Projects with at least three providers are underway Two major seminars held 	<ul style="list-style-type: none"> Interim report provides evaluation of benefits and risks 	<ul style="list-style-type: none"> Two partnership projects with AUT and UNITEC are under way. As of 31 Dec AUT have 23 staff awarded Fellowships of the HEA, with UNITEC currently at eight (with a further two under assessment) Two seminars held with Denise Chalmers (OLT Fellow). Work presented at TEU Productivity Conference in Wellington (director); Canberra at an ANU symposium (Deputy Director Sector Services), and CADAD conference in Sydney (Director)
<p>12. Supporting sustainable change in outcomes for learners</p>	<ul style="list-style-type: none"> NPF projects successfully commissioned for 2016 /2017 in defined priority areas 	<ul style="list-style-type: none"> Ako Aotearoa commissions at least one major project on employability Project on Assessment for and of learning post MROQ endorsed by NZQA is commissioned 	<ul style="list-style-type: none"> The RFP in the area of employability received 10 proposals, bids totalling over \$3m. One co-funded project with a total value of \$300,000 was awarded to a group led by the University of Auckland The RFP on assessment of pre-degree qualifications received three proposals totalling \$0.57m. One co-funded project with a total value of \$197,100 was awarded to a group led by the Ara Institute of Canterbury Synthesis overview report on 52 Māori learners' projects has been commissioned. This will provide a more accurate basis for an RFP in 2017
<p>13. Supporting the international reputation of New Zealand's tertiary education</p>	<ul style="list-style-type: none"> Ako Aotearoa staff make at least three international presentations We support at least two new projects concerned with international education 	<ul style="list-style-type: none"> Presentations are well received 	<ul style="list-style-type: none"> Six presentations by Ako Aotearoa staff were done in Australia over the year In addition, we sponsored members of three project teams to present at the NCVET 'No Frills' conference in July Additionally, presentations have been made to Singaporean and Chinese delegations visiting New Zealand New Director attended Council of Australian Directors of Academic Development (CADAD) in November to strengthen links post-OLT The DDSS co-facilitated with Dr Sara Booth (UTAS) a workshop on international peer review benchmarking in Samoa involving 65 participants from 6 universities from Samoa, Fiji, New Zealand and Papua New Guinea, a community college, and the Samoa Qualifications Authority Options to undertake more international benchmarking work using the methodology developed by the UTAS are being explored

5. Achieving our financial targets and continually enhancing our effectiveness as an organisation

Key achievement areas	Key Performance Indicators	Measures and targets (where not identified as part of KPIs)	Progress to date
14. Financial targets are met	<ul style="list-style-type: none"> \$1.4m total additional income generated in dollars or kind: <ul style="list-style-type: none"> \$600k project co-funding \$100k national fora \$470k project work and consultancy \$200k professional development programme \$10k resource sales \$20k sponsorship 		<ul style="list-style-type: none"> Target achieved with additional 300k contribution - including the revenue from He Taunga Waka: <ul style="list-style-type: none"> \$732k project co-funding \$141.2k national fora (includes NZVETRF, Te Ara Whakamana, PTEF, Student Summits (x2) and Tuia Te Ako) \$599k project work and consulting \$231k PD programme \$2.6k resource sales \$53.5k sponsorship
15. Ako Aotearoa becomes a charitable trust	<ul style="list-style-type: none"> Charitable trust established under the umbrella of Massey University 		<ul style="list-style-type: none"> Still in progress, with ongoing discussions at Board level with new Massey AVC, new Board Chair and new Director. Time-line extended into 2017
16. Strengthening our role as a bicultural organisation	<ul style="list-style-type: none"> Board decisions on Cultural Review implemented 	<ul style="list-style-type: none"> Self-review against the <i>Te Taunaki i te Huanui Enquiry</i> Framework demonstrates progress 	<ul style="list-style-type: none"> Joint workshop of Board and Māori caucus, facilitated by Moana Jackson, held in November to consider the recommendations. Board will hold special meeting in early 2017 to discuss next steps



Statement of financial performance

Statement of financial performance

	Notes	Budget for 2016 \$ (000's)	Actuals to 31 December 2016 \$ (000's)
Income			
TEC Payments		3556.0	3556.0
TTEA Scholarships		200.0	200.0
Interest		40.0	60.2
Additional Cash Income		1215.7	1016.4
Partnership Funding			17.7
Carry forward from previous years surplus (excluding forward commitments)		885.6	838.3
Total income		5897.3	5688.6
Expenditure			
National Office			
Personnel - Incl Related Expenses and Contract Staff	1	1,252.1	1,325.5
Staff PD		20.0	12.6
Recruitment	2	10.0	63.4
TTEA's TOTAL	3	365.0	378.6
Academy		75.0	74.1
Sponsorships		110.0	112.8
Website	4	300.0	59.5
Branding/Publications		40.0	29.4
Annual report		18.0	15.7
Strategic Plan Development		0.0	0.0
Consumables		75.0	84.4
Staff Travel	5	100.0	126.7
Equipment	6	10.0	14.2
Committees	7	110.0	151.1
Board Training	8	15.0	0.0
Infrastructural Capability	9	80.0	31.7
GPPGs	10	20.0	8.2
National Project Fund: Contestable		475.0	498.4
Hui Tuia te Ako		0.0	78.2
Cost recovery portfolio		620.0	385.3
NPF Cost-sharing partnership projects (Ako contribution)		100.0	15.5
Fully funded Commissioned Projects	11	100.0	105.9
Rent		47.0	58.9
Subtotal		3942.1	3630.3

	Notes	Budget for 2016 \$ (000's)	Actuals to 31 December 2016 \$ (000's)
National Office	12	1096.2	1054.7
Subtotal		1096.2	1054.7
Depreciation		6.0	0.0
Overheads and other fixed costs		488.3	488.3
Independent operation overhead		60.0	0.0
Total Expenses		5592.6	5173.3
Net Surplus/Deficit		304.7	515.3

Notes

1. Overlap of Director and extra Administration staff to cover work stream
2. Director and Web Manager recruitment
3. Expanded provision for TTEA promotional video
4. Website upgrade on hold to rethink options
5. Increased travel due to Deputy Director Maori based in Auckland and Staff overseas conference travel
6. New equipment for Director and Central Hub move to Massey Hokowhitu campus
7. Includes Cultural Review Working group
8. Board training uptake after new Board members appointed
9. Currently reassessing
10. Low uptake
11. Includes Pacific Professional Development Fund, Impact Evaluation
12. Includes Regional Professional Development Programme, Regional Hub Projects, Hub Rents, Travel

Balance sheet as at 31 December 2016

Assets

Current Assets		
	Massey University Control Account	\$ 2,331,168.08
	Investment	\$ 1,956,391.00
	Inventory	\$ 57,498.50
	Accounts receivables	\$ 45,674.00
Total Current Assets		\$ 4,390,731.58
Fixed Assets		
	Equipment	\$ 40,860
Total Assets		\$ 4,431,591.58

Liabilities

Current Liabilities		
	Accounts payable	\$ 617,407.30
	Forward commitments	\$ 1,589,987.00
Total Current Liabilities		\$ 2,207,394.30
Long term Liabilities		
		\$ -
Total Liabilities		\$ 2,207,394.30

Net Worth \$ 2,224,197.28



MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA

24 April 2017

Dr Stanley Frielick
Ako Aotearoa
National Centre for Tertiary Teaching Excellence
WELLINGTON

Dear Dr Frielick

RE: 2016 Accounts

I can confirm that the University's financial statements have been audited by Audit New Zealand and that the scope of their audit covers Ako Aotearoa. As part of the audit, no issues were brought to our attention in respect of Ako Aotearoa accounts.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Carolyn Dimond'.

Carolyn Dimond
Chief Financial Officer

Key staff and associated groups

Ako Aotearoa Board Members

Professor Bryan Gould CNZM

Chair (to mid-August 2016)

Dr Graeme Benny

Interim Chair (from August 2016)

Associate Professor Donna Buckingham

Tertiary sector

Greg Durkin

Tertiary sector

Claire Hague

Tertiary sector

Dr Jennie Harré Hindmarsh

Community/tertiary sector

Dr Jill McCutcheon

Massey University Vice-Chancellor's representative (from January 2016)

Dr Peter Stevens

Community

Dr Margaret Merimeri Taurere

Wānanga/Māori education sector

Dr Gabrielle Wall

Tertiary sector

Jacqualene Poutu

Wānanga/Māori education sector

Ako Aotearoa Caucus Members

Māori Caucus

Anania Randall

Chair

Ivy Harper

Te Mana Ākonga (National Māori Students' Association)

Kelly Pender

Bay of Plenty Polytechnic
(Nominated by the Ako Aotearoa Academy of Tertiary Teaching Excellence)

Jacqualene Poutu

Māori community/Ako Aotearoa Board Member

Martin Stirling

Private Training Establishment sector

Dr Margaret Merimeri Taurere

Ako Aotearoa Board Member

Dame Iritana Tawhiwhirangi

(Nominated by Te Kōhanga Reo National Trust)

Lee Cooper

Tertiary education sector/Chair of Te Tira Whakahaere and Te Toi Taurira Mo Te Matariki

Professor Rawiri Taonui

(Nominated by Te Kahui Amokura)

Stuart Lawrence

The Skills Organisation
(Nominated by the Industry Training Federation)

Evie O'Brien

Te Whare Wānanga o Awanuiārangī
(Nominated by Te Tauihu o Ngā Wānanga)

Teina Mataira

Universal College of Learning
(Nominated by Te Tira Manukura o Ngā Kuratini)

Geneveine Wilson

Te Mana Ākonga Representative

Pacific Peoples' Caucus

Linda Aumua

Chair (to October 2016)

Toleaofo Sina Aiolutepa-Aiono

Pasifika Development Office, Manukau Institute of Technology

Aiono Mino Cleverley

Pacific Training Institute

Tapeni Fa'alogo

The University of Auckland (to August 2016)

Walter Fraser

Co-Chair
Head of Pasifika Advancement, Auckland University of Technology (from October 2016)

Sam Uta'i

Co-chair
Christchurch Polytechnic Institute of Technology (from October 2016)

Dr Tasileta Teevale

University of Otago

Maria Uluilalata

Association of Pacific Staff in Tertiary Education Representative (from September 2016)

Te Manu Mātauranga

(Tuia Te Ako hui planning committee)

Lee Cooper (Co-Chair)

Te Tira Whakahaere of Toi Taurira

Shanan Halbert (Co-Chair)

Te Wānanga o Aotearoa

Dr Joe Te Rito

Ako Aotearoa

Matiu Payne

Te Wānanga o Aotearoa

Ivy Harper

Ako Aotearoa Māori Caucus

Keri Milne-Ihimaera

Te Wānanga o Aotearoa

Jacqui Poutu

Ako Aotearoa Māori Caucus

Aroha Te Kanawa

Te Kanawa Project & Event Management

2016 National Project Fund Selection Panel Members

Toleafoa Sina Aiolutepoa-Aiono

Manukau Institute of Technology

Dr Peter Coolbear

(non-voting Chair, Employability panel)

Ako Aotearoa

Dr Stanley Frielick

(non-voting member Women in Trades and STEM panel)

Ako Aotearoa

Aiono Mino Cleverley

Pacific Training Institute

Dr Meegan Hall

Victoria University of Wellington (Ngāti Ranginui, Ngāti Tūwharetoa)

Dr Linda Keesing-Styles

(Chair, Good Assessment Practices panel)

Unitec New Zealand

Dr Te Kani Kingi

(Chair, Women in Trades and STEM panel)

Consultant (Ngāti Pukeko and Ngāti Awa)

Dr Nicky Murray

Industry Training Federation

Riripeti Reedy

(considering proposals related to the request for proposals – *Supporting the success of women in trades or STEM subjects*)

Ministry for Women

Eve McMahon

(considering proposals related to the request for proposals – *Assessment for and of learning post the review of qualifications: Developing models of good assessment*)

practices for new pre-degree qualifications)

Review of Qualifications and Tertiary

Moderation, New Zealand Qualifications

Authority

Ako Aotearoa Staff

National Office

Dr Peter Coolbear

Director (until 31 August 2016)

Dr Stanley Frielick

Director (from 1 September 2016)

Dr Joseph Te Rito

Deputy director Māori (from Jan 2016)

Helen Lomax

Deputy director sector services

Nyk Huntington

Senior project/research analyst

Anita Tailor

Business manager

Jill Tanner-Lloyd

Communications manager

Rachel Sutcliffe

Administrator

Daniela Theodorou

Administrator

Rhonda Thomson

Project funds manager

Ria Tomoana

Kaiwhakahaere Māori, He Taunga Waka project (to October 2016)

Mei Winitana

Kaiwhakahaere Māori, He Taunga Waka (from October 2016)

David Zimmerman

Website manager (to March 2016)

Chris Smiley

Acting website manager (from March to October 2016)

Amanda Kirby

Website manager (from September 2016)

Northern Hub

Ruth Peterson

Regional manager

Riejke Wilson

Administrator (to March 2016)

Hemalini K

Administrator (from May to December 2016)

Central Hub

Ian Rowe

Regional manager

Christina Crews

Administrator

Southern Hub

Neil Andersen

Regional hub manager (from Jan 2016)

Bridget O'Regan

Regional Hub project funds manager (from March 2016)

Catherine Leech

Administrator

Regional Hub Advisory Groups

Northern Regional Hub

Helen Lomax (Acting Chair)

Ako Aotearoa

Linda Keesing-Styles

Unitec New Zealand (Polytechnic sector)

Christine Nurminen

Pasifika Education Centre

James Paterson

Toi Ohomai Institute of Technology (Ako Aotearoa Academy)

Jon Smith

NorthTec (ITP)

Dr Tarisi Vunidilo

The University of Auckland (Pacific)

Prof Richard Goodall

Auckland Institute of Studies (International students)

Jane Terrell

Massey University

Alison Sutton

Comet Auckland

Stuart Lawrence

The Skills Organisation

Langdon Bradley

AUT University (Māori and Pacific Law Student)

Philip Alexander-Crawford

Te Matarau Education Trust

Debra Denny

New Zealand Institute of Fashion Technology Ltd

Dr Adam Brown

Auckland Institute of Studies

Central Regional Hub

Alan Cadwallader

Open Polytechnic

Adrienne Dawson

Industry Training Federation

Stephen Hannam

Taratahi Agricultural Training Centre

John Hitchcock

WelTec

Andrew Jamieson

Massey University

Dr Stephen Marshall

Victoria University of Wellington

Peter McNeur

Wairarapa REAP

Dr Ocean Mercier

Victoria University of Wellington

Dr Salomé Meyer

Eastern Institute of Technology

Dr Lesley Petersen

Petersen Consulting

Mike Saywell

The Design School

Dr Alistair Shaw

New Zealand Union of Students' Associations

Janet Walke

Universal College of Learning

Southern Regional Hub

Dr Peter Coolbear (Ex-Officio/Chair)

Ako Aotearoa (until August 2016)

Helen Lomax (Ex-Officio/Chair)

Ako Aotearoa (from August 2016)

Jane Dillon

Nelson Marlborough Institute of Technology (until March 2016)

Gil Genet

Careerforce

Corinna Gestro-Best

Westland REAP Inc.

Jennifer Leahy

Adult and Community Education sector representative

Professor Angus Macfarlane

University of Canterbury

Dr Rua Murray

University of Canterbury

Charlie Phillips

Queenstown Resort College

Mikaela Rüegg

University of Canterbury Students' Association

Pauline Steedman

Front-line Training Consultancy Ltd

Dr Sarah Stein

University of Otago

Tertiary Teaching Excellence Awards Committee

Phil Ker (Chair)

Otago Polytechnic

Rikke Betts

Tertiary Education Union

Dr Selena Chan

Ako Aotearoa Academy of Tertiary Teaching Excellence

Edwige Fava

Independent Tertiary Education New Zealand

Linsey Higgins

New Zealand Union of Students' Associations

Helen Lomax

Ako Aotearoa

Dr Mary Simpson

Teacher Education Forum of Aotearoa New Zealand

Dr Joseph Te Rito

Ako Aotearoa Māori Caucus

Dr Amanda Torr

Institutes of Technology and Polytechnics of New Zealand

Alieta Ueese

Association of Māori Providers of Training Education and Employment

Aneta Wineera

Te Tauīhi o Ngā Wānanga

Ako Aotearoa Academy of Tertiary Teaching Excellence Executive Committee Members

Associate Professor Selene Mize (President)

University of Otago

Adrian Woodhouse (Vice President)

Otago Polytechnic

Tony Zaharic

University of Otago

Khylee Quince

Auckland University of Technology

Marc Wilson

Victoria University of Wellington (from December 2016)

Kelly Pender

Toi Ohomai Institute of Technology (to December 2016)

James Paterson

Toi Ohomai Institute of Technology (to December 2016)

Professor Eric Pawson

University of Canterbury (to December 2016)

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