

Ako Aotearoa Annual Report

1 January to 31 December 2017

Nā āheitanga ā-mātauranga,
ko angitū ā-ākonga
Building educational capability
for learner success

Ako
AOTEAROA

Published by

Ako Aotearoa

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Chair & Director's Reports



Chair's report



The past year has been another very successful and progressive year for Ako Aotearoa where we have continued to focus on our core objectives of supporting and enhancing the outcomes for all learners in tertiary education.

We also reached our ten-year milestone, worked with a new Director, continued to develop a closer relationship with our funder, and refined and focused our longer-term strategic objectives to maximise our alignment with our funder's expectations. We are very proud of our reputation and the contribution that Ako Aotearoa has made in the sector over the past year and years before that. The timeline on pages 16-17 of this report is a visual reminder of some of the key achievements over that time – and they are just a few examples.

In 2017, we refined our strategic focus to building educational capability of the sector to support learner success. In collaboration with our colleagues from the Tertiary Education Commission (TEC), we have also worked to ensure our initiatives maximised the sector's ability to deliver parity and educational success for all students.

Ten years is a fantastic milestone; one celebrated with an event to recognise and thank the many people we have worked with over the years. We could not have achieved as much without their passion, energy, expertise and support for the work we do. This significant milestone represents acknowledgement from the sector that Ako Aotearoa has played a lead role and made a substantial contribution to teaching and learning in Aotearoa New Zealand. It also signals that there is a continuing need for our sector to focus on enhancing parity of outcomes for learners, and there is much work we can do together towards achieving this.

I would like to thank our devoted staff, our Board members and the many other people in Aotearoa who have supported our work and our vision. We very much look forward to an exciting and challenging year working with you all again in 2018 and beyond.

Ngā mihi

A handwritten signature in black ink, appearing to be 'Graeme Benny'.

Dr Graeme Benny
26 February 2018

Director's report



2017 was a big year for Ako Aotearoa that marked the 10th anniversary of the establishment of the organisation. We can be justifiably proud of the achievements in this period, which are compiled in a publication launched at our celebration event in November (see Building Capability and Connection – how Ako Aotearoa is adding value to tertiary education in Aotearoa New Zealand). My congratulations to all involved in our work over the past decade to promote excellence in tertiary teaching for the benefit of all learners.

Taking a closer look at 2017, by all measures, we had another successful year. We met or exceeded the key performance indicators in our annual business plan (see the Summary of Performance section on pages 66–83), developed a new strategic direction and value proposition for the organisation, and refreshed our values and brand to support the way forward. Significant highlights during the year included:

- Recognition from the government and the Tertiary Education Commission (TEC) of our efforts to develop frameworks of professional standards for tertiary teaching in New Zealand, and strengthening our relationship with the UK Higher Education Academy (HEA) to support this work (including our representation on the judging panel for the inaugural HEA Global Teaching Excellence Awards).
- An extension of the He Taunga Waka contract with the TEC that affirmed the value of our cultural capability work to support foundation-level adult literacy and numeracy.
- Enhancing our international profile, through the Fiji Higher Education Commission project with Te Whare Wānanga o Awanuiārangi and the Higher Education Pacific Peer Review Quality project.
- A number of successful strategic forums and events, including the annual Te Ara Whakamana forum (with the Centre for Studies in Multiple Pathways at Manukau Institute of Technology), the He Taunga Waka wānanga/fono, the Pacific Tertiary Education forum (co-hosted with the Association of Pasifika Staff in Tertiary Education) and the NZ Vocational Education and Training Research Forum (in partnership with the Industry Training Federation).
- An unprecedented response to the request for proposals for the National Project Fund (NPF), which this year targeted projects for enhancing Māori and Pacific learner success. There were 17 applications—a record number for this fund—from which we selected five for funding in 2018.

- We carried out a stakeholder engagement survey that affirmed our role as a trusted and credible organisation, and published a set of impact evaluation reports that demonstrates the value of our approach to project funding. We also published two major synthesis overview reports—on Māori learners and bridging/foundation education—that collate evidence of good practice from over 81 projects focused on these areas.

Many other achievements and initiatives are summarised in this report. I would like to thank the Ako Aotearoa Board, Māori Caucus, Pacific Caucus, regional hub advisory groups and our dedicated staff for all their support and hard work this year. My thanks also to the Tertiary Education Commission for their ongoing support.

May the organisation continue to flourish as we develop our new mission of 'Building educational capability for learner success/Nā āheitanga ā-mātauranga, ko angitū ā-ākonga' over the coming years.

Ngā mihi

A handwritten signature in black ink that reads "Stanley Frielick". The signature is written in a cursive, flowing style.

Dr Stanley Frielick PFHEA
Director

Highlights

Ten Years





88,372

Learners benefiting from our project co-funding
(124 completed projects involved in our impact evaluation framework)



12,368

Teachers benefiting from our project co-funding
(124 completed projects involved in our impact evaluation framework)



>\$10m

total invested in
projects over ten
years



568

Professional Learning
and Development
(PLD) workshops
(In-house and public)



>2800

Participants at
our Strategic Forums



317

National and
regional projects
supported to date



225

National Tertiary
Teaching Excellence
Awardees



8,388

Participants at our PLD public
and in-house workshops



822

More learners completed their
qualifications because of our projects

(BERL report – 2016)

Highlights

—
2017





440

Attendees at our strategic forum events during 2017



1,432

Teachers, managers and support staff attend our Professional Learning and Development workshops



\$690,000

Our commitment to five new national projects supporting Māori and Pasifika



\$1.1m

Co-funded sector contribution to our national and regional projects



>\$250,000

Income generated from the workshops we ran under our Professional Learning and Development programme



>\$270,000

Our commitment to 25 new regional projects



98% = High Quality

96% = High Value

Respondents rate our PLD workshops (98% and 96% response rate respectively)



255,636

Unique website page views

88,823 users



38,458

Unique website downloads

Ō Mātou Uara

Our Values

Refining our core values – Ō Mātou Uara

The brand refresh we undertook this year gave us the opportunity to review and clarify our core values. We developed this into five key values describing what matters most to us in working with and for the sector (see the table below). We wanted to be more explicit in describing how important the values of trust and credibility – Pūmautanga – are to us and the sector. This was reflected in the sector survey undertaken by Research NZ for us in July. Respondents indicated that they had a high level of trust in us.

Whakamanatanga encapsulates our commitment to becoming a bicultural organisation, guided by Te Tiriti o Waitangi and our Te Tauākī Ako framework, while Awhitanga describes how we value working inclusively, with each other and with the sector, particularly to support Māori and Pasifika.



Pūmautanga

We are a trusted and credible advocate for tertiary teaching and learning excellence and the best possible educational outcomes for all learners. With our expertise and experience, we lead from the front and alongside to grow and share knowledge, inspire tertiary educators and strengthen sector capability.



Māramatanga

We are insightful, with a sound understanding of the tertiary sector and an independent voice. We foster innovation to help transform Aotearoa New Zealand's tertiary sector in a rapidly changing world.



Whakamanatanga

We seek to empower. We are guided by Te Tiriti o Waitangi and our Te Tāuakī Ako framework in our journey to become a bicultural organisation.



Awhitanga

We are inclusive. We value and enable diversity, equity and success for all learners, particularly Māori and Pasifika, and the people who support them across our dynamic tertiary sector.



Whanaungatanga

We value our relationships. We work with others through positive, productive partnerships by sharing knowledge and expertise to contribute towards shared goals. We collaborate with educators, learners, communities and industry leaders to generate innovative and sustainable solutions to achieve success for all learners.

Ako Aotearoa key activities in 2017



He Taunga Waka (HTW) - making a difference for Māori and Pasifika learners' literacy and numeracy

Now in its third year, this successful contract for the Tertiary Education Commission provides professional development to assist educators and trainers to build success for adult Māori and Pasifika learners.

The work under the 2017 HTW programme was divided between two contract periods of six months each.

The team excelled at workshop delivery throughout the first contract period (Feb-June 2017):

- 21 workshops were delivered, exceeding project target by six.
- 11 of these workshops focused on the Māori learner.
- 126 people participated in these workshops.
- 98.70% of participants rated the workshops to be either 'Very useful' or 'Useful'.

Wānanga/Fono

In July, the team's second Wānanga/Fono attracted three times the attendance (from 38 in 2016 to 122 in 2017). Post-event survey results show 74% of attendees rated it as being of 'high relevance' while 26% rated it as having 'some relevance'.

69% of survey respondents rated the event as 'high relevance to their work' (a 40% response rate) and 64% reported they were either 'likely' or 'highly likely' to change their practice as a result of attending the event.

84% of the attendees indicated they would attend a cultural competencies workshop.

The team's fourth digital flipbook was released in October, to support broader sharing of the presentations and sessions from that event¹.

¹Other free He Taunga Waka flipbooks include: Pasifika Wave – a workshop to support Pasifika adult learners with literacy and numeracy; Ako, Aro, Whanaungatanga – a workshop to support Māori adult learners with literacy and numeracy; and Wānanga/Fono 2016



Activities in 2017

- 14 Educator-focused workshops
- 7 PLD workshops
- 3 Trainer-focused workshops
- 3 Digital Flipbooks
- 3 Te Ata Hāpara workshops
- 6 Conference/event/symposia presentations
- Pre- and Post-workshop consultancy service
- Strategic Advisory service to TEC
- Cultural competency pathways development
- Foundation teaching professional standards framework development.

(Note: All workshops were delivered in-house free of charge)



A He Taunga Waka workshop with staff at Manukau Institute of Technology, early 2017.

We are contributing to wider adult literacy and numeracy needs in Aotearoa

In November, the Tertiary Education Commission (TEC), following their announcement to conclude funding for the National Centre for Literacy and Numeracy for Adults (National Centre), commenced work with Ako Aotearoa to identify what programmes would be most useful to build and enhance sector capability.

TEC and Ako Aotearoa are working on a new contract to get underway in early part of 2018, which builds on the legacy of the previous work undertaken by the National Centre. We very much look forward to working closely with the sector in developing a positive, inclusive and innovative programme of work that can make a difference for all adult learners.

Our He Taunga Waka team in 2017

Dr Joe Te Rito
HTW project lead

Dr Mei Winitana
Project manager

Pale Sauni
Pasifika cultural advisor

Benita Tahuri
Workshop manager and Māori cultural advisor

Alexia Tuhi
Executive administrator

TEC's support and confidence for the work of the team led to the second contract in 2017, from July to December. The scope broadened to include work on Māori and Pasifika cultural competencies and capabilities for educators, set out under the following seven key areas:

1. **Educator-focused workshops**
2. **Trainer-focused workshops**
3. **Te Ata Hāpara** – three workshops held within organisations to help educators increase their awareness and use of the Kaupapa Māori questions in the option of the Assessment Tool.
4. **Pre- and post-workshop consultancy services**
5. **Strategic advisory service** – leveraging the HTW team's work to support strategic projects/areas in TEC.
6. **Cultural Competency Pathways**
7. **Development of a foundation teaching Professional Standards Framework** – convened a sector group to draft a foundation teaching professional standards framework for NZQF Levels 1-3 for consultation.

Celebrating ten years of Ako Aotearoa and looking forward

On 9 November we celebrated a significant milestone – our tenth anniversary of activities (Ako Aotearoa was formally launched in 2007 by the then Minister for Tertiary Education, Hon Michael Cullen).

We are proud of our work over that time, and include a sample of our achievements here:

- Developing key partnerships with the sector towards shared goals for learner success
- Co-funding projects that bring positive change to how teaching and learning supports learners
- Establishing cross-sector strategic events that support people working in priority areas such as transition, Pacific, Māori, vocational
- Providing Professional Learning and Development - through a programme of public and in-house events for managers, teachers and support staff involving evidence-based, high quality content and facilitation
- Contributing to areas of strategic priority from an independent place in the tertiary education sector in ways that inspires trust and confidence.

None of this could be realised without the collaboration and support, as well as insight and feedback, of the many individuals and organisations we have worked with over that time.

The following timeline features just some of our key activities over that time, but by no means covers all our work and successes.



Ako Aotearoa

Key activities and achievements guide



Ako Aotearoa receives **Pacific Circle Consortium's International Arthur King Award** for its dedication to bicultural and multicultural education

New **co-funding model** for all projects

Our **Impact Evaluation Framework** developed and launched

New business model – based on cost recovery and sector contribution

Tuia Te Ako Our Māori tertiary education hui

TNS Conversa **Formative Evaluation** of Ako Aotearoa commissioned

National Projects Fund first round

Ako Aotearoa **Academy of Tertiary Teaching Excellence**

1 NOVEMBER
Official launch of **Ako Aotearoa**

Māori and Pacific Peoples' caucuses

Kaihautū Māori role established

Three Ako Aotearoa **Regional Hubs** and three **Hub Advisory Groups** established

Review and reposition

Consolidate

Establish

2012

2011

2010

2009

2008

2007

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and

Profe
Deve
Prog
starts

Lifting our Game report on success for foundation education learners released

First **Kaupapa Māori Prime Minister's Supreme Awardee** – national TTEAs – Professor Michael Walker

First NPF-funded project completed – Assessment structures in Industry Training (Vaughan)

Kaupapa Māori Category enters TTEAs – Te Kahautu Maxwell first recipient

National Tertiary Teaching Excellence Awards (TTEAs)

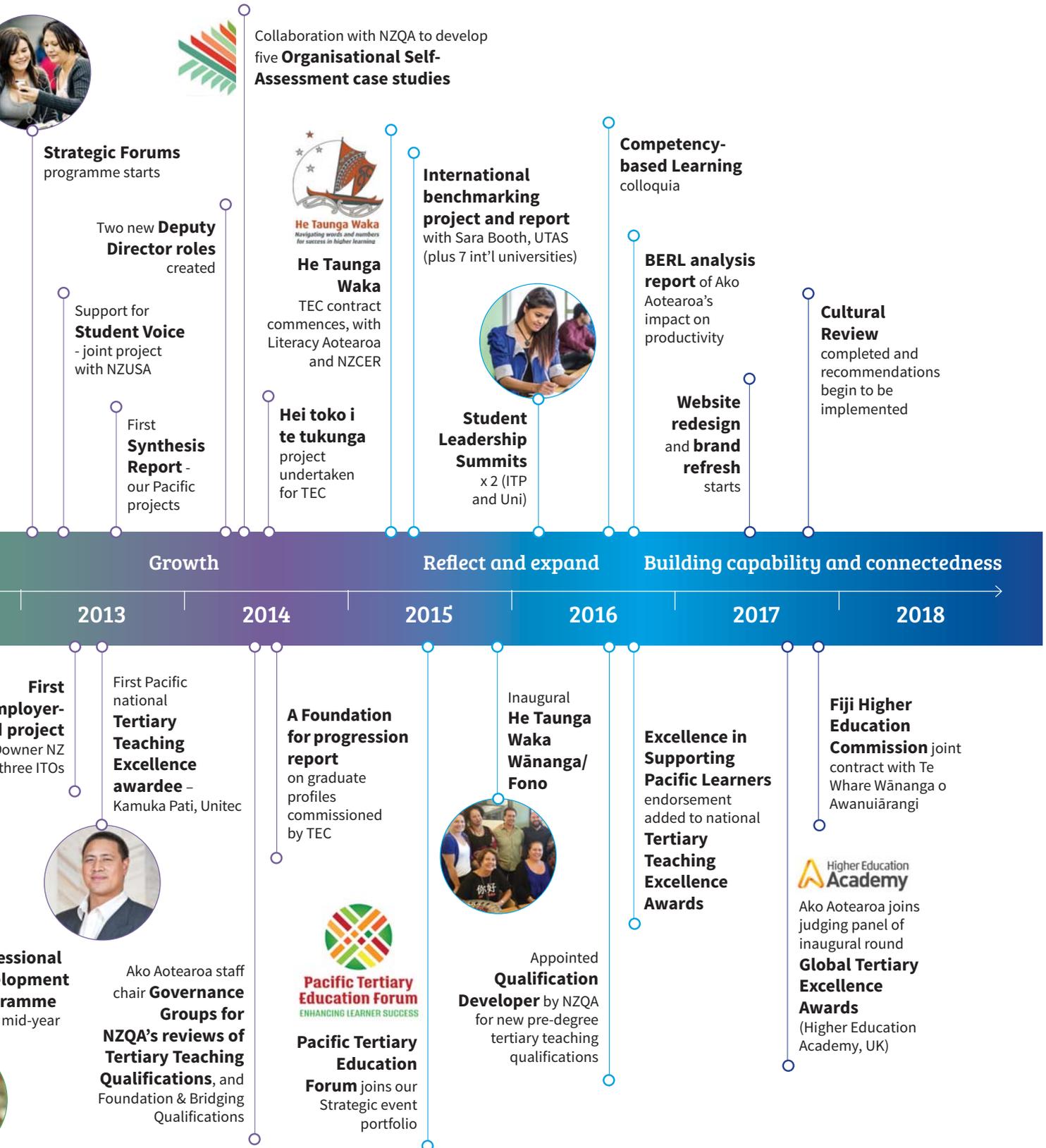
Te Tauākī Ako (Our Māori Framework) in place

Seven Foundation staff appointed – including Director

First **Regional Hub-funded projects** approved and underway

Aotearoa Timeline

Building our past and shaping our future



Our role in building Aotearoa New Zealand's future



Pūmautanga



Māramatanga



Whakamanatanga



Awhitanga



Whanaungatanga



The publication *Building capability and connection – how Ako Aotearoa is adding value to tertiary education in Aotearoa New Zealand*, prepared for the Tertiary Education Commission in July and released publically at our November celebration, provides “sound evidence” of how we continue to:

- Increase our reach across the tertiary sector
- Maximise our value-add
- Maintain a tight focus on support for priority learners
- Support the sustainable improvements of tertiary teaching and learning.

We consistently achieve or exceed our financial targets and continue to enhance our organisational effectiveness – demonstrating our capability and the return on investment made by the Tertiary Education Commission.

Knowing our value to the sector

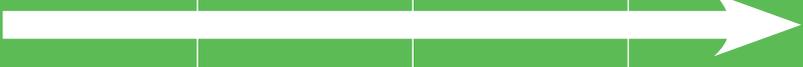
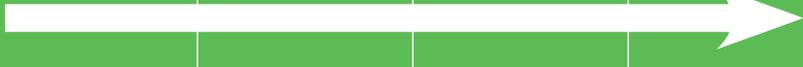
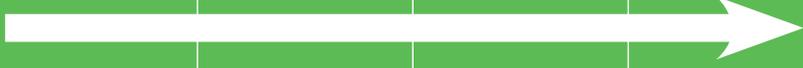
In mid-2017, we commissioned independent all-of-government researchers, Research New Zealand, to survey stakeholders’ perspectives of our organisation – focusing on the key activities of Tertiary Teaching Excellence Awards, Professional Learning and Development, Strategic Forums, Projects, and their level of trust and confidence in us. We were pleased to receive an overall Net Trust Score of 9 (where a score of 9-10 is deemed to be ‘high trust’ and 0-6 represents ‘low trust’).

Building capability and connection – how Ako Aotearoa is adding value to tertiary education in Aotearoa New Zealand



Future focus – our next five years

Taken from our *Building capability and connection* publication, Table 1 maps out the framework of enhancement themes and outcomes for our work over the next five years. Our vision remains unchanged – we will always strive to enhance the educational success of all learners. Going forward, a stronger focus on building educational capability will strengthen how we support the sector to achieve this with and for learners.

Educational Capability Development Strategic themes / activities	2018 Transition Ideation Prototypes	2019 Implement Evaluate	2020 Scale up Evaluate	2021 Consolidate Evaluate	2022 Reflect and Review
Professional Standards	Stakeholder consultation Foundation + HE Definition	Stakeholder consultation VET / ITO Definition	Accreditation schemes	Integrated into institutional processes	
Professional Learning Networks Communities of Practice	Academy HAGs TeLRG	CoPs on strategic themes from projects			
Māori and Pacific Parity Success for all	NPF from 2017 OERs for students				
Unlocking Knowledge Base / Te Whāriki Mātauranga	Print>Digital Apps / ebooks Support PLD				
Organisational development (Ako Aotearoa)	Review structure Relationship with host Invest in capacity				
Business model Sector contribution	As for 2017	Phase out old model: Membership / Subscription +100k Co-funding 1.2mil	Membership / Subscription +400k Co-funding 1.2mil	Membership / Subscription +800k Co-funding 1.2mil	Membership / Subscription +1000k Co-funding 1.2mil
Values framework	Pūmautanga	Māramatanga	Whakamanatanga	Awhitanga	Whanaungatanga

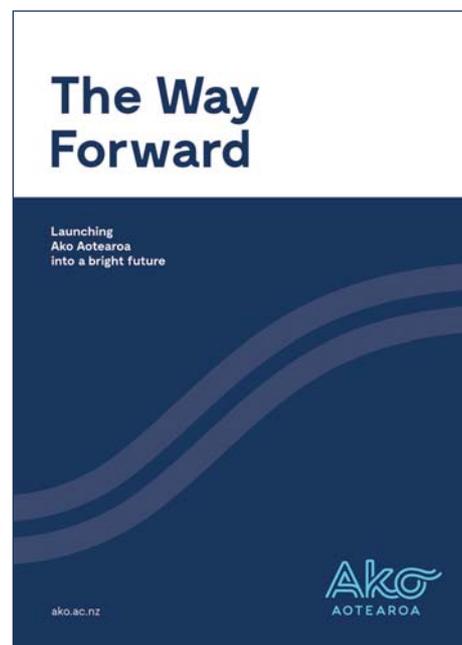


Our new brand - a visual symbol for our future

We were excited to launch our vibrant new brand at the birthday event in November.

Our thanks to Foundry Creative for their creative insight and expertise that guided us towards an engaging and more modern design that better represents our organisation into the future. The two lines forming the letters of the te reo Māori word “Ako” reflect the reciprocal relationship between learning and teaching.

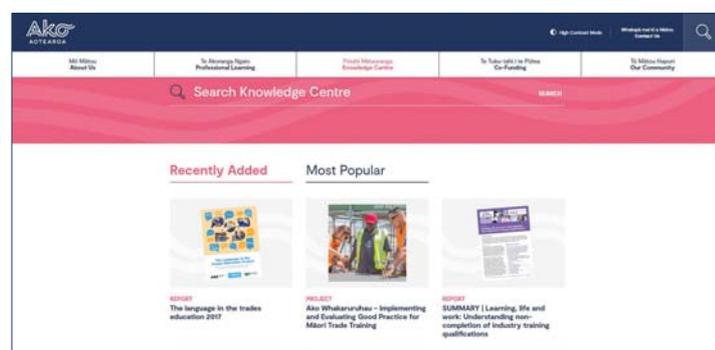
More information is in the new booklet, The way forward – launching Ako Aotearoa into a bright future.



Our new website will enhance visitor experience – whatever the device

By the end of May, we awarded Foundry Creative the contract to design our website and brand. Staff, the Board and external stakeholders gave valuable feedback to ensure the new website offers all visitors a positive, efficient and rewarding experience.

The phase two contract to build the website was awarded to Haunt Digital in October. Their team worked closely with Ako Aotearoa project staff and Foundry Creative to ensure a smooth transition and build. We are delighted with the progress to date and look forward to a soft launch in late January 2018.



Our co-funded projects aim for change in practice



Pūmautanga



Māramatanga



Whakamanatanga



Awhitanga



Whanaungatanga



In 2017, Ako Aotearoa committed \$961,737 to 30 new co-funded national and regional projects. Sector contributions totalled \$1,185,591 (National projects – \$717,423; regional projects – \$468,168). Our allocation was \$690,000 across five national projects and \$271,737 towards 25 new regional projects. The combined investment represented a total value of \$2,153,328.

All new and completed national and regional projects are listed on page 60 of this report. More information on each of these projects is available on Ako Aotearoa's new website.

We completed eight national and 12 regional projects during 2017. These represent a total value of \$2,452,201 – with Ako Aotearoa committing \$964,659 and co-funding organisations contributing \$1,487,542.

Our new national projects in 2017 all focus on Māori and Pasifika needs

In December, we selected five projects to receive funding from an unprecedented number of 17 applications in our 2017/18 RFP round. The successful projects have potential to build considerable capability within the tertiary sector and make significant contribution to improving success for Māori and Pasifika tertiary learners across trade and professional sectors.

The five successful projects, contracted for commencement from January 2018, are:

Building skills for young Māori to complete education and transition into the workplace

A Primary ITO-led project to develop sustainable skills and provide employment in agriculture, horticulture and forestry.

Hūtia te Punga

A project collaboration between Iwi, the University of Canterbury, Otago Polytechnic, Taratahi/Whenua Kura and BCITO, led by Te Tapuae o Rēhua, to construct and implement a transformative practice model embracing culturally responsive professional development.

He Vaka Moana: Navigating Māori and Pasifika student success through a collaborative research fellowship

Led by The University of Auckland and based on an internationally proven model, this project will develop a sustainable network of interdisciplinary fellows to drive the advancement of Māori and Pasifika student success.

Upskilling Māori and Pasifika workplace learners

A project led by the Industry Training Federation focused on producing a good practice framework for guiding literacy and numeracy programmes.

From good to great: The 10 Habits of phenomenal educators for Pasifika learners

Victoria University of Wellington and WelTec join together to identify excellence among educators and teaching practices that are of immense benefit to Pasifika students in tertiary education.

Project completion is just the beginning

We value project teams' commitment to making a difference for learners in their area of teaching and learning expertise and experience.

We recognise their organisations' co-funding contribution to projects, and commitment to sharing outputs and new learnings with staff and with other organisations.

Our Impact Evaluation Framework helps us answer the question, "How do we know our work is making a difference?"

For us, the end of the project is the beginning of its contribution to Aotearoa New Zealand's diverse tertiary sector and the international spaces beyond.

Our colloquia build confidence and share knowledge amongst current project teams

Bringing current national and regional project teams together annually in our project-in-progress colloquia provides a valuable way for our co-funded teams to connect with others, share successes and challenges, explore synergies and ask questions in a supportive environment.

A total of 29 project teams – from Northern, Central, Southern and National funding streams – were invited to present at one of these four colloquia during November.

Project topics covered diverse areas such as: e-assessments, embedding employability into curriculum, women in trades, adults with dyslexia, work-integrated learning, embedding literacy and numeracy for tutors, flexible first year teaching, setting up Communities of Practice, vocational training models, Māori youth in Te Tai Tokerau, ePosts for online teaching, science virtual field trips, a 'good teaching' project and optimising complex case studies as teaching tools in accounting/law.

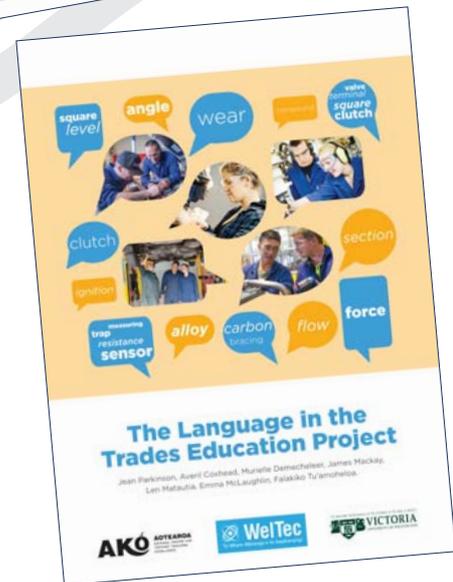
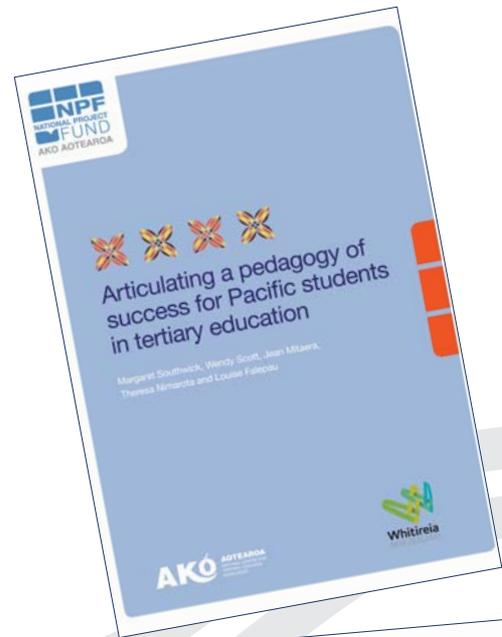
Maximising impact on teaching and learning from our completed projects

Sharing the outputs from our co-funded projects is critical to how we influence positive change in teaching and learning practice. The completion of any Ako Aotearoa co-funded project signals an ongoing commitment (for us, the project teams and their organisations) to share new ideas, ways of doing and evidence-based practices that the teams have proven to make a difference for tertiary learners.

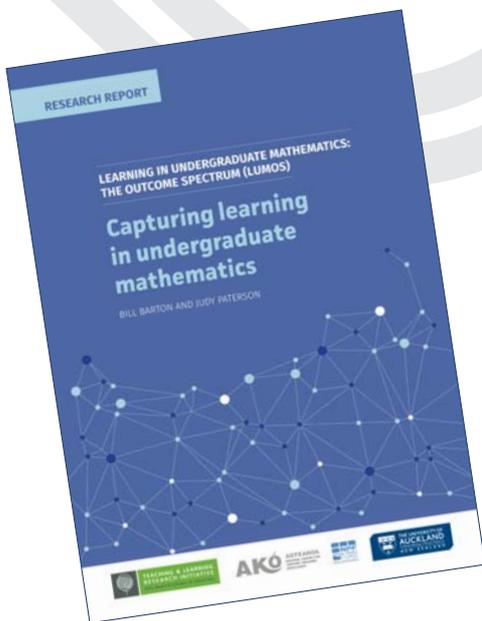


Central Regional Hub Colloquia,
Te Papa, 9 November 2017

These projects represent hundreds of hours of hard work by collaborative teams that are invested in creating positive change for their learners. Ako Aotearoa is committed to sharing this knowledge widely to support sustainable change.



Publications from the seven » projects celebrated



Launching the Pacific learner success in workplace settings project

The Pacific Learner Success in Workplace Settings completed project and its report were celebrated at our Pacific Tertiary Education Forum in late September. Four industry training organisations (ServiceIQ, Competenz, Careerforce and The Skills Organisation) and Pacific Perspectives Limited undertook the work to explore ways to improve the level of achievement for Pasifika learners in these settings. For instance, one of the success factors they identified highlights the importance of supportive team learning environments; Pacific learners in workplace training have the best chance of success when working in these situations. Read the learner success feature on page 29.



Peter Scanlan – ServiceIQ, Ifi Ripley – Careerforce, Dr Debbie Ryan – Pacific Perspectives, Brendan Mischewski – Mischewski Consulting, Iani Nemani – Competenz, with Dr Stanley Frielick – Ako Aotearoa, at the report launch at the New Zealand Tertiary Education Forum 2017.

Download the report and read more success stories from the project from our website at www.ako.ac.nz/knowledge-centre/pacific-success-workplace-settings/

Pacific project brings real success for adult learner



Tongan support worker Ainise Toupili from South Auckland describes herself as being transformed from someone who hated reading anything in English to a confident learner with a Level 3 Health and Wellbeing qualification under her belt.

Working as a full-time support worker for home-based healthcare provider Pacific Homecare, Ainise recently took part in a Peer Mentoring programme overseen by Careerforce, as part of the Pacific learner success in workplace settings project.

“Group study was really helpful for us Islander learners, especially because we could discuss the assessments in our own language and help support and motivate each other to keep going,” she said.

As well as attending the regular workplace-based group study programmes run by her employer, Pacific Homecare, Ms Toupili also organised additional study sessions with her colleagues outside of work. She believes that getting past the language barrier is critical to the success of Pacific people with their training and qualifications. She added, “... The study groups are really good and I think every workplace should organise something like this when people are engaged in workplace-based training.”

Since her involvement in the project, Ms Toupili has gone on to study the Level 4 qualification and hopes to continue her professional development journey.

(Extract from interview with Ms Toupili for The Aucklander, 28 Sept, 2017)

Leaders growing leaders project

This work is timely because:

1. Increasing attention is being given to the importance of leadership as a key factor for driving quality in early childhood education.
2. There is a lack of emphasis on leadership and leadership development in the early childhood sector within Aotearoa New Zealand.
3. There is a disjunction between leadership and management.

(taken from the report, p. 69).

Completed regional projects

Twelve regional co-funded projects were completed in 2017, worth a total of \$309,656.

Ako Aotearoa's contribution was \$131,574, while co-funding organisations contributed \$178,082.

The following two projects highlight the potential for impact demonstrated through the smaller projects we co-fund.

The full list of new and completed regional projects is on page 57 of this report.

Central Regional Hub

Poutoko whakatipu poutoko: whakamanahia ngā poutoko kōhungahunga hei hautūtanga toitū

Leaders growing leaders: effective early childhood leaders for sustainable leadership

Ako Aotearoa – \$10,000

Te Rito Maioha Early Childhood New Zealand – \$9,355

At the heart of this project was the need for early childhood education (ECE) organisations to build sustainable leadership development capacity within the Aotearoa New Zealand context.

Completed in October, this project incorporated Māori and Pasifika research methods to help the ECE sector gain knowledge of how effective early childhood leaders support leadership development of themselves and their teaching teams.

The study extends understanding in this field by purposefully researching the structures and processes employed by various ECE providers for the sustainability of the leadership culture. The literature (both national and international) highlights the diversity within the ECE sector, and the influence this has on differing leadership practices.

Staff at 4,200 ECE organisations were included in the phase one survey, and seven ECE centres contributed to the phase two case studies.

Findings indicated that effective leadership at centres across New Zealand support earlier Education Review Office findings (2010) that highlight ECE leaders as “inspirational, enthusiastic and innovative thinkers” and “manage change, motivate others to make change and [have] a good awareness of pacing change that leads to improved quality”.

However, they also found that professional learning and development at a leadership level was often more about pedagogy than developing leadership skills.

Implications for leadership practice:

1. Leadership can apply to a whole teaching team, not just the designated leader.
2. A low number of participants had undertaken any type of formal professional learning and development in leadership (early childhood education in particular).
3. This dearth of relevant PLD for leaders and aspiring ECE leaders needs to be addressed so that they are afforded the opportunity to engage in professional learning that develops leadership capability and capacity.

Southern Regional Hub

The Good Teaching Project – diverse teachers are needed to teach diverse learners

Ako Aotearoa – \$9,954 (+ GST)

University of Otago – \$19,487 (+ GST)

Learner input is a key strength of this project. A motivated and diverse cohort of 33 learners identified their shared perception of what “good teaching” and “effective learning” looks like in lecture and tutorial settings.

The cohort consisted of Pacific, Māori, international and local (non-Pacific and non-Māori) postgraduate and undergraduate learners. Their findings describe a good teacher as: passionate/enthusiastic, approachable and positively interactive, fostering relationships and diverse viewpoints, communicating effectively with constructive and explicit feedback, and providing clear guidance.

The project team, led by Dr Vivienne Anderson, developed a set of recommendations from the work, which is informing student support and staff professional development provision at the University of Otago.

Recommendations

For learners:

1. **Effective learners** recognise their role in the teaching-learning partnership and know what works for them.
2. **Effective learners** focus on learning, rather than marks for their own sake.
3. **Effective learners** remember where they have come from and where they are going.

For teachers:

1. **Good teachers** demonstrate enthusiasm for their subject area and for working with students.
2. **Good teachers** demonstrate approachability, or a willingness to engage with students.
3. **Good teachers** show competence and proficiency in their teaching.

New synthesis reports guide our future Māori and Foundation projects

Synthesis reports bring together key aspects from the projects we fund. They enable us and the sector to better understand what areas of teaching and learning have been addressed so far, and where there are opportunities for work in the future. Previous reports covered projects in the areas of Pacific, Health, e-Learning and work-based learning. This year, we launched a further two reports at our birthday event on 9 November.

Māori learner success in tertiary education: Highlights from Ako Aotearoa supported research projects, by Dr Acushla Sciascia, explores the key themes relating to 45 Māori projects we have funded over the past ten years. The majority of the projects centred around the importance and relevance of Māori pedagogical approaches that contribute to Māori learner success.

These pedagogies are underpinned by values that are integral to creating and developing successful learning experiences. Dr Sciascia used key Māori values from our Te Tauākī Ako framework – whanaungatanga, manaakitanga and whakapapa – to express how values inform practice.



Designing the bridges: Highlights from Ako Aotearoa supported foundation, bridging and LLN research projects, by Dr Helen Anderson, focuses on 36 Ako Aotearoa-funded foundation, bridging and LLN research projects.

In her analysis, Dr Anderson has identified areas that would benefit from further exploration: digital literacy, self-directed learning, organisation processes and teacher education/professional learning.



Project impact report brings valuable feedback and signals for improvement to our framework

In mid-2017, we contracted Linda Keesing-Styles to provide additional synthesised analysis of two earlier reports undertaken for Ako Aotearoa by independent researcher and evaluator Fleur Chauvel:

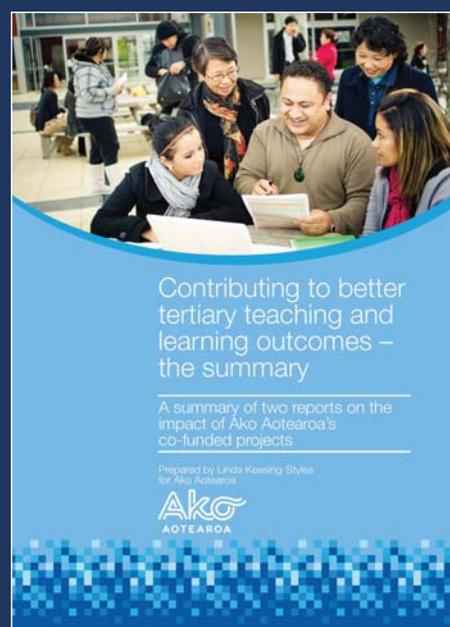
- Understanding project value and impact and the co-funding approach from the budget-holder perspective (involving 32 co-funded projects completed by October 2016)
- Collation of Information from Impact Evaluation Framework Conversations about 22 co-funded Regional Hub Project Fund Projects (completed between 2013 and 2015).

Contributing to better tertiary teaching and learning outcomes – the summary identifies key themes and learnings for us from the projects we co-fund, as well as benefits, co-funder feedback and future possibilities for improvement to our Impact Evaluation Framework (IEF).

Enabling project success

Linda's summary confirms that despite the challenges identified by both co-funders and project teams involved, findings demonstrate "value and impact across all dimensions of the Ako Aotearoa IEF". She lists the following key elements that contribute to the success of a project:

- Strength of the project teams
- Solid project planning
- Importance of the project to the co-funding institution and commitment to the project by senior leadership
- Ako Aotearoa's guidance and support.



Co-funder feedback

"I hope that it is crystal clear to Ako Aotearoa that this funding is critical. It is very hard to get funding for this type of project."

"We wouldn't have been able to validate what we are doing and develop the resulting teaching model without it."

Room for us to improve the process

Recommendations will help us in our review of the IEF. These include:

- The development and use of a set of common tools for teams when collecting evidence of impact
- Clearer expectations around the collection, estimation and evidencing of impact
- Clearer expectations around what the completion of a project could realistically result in.



Supporting tertiary education across the Pacific

Project for Fijian Higher Education Commission

Weaving the coco mat to bind the strands of thinking, cultures and concepts in the development of Higher Education

During 2017, NZ's Ministry of Foreign Affairs and Trade provided funding to the Fijian Higher Education Commission (FHEC) to enhance the quality of teaching and learning across Fiji. The initiative proposed a competency framework and associated mechanisms that standardise and advance higher education teaching practice to enhance student engagement and graduate success.

Led by the Director, Mrs Linda Aumua, former Chair of the Pacific Peoples' Caucus of Ako Aotearoa, the FHEC contracted the services of Te Whare Wānanga o Awanuiārangi (TWWoA) and Ako Aotearoa. The occasion was marked in June with an MoU signing ceremony in Fiji (see image to right) attended by our Director, Dr Stanley Frielick, as well as senior staff of TWWoA, Dr Wiremu Doherty (CE), Evie O'Brien (Deputy CE) and Rachel Wetere.

At mid-year, Ako Aotearoa contracted consultant Dr Ray Meldrum to work alongside TWWoA researcher Rachel Wetere to fulfil phase one of the project. They conducted over 30 talanoa style meetings throughout Fiji and also carried out a review of the literature and practice to set up foundation level qualifications targeted at the vocational sector. They successfully concluded their work, producing an excellent report that was well received by the FHEC.

The approach, which is based on culturally appropriate pedagogies in a Fijian context, proposes:

1. A Higher Education Teacher Competency Framework for Fiji teachers in Higher/Vocational Education, which addresses teacher knowing, doing and being



Signing the MOU - Mr Wiremu Doherty (CEO, Te Whare Wānanga), Linda Aumua (FHEC Director) and Dr Stanley Frielick (Director, Ako Aotearoa), image courtesy of Fiji One TV).

The project team is deeply committed to ensuring that the qualifications developed, and the delivery of the programme, honour the Fijian context and cultures.

2. A Curriculum Matrix for Higher Education teachers, institutions and professional bodies for framing discipline/professional syllabuses and prescriptions
3. Two Capability Graduate Profiles, at a “foundation” level and “intermediate” level, to be used as qualification graduate outcomes and as practice capabilities for professional accreditation.

The framework concept that was proposed for this project during phase one is based on the Fijian weaving mat, coco (pronounced tho-tho), as a foundational and generative expression of practice and aspiration. Coco mats are used in most Fijian village houses and can vary in size, pattern and value. In a literal sense, everyone has a place on the mat and the mats are the size of a classroom; people have different positions and ways to be “on the mat”. The weaving together of all thinking, cultures and concepts was considered essential to the development of a Higher Education Teacher Competency Framework within a Fijian context.

Toward year’s end, phase two commenced with Ako Aotearoa contracting Dr Linda Keesing-Styles to work alongside Rachel Wetere. They rapidly progressed in co-developing the first of the two National Qualifications as recommended in the phase one report – a Level 4 National Certificate in Teaching of TVET (Technical and Vocational Education and Training). This is a move forward for FHEC and the sector as it is essentially a graduate profile-based qualification with two attached unit standards. The contractors are also co-developing two Unit Standards – one on assessment and one on TVET learning and teaching.

The consultants are deeply committed to ensuring that the qualifications developed and the delivery of the programme honour the Fijian context and cultures. Future plans are for professional learning development for staff in regard to these new qualifications and ultimately a professional accreditation process that complements the qualification approach to recognising professional capability.

Higher Education Pacific Quality project

Ako Aotearoa has been working with the University of Tasmania, The National University of Samoa, The University of the South Pacific, The University of Waikato and Manukau Institute of Technology on an ambitious project – The Higher Education Pacific Quality (HEPQ) – involving intensive self-review of teaching/programme quality by the participating institutions.

In 2017, project work involved a two-day peer review workshop in November at Manukau Institute of Technology. On day one, the participating institutions presented their contexts and initiatives, ways of self-reviewing and student voice benchmarking.

On day two, key representatives from the tertiary sector and regulatory agencies joined the group to discuss summary findings of the peer review workshop, and to collaborate and share ideas on building capability for teaching/programme quality in the Pacific region.

Dr Sara Booth, The University of Tasmania, is the project lead, with Tea Tepora Wright, National University Samoa, and Helen Lomax of Ako Aotearoa. Ako Aotearoa is co-funding the project with the participating institutions.

Aims of the HEPQ project

Led by Dr Sara Booth from The University of Tasmania, the project aims to:

- Benchmark institutional processes and data on teaching/programme quality
- Benchmark assessment inputs/outputs in a range of disciplines
- Build capacity for HE institutions for self-review and policy development
- Build capacity in HE institutions (+ industry/regulatory agencies) to participate in external peer review processes
- Develop institutional and international recommendations, and share good practice.

✓ The Higher Education Pacific Quality project involved a two-day peer review workshop held at Manukau Institute of Technology in November.



Professional Learning and Development



Pūmautanga



Māramatanga



Whakamanatanga



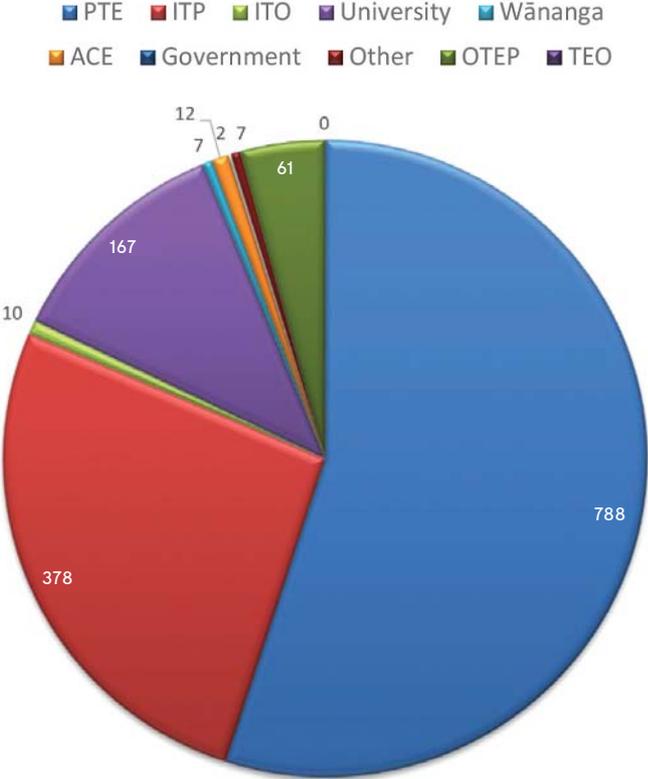
Awhitanga



Whanaungatanga

In 2017, we ran 110 workshops under our Professional Learning and Development Programme with 1,432 participants, representing a small change compared with the previous year (98 workshops with 1,506 participants). For the first time, in-house workshops outnumbered our public offerings (58-52).

Attendees by Organisation Type - Q1 to Q4



Our most popular workshops in 2017

1. Kia eke ki te taumata - Success for Māori in tertiary education – 263 attendees
2. Supporting adults with dyslexia in tertiary education and training: An introduction – 109 attendees
3. Problem-based learning: Creating student-led activities for work-ready outcomes – 107 attendees
4. Developing practices for new tertiary teachers – 102 attendees.

Attendee numbers by organisation type

PTE	788
ITP	378
ITO	10
University.....	167
Wānanga	7
ACE	12
Government	2
Other	7
OTEP	61
TEO.....	0

New workshop topics in 2017 respond to sector needs

	Workshop Descriptors
1.	<p>Improving outcomes for under 25-year old learners Facilitated by Judith Honeyfield, Lesley Petersen and Vaughan Bidois</p> <p>Examine how to improve learning and teaching experiences for under-25 learners. Be introduced to an evidence-based model for professional development decision-making. Explore and utilise an exciting new range of resources designed for teachers of under 25-year-old learners. Based on an Ako Aotearoa national co-funded project. (See feature next page).</p>
2.	<p>Teaching in vocational education: Industry experts to adult educators Facilitated by Lisa Maurice-Takerai and Helen Anderson</p> <p>Explore how to better connect your industry/discipline expertise with the key concepts of teaching and learning that draw on the facilitators' recently published book: <i>Designs for Learning: Teaching in Adult, Tertiary and Vocational Education</i>. Create more successful learning experiences for your learners through this lively, interactive session.</p>
3.	<p>Growing numeracy skills in tertiary learners – a blended learning workshop Facilitated by Mike Styles</p> <p>Explore a range of strategies and practical exercises that you can use to develop the numeracy skills and confidence of your learners or trainees. The blended delivery of this workshop (featuring two one and a half hour webinars, self-directed activities and online forum discussions) enables you to fit it around your existing schedule.</p>
4.	<p>Clarifying boundaries in teacher-student relationships Facilitated by Cath Fraser</p> <p>Find out how when working with adult learners it is sometimes possible to lose sight of the invisible boundaries between what's personal and what's professional. Explore what kinds of social relationships are appropriate. What happens outside the classroom? Where are the professional boundaries? Examine real-world dilemmas: causes, actions, decision-points and consequences. Consider workplace dynamics, including bullying, harassment, discrimination and conflict. Develop strategies to recognise occurrences and respond professionally.</p>
5.	<p>Curriculum design for learning and teaching Facilitated by John Delany</p> <p>Consider the wide range of interrelated aspects of designing curricula that effectively enhance student learning. Take part in a wide range of learning and teaching activities involving development of tools and resources, as well as assessment criteria, tasks and outcomes.</p>

Improving outcomes for Under 25-year-old learners' workshop



“This [workshop] is about reframing and repositioning professional development ... and acknowledging the expertise we have inside our institutions and building from there.”

Workshop participant feedback (on the day)

What aspect(s) of your practice do you expect to change as a result of this workshop?

- “Increase my awareness of how my organisation and governing body is structured and works. Reflect against outcomes of the project to identify further actions.”
- “Share PD, embed this in my PhD on bicultural consciousness in Education, take stand for those resisting (mana).”
- “Clearer understanding of Kotahutanga/working closer with other Kaimahi (colleagues)/ students to achieve completions (enjoy the studies areas of learning).”

Post-workshop feedback (two months following the event)

What is different in your practice as a result of the workshop?” and “Describe what difference this has made to your learners.

- “I have incorporated technology more - using it as a learning tool not an enemy ... I have encouraged students to consult google before consulting me. They feel empowered re. their own learning ... an interesting side effect of this has been having to teach my class how to research!”
- “I discussed what I had learnt with the students and they seemed to agree with what I had gained from the workshop. It also opened up discussion about how other older students perceived the differences in learning style, which was useful.”

New Zealand Vocational Education and Training Forum (NZVETRF17) Delegate feedback

“The forum was fabulous, engaging, relevant and thoroughly useful. I highly recommend it.”

PTEF in 2018:

Through our event survey, attendees told us they wanted the 2018 forum to have even more learner-led sessions, as well as workshops focused on institutional responsiveness and responsibilities across the following areas: cultural, academic, community, political and allies.

Our strategic events help the sector build capability

Strategic Forums

This year we co-hosted three strategic forum events, which attracted a total of 414 attendees:

- Te Ara Whakamana – co-hosted with the Centre for Studies in Multiple Pathways, MIT (144 attendees)
- Pacific Tertiary Education Forum (PTEF) – co-hosted with the Association of Pasifika Staff in Tertiary Education (146 attendees)
- New Zealand Vocational Education and Training Research Forum (NZVETRF) – partnering with Industry Training Federation (124 attendees).

Our Māori-focused strategic forum, Tuia Te Ako, will be co-hosted with a group of Industry Training Organisations in mid-2018.



Pacific Tertiary Education Forum

This vibrant event, held at Manukau Institute of Technology on 28 and 29 September, demonstrates how our Strategic Forums aim to achieve even more than bringing key people together to discuss topics and debate current issues. They provide opportunities for Ako Aotearoa to work with these groups in forging a collective plan for future direction and advancement, in this case, for Pacific teachers and learners.

Learners' stories prove popular

Our thanks to Andrew Leota, Melvina Brown, James Penfold, Alapasita Teu Ali Leota and Rocky Misiepo – an inspiring group of past and present learners sharing stories of their pathways through tertiary education towards success. Their contributions were extremely popular for attendees and we plan to build on this for 2018.

We thank the following government agency contributors: Tim Fowler, Lisale Falema'a, William Ulugia and Stuart Cambridge from the Tertiary Education Commission, and Aiolupotea Lili Tuioti, Chief Advisor Pasifika at NZQA.

Introducing three Talanoa Sessions may have been ambitious, but the valuable feedback from attendees has provided a clear steer for the organising committee – representing APSTE and Ako Aotearoa's Pacific Peoples' Caucus – to work together with government agencies on solutions around the key areas of accountability, presence and access. The summary of key points is available on our website.

Congratulations also to our co-funded project team who launched their work and publication output – Pacific learner success in work place settings – at this event (see page 28 for more information about this project).



Supporting other Tertiary events

We continue to support external agencies, peak bodies, sector associations and groups to run their own events for tertiary managers, educators and support staff. Our focus is on building capability in tertiary teaching and learning, and we value working with groups to provide professional learning opportunities that may otherwise not take place. It is important to us that we contribute both at a strategic level – through keynote and plenary session presentations – and in practical ways through project team presentations and introductory PLD workshops.

A full list of our external conference and event sponsorship portfolio for 2017 is on page 64.



1800 360 DEGREES

UNDERLAY



The Ako Aotearoa Community



Our Board



Standing L-R: Jennie Harré Hindmarsh, Pare Keiha, Gabrielle Wall, Peter Stevens, Jill McCutcheon. Seated L-R: Alison Kuiper, Greg Durkin, Graeme Benny, Rawiri Taonui (Māori Caucus Chair) and Anania Randall (outgoing Māori Caucus Chair). Absent: Jacqualene Poutu and Margaret Taurere.

Dr Graeme Benny	Chair
Dr Alison Kuiper	Tertiary sector
Dr Gabrielle Wall	Tertiary sector
Professor Pare Keiha	Wānanga/Māori education sector
Dr Margaret Merimeri Taurere	Wānanga/Māori education sector
Greg Durkin	Tertiary sector
Dr Jennie Harré Hindmarsh	Community/tertiary sector
Professor Jill McCutcheon	Massey University Vice-Chancellor’s representative (from January 2016)
Jacqualene Poutu	Wānanga/Māori education sector
Dr Peter Stevens	Community

Our Staff



Back L-R: Daniela Theodorou, Jill Tanner-Lloyd, Chris Smiley, John Milne, Kelly Te Heuheu, Neil Andersen. Front L-R: Helen Lomax, Pippa Lynott, Helen Frost, Anita Tailor, Beatrice Dias-Wanigasikera. Absent: Ian Rowe, Christina Crewes, Ruth Peterson, Joe Te Rito, Alexia Tuhi, Bridget O'Regan, Catherine Leech, Mei Winitana, Pale Sauni and Benita Tahuri.

Dr Stanley Frielick	Director
Helen Lomax	Deputy director sector services
Dr Joseph Te Rito	Deputy director Māori
Anita Tailor	Business manager
Jill Tanner-Lloyd	Communications manager
Nyk Huntington	Senior project/research analyst (until July 2017)
Rachel Sutcliffe	Administrator (until February 2017)
Daniela Theodorou	Administrator
Rhonda Thomson	Project funds manager (until January 2017)
Beatrice Dias	Project funds manager (from October 2017)
Chris Smiley	Website and technology manager (from December 2017)

Alexia Tuhi	Administrator (Deputy Director Māori and He Taunga Waka)
Helen Frost	Website and digital project manager (from April 2017)
Amanda Kirby	Website manager (until April 2017)

HE TAUNGA WAKA TEAM

Mei Winitana	Kaiwhakahaere Māori
Pale Sauni	Pasifika cultural advisor
Benita Tahuri	Māori cultural advisor and workshop manager
Bruce George	HTW Facilitator (until July 2017)

NORTHERN HUB

Ruth Peterson	Regional hub manager
Maree Jex	Administrator (until October 2017)
Paola Castro	Administrator (from October–December 2017)

CENTRAL HUB

Ian Rowe	Regional hub manager
Christina Crews	Administrator

SOUTHERN HUB

Neil Andersen	Regional hub manager
Bridget O'Regan	Regional hub project funds manager
Catherine Leech	Administrator

Our Caucuses

We are fortunate to have two groups guiding the priority work we undertake across the sector – our Māori and Pacific Peoples’ Caucuses. These groups consist of respected leaders of organisations, teachers, support staff and learner representatives with the mana and expertise to help us steer our waka or vaka.

We take this opportunity to acknowledge and thank those who have contributed their time and energy as valuable members to these groups over the past ten years.



Representatives from our Māori and Pacific Peoples’ Caucuses with our He Taunga Waka team, mid-year 2017. Standing L-R: Geneveine Wilson, Maria Uluilata, Taselita Teevale, Pale Sauni, Anania Randall, Mino Cleverley, Lee Cooper, Stuart Lawrence, Bruce George (HTW). Seated, L-R: Mei Winitana (HTW), Dame Iritana Tawhiwhirangi, Martin Stirling and Joe Te Rito.

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)

Jacqueline Poutu

Māori community/Ako Aotearoa Board Member

Martin Stirling

Private Training Establishment sector

Dr Margaret Merimeri Taurere

Ako Aotearoa Board Member

Dame Dr Iritana Tawhiwhirangi	Nominated by Te Kōhanga Reo National Trust
Evie O'Brien	Te Whare Wānanga o Awanuiārangi (Nominated by Te Tauihu o Ngā Wānanga)
Lee Cooper	Tertiary education sector/ Chair of Te Tira Whakahaere and Te Toi Taura mō te Matariki
Geneveine Wilson	Te Mana Ākonga Representative (to October 2017)
Dr Rawiri Taonui	Nominated by Te Kahui Amokura
Stuart Lawrence	The Skills Organisation (Nominated by the Industry Training Federation)
Teina Mataira	Universal College of Learning (Nominated by Te Tira Manukura o Ngā Kuratini)

Pacific Peoples' Caucus

Walter Fraser	Co-Chair, Auckland University of Technology
Sam Uta'i	Co-Chair, Ara Institute of Canterbury
Aiono Mino Cleverley	Pacific Training Institute
Dr Tasileta Teevale	University of Otago
Toleaofo Sina Aiolupotea-Aiono	Manukau Institute of Technology (to August 2017)
Maria Uluilalata	Association of Pacific Staff in Tertiary Education Representative (to July 2017)
Howard Jamieson	Ara Institute of Canterbury (from June 2017)
Ali Leota	New Zealand Union of Students' Associations (from November 2017)

Our Regional Hub Advisory Groups

We also acknowledge the members of our Northern, Central and Southern Regional Hub Advisory Groups – tertiary sector experts, leaders and learner representatives networked across each region. These groups provide vital links for Ako Aotearoa through their insight, support and guidance on priority issues in their respective regions.

During 2017 we conducted a survey with these three groups about our future direction. Their feedback indicated a strong commitment to continuing to support our goals, including contributing to national perspectives and strategy. Hub Advisory Groups are vital for increasing our networking and connectivity and we look forward to working with them in 2018 towards building stronger and more capable networks that help us to build capability.

Northern Regional Hub Advisory Group

Mark Northover	Chair, AUT University (from February)
Christine Nurminen	Pasifika Education Centre, Kaiarahi Matua aa Rohe
James Paterson	Ako Aotearoa Academy
Jon Smith	NorthTec (ITP)
Tarisi Vunidilo	The University of Auckland (Pacific)
Jane Terrell	TASDEN
Alison Sutton	COMET Auckland
Stuart Lawrence	The Skills Organisation
Philip Alexander-Crawford	NorthTec
Debra Denny	Independent Tertiary Education New Zealand
Dr Adam Brown	Auckland Institute of Studies
Dr Barbara Kensington-Miller	Higher Education Research and Development Society of Australasia
Jessica Palairet	Student Representative, Auckland University Students' Association

Central Regional Hub Advisory Group

Alan Cadwallader	Open Polytechnic
Dr Lily George	Western Institute of Technology Taranaki
Adrienne Dawson	Industry Training Federation (until November 2017)
Stephen Hannam	Taratahi Agricultural Training Centre
John Hitchcock	WelTec and Whitireia
AJ Jamieson	Massey University
Dr Stephen Marshall	Victoria University of Wellington
Peter McNeur	Wairarapa Rural Education and Activities Programme
Dr Ocean Mercier	Victoria University of Wellington
Dr Salome 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	Hub Convenor, UCOL

Southern Regional Hub Advisory Group

Helen Lomax	Chair, Ako Aotearoa
Gil Genet	Careerforce
Corinna Gestro-Best	Westland REAP Inc.
Jennifer Leahy	Adult and Community Education sector representative
Benita Rarere-Briggs	University of Canterbury
Dr Rua Murray	University of Canterbury
Charlie Phillips	Queenstown Resort College
Emily Barker	University of Canterbury Students' Association
Pauline Luafutu-Simpson	University of Canterbury
Pauline Steedman	Front-line Training Consultancy Ltd
Dr Sarah Stein	University of Otago
Liam Sloane	Nelson Marlborough Institute of Technology
Lyn Williams	Ara Institute of Canterbury

Our Academy of Tertiary Teaching Excellence Executive Committee Members

Associate Professor Selene Mize	President, University of Otago
Adrian Woodhouse	Otago Polytechnic (Vice President)
Tony Zaharic	University of Otago
Khylee Quince	Auckland University of Technology (until May 2017)
Dr Marie McEntee	University of Auckland (from May 2017)
Professor Marc Wilson	Victoria University of Wellington
Dara Davenport	Literacy Waitakere
Warwick Murray	Victoria University of Wellington

National Projects Fund RFP Panel

Professor Rawiri Taonui	Massey University
Dr Margaret Taurere	C/- Panguru School, Kohukohu
Professor Tracey Macintosh	Ngā Pae o te Māramatanga (NZ's Centre of Māori Research Excellence), The University of Auckland
Aiono Mino Cleverley	Pacific Training Institute
Walter Fraser	AUT University
Dr Tasileta Teevale	University of Otago

The Tertiary Teaching Excellence Awards Committee

Phil Ker	Chair, Otago Polytechnic
Rikke Betts	Tertiary Education Union
Greg Durkin	Industry Training Federation
Dr Rachel Zajac	Ako Aotearoa Academy of Tertiary Teaching Excellence
Edwige Fava	Independent Tertiary Education New Zealand
Linsey Higgins	New Zealand Union of Students' Associations
Dr Stanley Frielick	Ako Aotearoa
Sam Uta'i	Ako Aotearoa Pacific Peoples' Caucus
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 Uelese	Association of Māori Providers of Training, Education and Employment
Dr Te Kani Kingi	Te Taihu o Ngā Wānanga

Co-funded projects



Completed in 2017

Project details	Ako Aotearoa's funding	Organisation's contribution (cash and in-kind)
Completed national		
Learning in undergraduate mathematics: The outcome spectrum (LUMOS) Project lead: Professor Bill Barton Participating TEO: The University of Auckland	\$105,277	\$176,900
A pedagogy of Pacific learner success Project lead: Margaret Southwick Participating TEO: Whitireia New Zealand	\$75,000	\$75,000
Language in the trades Project lead: Professor Jean Parkinson Participating TEOs: Victoria University of Wellington and WelTec	\$150,000	\$169,169
Building an evidence-base for teaching and learning design using learning analytics data Project leads: Cathy Gunn and Jenny McDonald Participating TEOs: The University of Auckland, Massey University and Open Polytechnic	\$150,000	\$154,931
Ka whanau mai te reo: Kei tua o te kura Project leads: Debbie Broughton and Nicola Bright Participating TEOs: NZCER (through TLRI)	\$225,000	\$482,473
Pacific learner success in workplace settings Project lead: Peter Scanlan Participating TEOs: ServiceIQ, Careerforce, Competenz, Skills Organisation and Pacific Perspectives	\$50,000	\$104,287
Developing and implementing an evaluation process for organisational capability in technology enhanced programme development Project lead: Phil Garing Participating TEO: Synapsys	\$50,000	\$80,200
Higher education Pacific peer review quality project Project lead: Dr Sara Booth Participating TEOs: The University of Tasmania, The National University of Samoa, The University of the South Pacific, The University of Waikato and Manukau Institute of Technology	\$27,808.50	\$66,500

Completed regional		
<p>How do successful university students conceptualise “good teaching” and “effective learning”? Project Lead: Dr Vivienne Anderson Participating TEO: University of Otago</p>	\$9,954	\$19,487
<p>Assessing the effectiveness of a flipped classroom in foundation engineering Project Lead: Dr Paul Docherty Participating TEO: University of Canterbury</p>	\$9,550	\$10,000
<p>Developing a law student profile: Phase three Project Lead: Professor Lynne Taylor Participating TEO: University of Canterbury</p>	\$11,550	\$22,569
<p>Reflective experiential learning: Using active video watching to teach presentation skills Project Lead: Professor Tanja Mitrovic Participating TEO: University of Canterbury</p>	\$7,980	\$12,218
<p>Leaders growing Leaders: Effective early childhood Leads for sustainable Leadership Project Lead: Debbie Ryder Participating TEOs: Te Rito Maioha Early Childhood Education (Formerly Te Tari Puna Ora o Aotearoa/NZ Childcare Association), Massey University and Victoria University of Wellington</p>	\$10,000	\$14,512
<p>Adult learners in the ACE context: What are the indicators of learner success? Project Lead: Tracey Shepherd Participating TEOs: Wairarapa REAP, Eastbay REAP and Petersen Consulting</p>	\$15,340	\$9,805
<p>Developing Communities of Practice as a pedagogy support mechanism for teaching teams in the New Zealand PTE environment Project Lead: Anne Greenhalgh Participating TEOs: Workforce Development Ltd, G & H Training Ltd, College of Future Learning NZ Ltd and Petersen Consulting</p>	\$13,000	\$13,575

Organisational and capability development pathway for Taratahi Project Lead: Stephen Hannam Participating TEOs: Taratahi Agricultural Training Centre and EvalStars	\$12,000	\$12,500
Supporting doctoral writing Project Lead: Susan Carter Participating TEO: The University of Auckland	\$11,800	\$12,166
Enabling students to become life-ready, study-ready and work-ready in Te Tai Tokerau - Northland Project Lead: Philip Alexander-Crawford Participating TEO: Te Matarau Education Trust	\$10,000	\$15,000
Enhancing generic thinking skills of tertiary STEM students through puzzle-based learning Project Lead: Sergiy Klymchuk Participating TEO: AUT University	\$10,000	\$26,250
e-Posts: An introduction to effective online teaching Project Lead: Judith Honeyfield Participating TEO: Toi Ohomai Institute of Technology	\$10,000	\$10,000
Regional	\$131,574	\$178,082
National	\$833,085	\$1,309,460
Grand Total Completed	\$964,659	\$1,487,542

New in 2017

PROJECT DETAILS	Ako Aotearoa's Funding	Organisation's Contribution (Cash and In-Kind)
New national projects		
Building skills for young Māori to complete education and transition into the workplace Project Lead: Anne Haira Participating TEO: Primary ITO	\$150,000	\$150,000
Hūtia te punga Project Lead: Eru Tarena Participating TEO: Te Tapuae o Rēhua	\$150,000	\$150,000
He vaka moana: Navigating Māori and Pasifika student success through a collaborative research fellowship Project Lead: Dr 'Ema Wolfgramm-Foliaki Participating TEO: University of Auckland	\$150,000	\$177,123
Upskilling Māori and Pasifika workplace learners Project Lead: Cherie Chu Participating TEOs: WelTec and Victoria University of Wellington	\$120,000	\$120,300
From good to great: The 10 habits of phenomenal educators for Pasifika learners Project Lead: Nicky Murray Participating TEO: Industry Training Federation	\$120,000	\$120,000
New regional projects		
Improving undergraduate student outcomes with proactive numeracy learning support Project Lead: Brigid Casey Participating TEO: University of Otago	\$10,000	\$20,307
Optimising complex case studies as teaching tools in accounting and law education Project Lead: Dr Julia Wu Participating TEO: University of Canterbury	\$9,780	\$18,413
Developing a law student profile: Phase four Project Lead: Professor Lynne Taylor Participating TEO: University of Canterbury	\$11,800	\$21,398

<p>Supporting engagement during active video watching with personalised nudges</p> <p>Project Lead: Professor Tanja Mitrovic Participating TEO: University of Canterbury</p>	\$10,000	\$20,000
<p>Assisting the formation of inclusive engineering cohorts</p> <p>Project Lead: Professor Philippa Martin Participating TEO: University of Canterbury</p>	\$8,980	\$ 18,300
<p>Investigation of Initial Teacher Education student views of engineers and engineering practice</p> <p>Project Lead: Dr Paul Docherty Participating TEOs: University of Canterbury and University of Waikato</p>	\$10,000	\$12,500
<p>Internships: More than enhancing graduate attributes and employability</p> <p>Project Lead: Andy Martin Participating TEO: Massey University</p>	\$10,000	\$ 20,000
<p>A virtual reality tool for teaching library design</p> <p>Project Lead: Phillip Calvert Participating TEOs: Victoria University of Wellington and Open Polytechnic</p>	\$13,500	\$16,000
<p>Learner guidance in flexible first-year teaching at university</p> <p>Project Lead: Eva Heinrich Participating TEO: Massey University</p>	\$12,765	\$14,000
<p>Simplifying embedded literacy and numeracy for tertiary tutors: Practical ideas and resources for teaching and learning</p> <p>Project Lead: Aleeshea Reid Participating TEO: Wellington Institute of Technology</p>	\$11,030	\$13,258
<p>Identifying authentic teaching strategies that build employability skills of vocational education graduates</p> <p>Project Lead: Gerard Duignan Participating TEOs: WelTec and Whitireia, Toi Ohomai Institute of Technology, Eastern Institute of Technology, NMIT, Wintec and Taratahi Agricultural Training Centre</p>	\$15,700	\$18,500
<p>Organisational and capability development pathway for Taratahi</p> <p>Project Lead: Stephen Hannam Participating TEOs: Taratahi Agricultural Training Centre and EvalStars</p>	\$12,000	\$12,500

<p>Enhancing the role of ICT in doctoral research processes Project Lead: Kwong Nui Sim Participating TEOs: Victoria University of Wellington and University of Otago</p>	\$10,000	\$12,000
<p>Using LNAAT data to improve teaching, resources and achievement in numeracy education Project Lead: Gary Sharpe Participating TEO: Western Institute of Technology - Taranaki</p>	\$5,400	\$5,600
<p>Intensive review: Investigating WITT's innovative Foundation Skills programme Project Lead: Lisa Dohig Participating TEO: Western Institute of Technology - Taranaki</p>	\$8,238	\$8,825
<p>Developing Māori students' soft skills to support improved achievement outcomes Project Lead: Jodie Cook Participating TEO: Matapuna Training Centre</p>	\$13,375	\$13,375
<p>Te toka herenga waka: Increasing Māori learner success at WITT Project Lead: Kenneth Taiapa Participating TEO: Western Institute of Technology - Taranaki</p>	\$9,504	\$9,542
<p>Work-integrated learning (WIL) legacies: Building student and supervisor capability Project Lead: Andy Martin Participating TEOs: Massey University, NZCER and NZACE</p>	\$20,000	\$32,000
<p>Real good teacher guides Project Lead: John Hitchcock Participating TEOs: Whitireia New Zealand, Wellington Institute of Technology, Eastern Institute of Technology, Nelson Marlborough Institute of Technology, WinTec, Taratahi Training Centre and Universal College of Learning</p>	\$11,015	\$44,000
<p>ePosts: An introduction to effective online teaching Project Lead: Judith Honeyfield Participating TEOs: Toi Ohomai Institute of Technology and WelTec</p>	\$10,000	\$10,000

Kia poipoi ngā tauira Maori: Enabling Māori student success within the visual arts (Hei Toko Project Fund) Project Lead: Herman Pi'ikea Clark Participating TEO: Te Whare Wānanga o Awanuiārangi	\$9,700	\$10,100
How can the concept of pōwhiri be used to teach essay writing skills (Hei Toko Project Fund) Project Lead: Tepora Pukepuke Participating TEOs: University of Auckland and Te Whare Wananga o Awanuiārangi	\$9,500	\$10,750
Transitioning Māori youth in Te Tai Tokerau into employment (Hei Toko Project Fund) Project Lead: Paddy Forde Participating TEO: Kiwi Can Do	\$9,450	\$86,800
OLA: A vocational training model that supports learners in New Zealand workplaces Project Lead: Christine Newland Participating TEOs: Alkimi Consulting Ltd, QED Associates and MIT	\$10,000	\$10,000
Demystifying the code: Programming without coding Project Lead: Dr Nasser Giacaman Participating TEO: University of Auckland	\$10,000	\$10,000
Regional	\$271,737	\$468,168
National	\$690,000	\$717,423
Grand Total New Projects	\$961,737	\$1,185,591

External Conference and Event Sponsorship 2017

Event	Month	Location	Host	Our Role
He Manawa Whenua Indigenous Research Conference	March	Hamilton	Te Kotahi Research Centre, University of Waikato	Huia sponsor
Mahara - The Third Australasian Conference	April	Auckland	AUT University	Sponsor
New Zealand Association of Cooperative Education Conference	April	Queenstown	NZACE	Sponsor
The Higher Education Technology Agenda (THETA)	May	Auckland	AUT University	Exhibition booth sponsorship
Adult and Community Education Annual Conference	June	Wellington	ACE Aotearoa	Key sponsor
Association of Pasifika Staff in Tertiary Education Fono	July	Porirua	Whitireia/ WelTec	Sponsor
New Zealand International Education Conference	August	Auckland	New Zealand Education	Sponsor
TVET and Independent Tertiary Education New Zealand Conference	Sept	Queenstown	TVET and IVETA	Silver
National Tertiary Learning and Teaching Conference	Oct	Auckland	Unitec	Main sponsor
Foundation and Bridging Education NZ Forum	Oct	Wellington	FABENZ	Sponsor
New Zealand Association of Research in Education	Nov	Hamilton	University of Waikato	Sponsor
Tertiary Education Research in New Zealand Conference 2017	Nov/Dec	Palm North	Massey University	Key sponsor
Assessing Learning Conference	Nov	Dunedin	University of Otago	Sponsor



Ako Aotearoa co-funded project teams came together in Wellington in November to present and share ideas about their work at our National Project Colloquia.

Summary of performance 2017



Pūmautanga



Māramatanga



Whakamanatanga



Awhitanga



Whanaungatanga

As in 2016, this plan is set against our current key organisational drivers and then mapped against the strategic themes identified in Ako Aotearoa's 2014 – 2017 Strategic Plan. To achieve our increased sector contribution target on current resources and to allow some scope for planning new initiatives, we have maintained most measures and targets at the 2016 levels. We have outlined further details on a new strategic direction and value proposition in the Building Capability and Connection report (featured on page 19) that provides evidence of the value we add to the sector. This document will assist TEC in further planning around the next funding period of 2018-2022.

Our seven strategic themes with the consequential strategic objectives are as follows:

<p>1. Driving enhanced educational performance in Aotearoa New Zealand's tertiary sector.</p> <p>1.1. Maximise our impact on improving tertiary education performance!</p>
<p>2. Using evidence to support enhancement of practice across the tertiary sector.</p> <p>2.1. Raise the level of capability across the tertiary sector through the provision of effective professional development.</p> <p>2.2. Enable the development of new approaches that have demonstrable, sustainable benefit to learners.</p>
<p>3. Te Hīkoi Whakamua – Doing better for Māori and the nation.</p> <p>3.1. Rangatiratanga – To engage with current and emerging leaders in Māori tertiary education and ensure our programme with and for Māori is current and relevant.</p> <p>3.2. Ahu Whakamuatanga – To build mutually beneficial relationships with hapū, iwi and Māori communities and/or organisations to assist them in achieving their tertiary education aspirations.</p> <p>3.3. Whakawhanaungatanga – To actively encourage whakawhanaungatanga and the sharing of effective kaupapa Māori teaching practice for Māori in tertiary education.</p> <p>3.4. Te Tuku Āwhina – To provide targeted support for innovative and effective kaupapa that improve professional practice with a demonstrated benefit to ākonga, whānau, hapū, iwi, Māori teachers and the Māori community.</p>
<p>4. Supporting Pacific peoples' advancement through better educational outcomes for Pacific learners.</p> <p>4.1. Through our support, TEOs can better meet the needs of Pacific learners so that they achieve parity of success in tertiary education.</p> <p>4.2. We enhance the capabilities of Pacific researchers in tertiary education.</p> <p>4.3. We take a leadership role in the debate on maximising the impact of better tertiary education outcomes for Pacific Peoples' advancement.</p>
<p>5. Fostering and acting on the learner voice.</p> <p>5.1. Support and maintain a public commitment to enhancing the 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.</p> <p>5.2. Support tertiary learners to access appropriate information to make informed decisions about their study.</p>

<p>6. Informing policy and implementation.</p> <p>6.1. Contribute to the development of policy that enhances teaching and learning.</p> <p>6.2. Facilitate the translation of strategic policy goals into effective practice.</p>
<p>7. Contributing to Aotearoa. New Zealand's international reputation for high quality, innovative tertiary education.</p> <p>7.1. We continue to build strong relationships that enhance teaching and learning with international partners.</p> <p>7.2. We are recognised internationally for the support we provide for tertiary education as a profession.</p>

In order to achieve our objectives within these strategic themes, our five key organisational drivers are:

<p>1. Increasing our reach across the sector:</p> <p>We have a high profile across the sector, but we need to extend this further and, in particular, target areas where we have less contact at present than we might like.</p>
<p>2. Maximising our value-add as an organisation:</p> <p>Expanding our impact assessment work and ensuring we gain maximum leverage off the work we support.</p>
<p>3. Focused support for priority learners:</p> <p>Looking to contribute to achieving parity of achievement.</p>
<p>4. Sustainable improvement of tertiary teaching and learning:</p> <p>We do this by leveraging off our impact assessment work and:</p> <ul style="list-style-type: none"> i. Focusing on projects designed to achieve sustainable change in practice and; ii. By using both our understanding of the tertiary sector and work being undertaken internationally, make an active contribution to the development of policy, particularly at the implementation level.
<p>5. Achieving our financial targets and continually enhancing our effectiveness as an organisation.</p>

Staffing abbreviations:

BM = Business Manager	HAGs = Hub Advisory Groups
CM = Communications Manager	Hubs = Regional Hubs
D = Director	PFM = Project Funds Manager
DDM = Deputy Director Māori	SPRA = Senior Project/Research Analyst (until July 2017)
DDSS = Deputy Director Sector Services	WM = Web Manager
KM = Kaiwhakahaere Māori	

Driver 1. Increasing our reach across the sector

Key Achievement Areas	Key Staff	Relevant Strategic Objective(s)	Key Performance Indicators	Measures and targets (where not identified as part of KPIs)	Year-end update as at 31 December 2017
1. Strengthening our engagement with practitioners	D/DDSS/ DDM/ Hubs/ SPRA/ CM/WM	1.1 3.1 3.2	<ul style="list-style-type: none"> – Maintain 2016 levels of newsletter circulation. – Average attendance at our strategic fora and regional events is maintained at 2016 levels. – New modes of strengthening engagement are developed, supported by phased implementation of integrated digital architecture (IDA). 	<ul style="list-style-type: none"> – End of 2016 circulation figure = 11,540 	<p>Alert Online e-newsletter: 12,570 subscribers. Average open rate: 18.5%</p> <ul style="list-style-type: none"> – Attendance figures for our Strategic Forums continue to be strong: <ul style="list-style-type: none"> • Te Ara Whakamana – 144 • PTEF – 146 • NZVETRF – 124 – Social media: <ul style="list-style-type: none"> • Twitter followers – 585 (up by 8%) • Twitter likes – 203 (up by more than 500%) • Facebook page followers – 212 (up by 24%) • Facebook likes – 211 (up by 20%) <p>Most downloaded file from the Ako Aotearoa website:</p> <ul style="list-style-type: none"> – https://ako.aotearoa.ac.nz/download/hg/file/group-3993/nga-taonga-whakaako--underlying-theoretical-principles-of-tikanga-ako.pdf <p>Downloaded 1,184 unique times.</p> <p>Top pages visited for the entire year:</p> <ul style="list-style-type: none"> – Events landing page https://shop.ako.aotearoa.ac.nz/events Viewed 5,565 unique times – Resource centre https://ako.aotearoa.ac.nz/resource-centre Viewed 4,998 unique times – Building Kaupapa Māori into Early Childhood Education https://ako.aotearoa.ac.nz/projects/building-kaupapa-maori-early-childhood-education Viewed 4,329 unique times

2. Extend our reach to different sector groups	D/ DDSS/ DDM/ Hubs/ PFM	1.1 2.2 3.1 3.3 3.4 6.2	<ul style="list-style-type: none"> Increased participation in our staff initiatives by Wānanga staff. 	<ul style="list-style-type: none"> Wānanga are consulted on their PLD needs and appropriate opportunities are planned. 	<ul style="list-style-type: none"> No further progress with Te Wānanga o Aotearoa for the Northern Hub. Further meeting was to be arranged once Pakake Winiata returned from his overseas trip. No further progress has been made on consulting Wānanga staff on their PLD needs. There is a view from Wānanga staff that as Māori providers, they do not require our programmes that are of a Māori nature. This is not to say, however, that our mainstream programmes are of no value to them. Further marketing may be required.
			<ul style="list-style-type: none"> At least 1 major project is established with a large Māori organisation. 		<ul style="list-style-type: none"> A major project was set up by the Fijian Higher Education Commission (FHEC) with funding from MFAT and, in turn, Te Whare Wānanga o Awanuiārangī and Ako Aotearoa were contracted to produce the deliverables <i>i.e.</i>, development of vocational qualifications for Fiji. <ul style="list-style-type: none"> Phase 1 was completed in September 2017. Phase 2 was commenced in December 2017. The National Partnership Project Fund was committed to Te Whare Wānanga o Awanuiārangī for its project “Kaikaikaroro”, which is a study of all 3 Wānanga and their contribution to tertiary education, led by Dr Te Kani Kingi. The National Project Fund attracted 16 applications and from these, 2 Māori projects and 1 intercultural Māori/Pasifika project was selected for delivery in 2018 (see details in organisational driver #1 section 5 below).
			<ul style="list-style-type: none"> Increased participation in our staff PD programme by ITO staff 	<ul style="list-style-type: none"> At least 6 in-house workshops are offered to ITOs in 2017. 	<ul style="list-style-type: none"> No additional workshops were delivered to ITOs this year due to change in the HTW contract (see organisational driver #3 section 6 for comment about involvement with ITOs).

			<ul style="list-style-type: none"> — The overall number of PTEs (ITEs) actively working with the regional hubs is maintained at 2016 levels. 	<ul style="list-style-type: none"> — The number of PTEs actively working with Northern Hub has exceeded 2016 levels as indicated in the half-year report, both through multiple in-house workshops plus publically scheduled workshops (1,206 attendees, Regional Hub Funded Projects and other hub events such as Spotlight on Tertiary Teaching). <ul style="list-style-type: none"> • In-house organisations included: Techtorium, Skills Update, Cornell Institute, English Language Partners (North Shore and South Auckland), Taratahi (Northland and Waikato), BEST Youth Academy, Premier Institute of Education and St John's Theological College. • Regional Hub Funded Projects included: Kiwi Can Do and QED Associates. • Spotlight on Tertiary Teaching has 12 PTE participants of a total 41 attendees. — 307 individuals from PTEs participated in PLD workshops with the Central Hub in 2017. — 51 PTEs actively worked with the Southern Hub in 2017.
		<ul style="list-style-type: none"> — The level of active engagement with the ACE sector is maintained at 2016 levels. 	<ul style="list-style-type: none"> — No ACE participation in workshops held by Central Hub and the Hub will continue to explore new opportunities for supporting the ACE sector. — ACE organisations were actively engaging: the Western Bay of Plenty network comprising of a least 10 ACE groups, and Waitakere Ace Aotearoa comprising of at least 5 ACE groups. — There were 12 ACE attendees at PLD workshops. Our Northern Regional Hub Manager was also a judge for the ITENZ Awards with which a further 6 PTEs were engaged. 	

<p>3. Increasing the accessibility of our resources and services.</p>	<p>D/DDM/ DDSS/ CM/ WM/ Hubs/BM</p>	<p>1.1 2.1 3.1 3.3</p>	<ul style="list-style-type: none"> Further development of blended modes of PLD is planned for implementation in 2018, with aspects trialled in second half of 2017. 	<ul style="list-style-type: none"> At least 4 flexible/blended PLD workshops trialled in second half of 2017, supported by digital content. User feedback indicates that 90% of attendees rate the event as “satisfactory” or higher. 	<ul style="list-style-type: none"> Blended learning workshop – “Growing numeracy skills in tertiary learners” by Mike Styles – will be trialled in March 2018 then rolled out throughout the year. New organisation priorities have required a focus on other areas of development. 3 flipbooks published online during 2017 under the He Taunga Waka project. 2 on our PD workshop workbooks (Māori and Pasifika), and 1 showcasing the 2017 Wānanga/Fono event. See: https://akoaoctearoa.ac.nz/our-work-m%C4%81ori-educators-and-learners <p>HTW online flipbook views in 2017:</p> <ul style="list-style-type: none"> Māori PD workbook online – 332 views Pasifika PD workbook online – 244 views Existing 2016 Wānanga/Fono flipbook – 410 views 2017 Wānanga/Fono flipbook stats not available yet. <ul style="list-style-type: none"> A new position – Senior Advisor – Professional Learning – was established and the recruitment completed in December to build on our PLD work, particularly in the online and blended learning space.
			<ul style="list-style-type: none"> Website redevelopment is included in phased implementation of new integrated digital architecture (IDA). Active support provided for project teams. 	<ul style="list-style-type: none"> New website launched by September 2017. 	<ul style="list-style-type: none"> New website development and build progressing smoothly – soft launch delayed slightly to 1 February 2018.
				<ul style="list-style-type: none"> Projects in progress colloquia are run in each region and nationally with participation rates of over 80%, and 90% of attendees rate 	<ul style="list-style-type: none"> A total of 29 current projects featured at our 4 project colloquia throughout New Zealand in November (covering National, Northern, Central and Southern projects). Regional hub evaluations from the Projects in Progress Colloquia showed that 100% of attendees rated the event quality as “satisfactory” or higher.

				event quality as “satisfactory” or higher.	<ul style="list-style-type: none"> 100% of evaluation respondents stated that they were “engaged” or “very engaged” in the National Projects in Progress Colloquium.
			<ul style="list-style-type: none"> Initiate review of TTEA criteria to enable increased participation in 2018 awards by under-represented sectors. 	<ul style="list-style-type: none"> Minister makes decisions about revised criteria based on recommendations in review. 	<ul style="list-style-type: none"> TTEA review committee approved by Board on 22 December 2017.

Driver 2. Maximising our value-add as an organisation

Key Achievement Areas	Key Staff	Relevant Strategic Objective(s)	Key Performance Indicators	Measures and targets (where not identified as part of KPIs)	Year-end update as at 31 December 2017
4. Continuing and refining our impact evaluation work.	DDSS/ PFM/ Hubs/ CM	1.1 2.1	<ul style="list-style-type: none"> Impact evaluation cycle continued for completed projects. 	<ul style="list-style-type: none"> Reports on impact of NPF, RHPF and HTPF projects published in 2017. 	<ul style="list-style-type: none"> Impact reports published and summarised in “Building Capability and Connection Report” (10-year review of organisation.) See: https://ako.ac.nz/assets/Synthesis-Synthesis-reports/f281c48d67-Building-Capability-and-connection.pdf). 9 impact reviews completed in 2017 for Northern Hub. 19 impact reviews completed in 2017 for Central Hub. 4 impact reviews completed in 2017 for Southern Hub.
			<ul style="list-style-type: none"> Collated report on practice change achieved through in-house PD programmes completed. 	<ul style="list-style-type: none"> Build on the BERL report methodology and other studies to strengthen modes of evaluating impact. 	<ul style="list-style-type: none"> Review of our Impact Evaluation Framework undertaken by Linda Keesing-Styles with recommendations to be incorporated early 2018, including the area of PLD. (See: https://ako.ac.nz/assets/Synthesis-reports/c723961a70/Contributing-to-better-tertiary-teaching-summary-report.pdf).

5. Leveraging off existing work.	D/PFM/ Hubs/ DDSS/ WM	2.1 2.2	<ul style="list-style-type: none"> Review current approach to impact evaluation. On-line interactive database of regional hub project findings informs new proposals. 	<ul style="list-style-type: none"> Practitioners can better access advice on practice by topic (user survey). Project teams who develop new proposals that explicitly build on relevant previous work are funded (feedback from HAGs). 	<ul style="list-style-type: none"> New Project Funds Manager appointed in October 2017 – proposal for review of project funding and modes of impact evaluation presented to Board on 22 December 2017. The interactive database was tested by the regional hubs for further refinement, and we are exploring how to incorporate this into other work streams. <p>Projects building on previous work: In addition to the 6 projects reported mid-year 2017, the following project builds on previous work:</p> <ul style="list-style-type: none"> OLA: A vocational training model that supports learners in New Zealand workplaces and that builds on a previous project by Christine Newland, who is also involved in the current project. 2 synthesis reports published and released in November 2017: covering 36 Foundation/Bridging Projects and 49 Māori Ako Aotearoa-Funded Projects, respectively. The second report informed the development of RFP released in August 2017 for National project funding.
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Driver 3. Focused support for priority learners

Key Achievement Areas	Key Staff	Relevant Strategic Objective(s)	Key Performance Indicators	Measures and targets (where not identified as part of KPIs)	Year-end update as at 31 December 2017
6. Supporting Māori success	DDM/ DDSS/ KM/PFM/ Hubs	3.1 3.2 3.3 3.4 5.1	<ul style="list-style-type: none"> He Taunga Waka contract for 2017 is successfully completed with respect to supporting Māori learners. 	<ul style="list-style-type: none"> Evaluation confirms that He Taunga Waka is contributing to delivery of TEC's LLN strategy with respect to Māori learners. 	<ul style="list-style-type: none"> 2 TEC contract periods for the He Taunga Waka programme comprised the full year in 2017.

		<p>— Expanded professional development for staff supporting the success of Māori students.</p>	<p>— A 30% increase in Māori PLD events is achieved in 2017, with at least 90% of attendees' ratings at "satisfactory" or higher.</p>	<p>The first contract period (from February – June 2017) reports data that supports Māori success as follows:</p> <ul style="list-style-type: none"> — Workshops by He Taunga Waka exceeded its contract deliverables for Māori to mid-2017. <ul style="list-style-type: none"> • 21 workshops were delivered, exceeding delivery by 6. • 11 of these workshops focused on the Māori learner. • 126 people participated in these workshops. • 98.7% of participants rated the workshops to be either "Very Useful" or "Useful" — Wānanga/Fono attendance rate tripled from 38 in 2016 to 120 in 2017. Post-event survey results show 74% of attendees rated it as being of "high relevance" while 26% rated it as having "some relevance". Further data reveals: <ul style="list-style-type: none"> • 49/122 people replied to the post-event Survey Monkey. This represents 40% of all people who attended the Wānanga/Fono. • 69% of the attendees reported that the Wānanga/Fono was of "high relevance to their work". • 64% of the attendees reported that they are either "likely" or "highly likely" to change their practice as a result of attending the event. • 84% of the attendees indicated they would attend a cultural competencies workshop. — Kia eke ki te taumata workshops <ul style="list-style-type: none"> • There were 11 Kia eke workshops in this contract period, 7 of which were in-house. • Overall satisfaction rates across the PD programme was 98%. <p>The second contract period (July – December 2017) reports similar data that supports Māori success as follows:</p>
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<ul style="list-style-type: none"> — He Taunga Waka exceeded its contract deliverables for Māori to end of 2017. <ul style="list-style-type: none"> • 12 workshops were delivered, exceeding delivery by 3. • 9 of these workshops focused on the Māori learner and Māori cultural competencies for the educator/management. — Kia eke ki te taumata Workshops <ul style="list-style-type: none"> • There were 6 Kia eke workshops in this contract period, all of these were in-house for Massey University. • Overall satisfaction rates across the PD programme were 100%. — Although no He Taunga Waka workshops were delivered to the ITO sector for 2017, their involvement in contributing to supporting Māori success was being part of a “Māori agile group” (similar to an advisory/reference group) to guide the articulation of cultural philosophies and the creation of activities for the Māori Cultural Capability pathway trial. 2 ITOs who were particularly active were Mr. Ron Taukamo (SkillsActive ITO) and Mr. Robbie Paul (Connexis ITO). — A Māori and Pasifika Trade Training Collective has recently been set up consisting of 11 ITOs, who we are currently working closely with to advance the Cultural Capability Pathway work. 			<ul style="list-style-type: none"> — The Northern Hub has funded 3 projects funded through the Hei Toko Project Fund in 2017 with 1 other under development: <ul style="list-style-type: none"> • Transitioning Māori youth in Tai Tokerau into employment (completed June 2017) • How can the concept of pōwhiri be used to teach essay writing skills?
			<ul style="list-style-type: none"> — Attendance and satisfaction rates maintained at 2016 levels, with increased participation from ITO sector.
			<ul style="list-style-type: none"> — At least 5 Hei Toko projects are established

					<ul style="list-style-type: none"> • Kai poipoi ngā tauira Māori: Enabling Māori student success within visual arts.
				<ul style="list-style-type: none"> – At least 1 new major project supporting Māori success is commissioned. 	<ul style="list-style-type: none"> – 3 national projects selected via RFP – 2 specifically to support Māori success, and 1 focusing jointly on Māori and Pasifika success.
				<ul style="list-style-type: none"> – Our sixth Tuia Te Ako Hui runs as part of the 2017 programme. 	<ul style="list-style-type: none"> – Our national hui is set to take place in early August 2018 – for the first time co-hosted with the group of 11 Industry Training Organisations.
7. Supporting Pacific Learners	D/BM/ PFM/ SPRA/ DDSS/ KM/Hubs (Central)	4.1 4.2 4.3	<ul style="list-style-type: none"> – He Taunga Waka contract for 2017 is successfully completed with respect to supporting Pacific learners. 	<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 supporting Pacific learners. 	<ul style="list-style-type: none"> – 2 TEC contract periods for He Taunga Waka programme comprised the full year in 2017. <p>The first contract period (February – June 2017) reports data that supports Pasifika success as follows:</p> <ul style="list-style-type: none"> – He Taunga Waka exceeded its contract deliverables for Pasifika to mid-2017. <ul style="list-style-type: none"> • 21 workshops were delivered, exceeding delivery by 6. • 10 of these workshops focused on the Pasifika learner. • 112 people participated in these workshops. • 99% of participants rated the PLD workshops to be “Very Useful” or “Useful”. <p>The second contract period (July – December 2017) reports similar data that supports Pasifika success as follows:</p> <ul style="list-style-type: none"> – He Taunga Waka exceeded its contract deliverables for Pasifika for 2017. <ul style="list-style-type: none"> • 12 workshops were delivered, exceeding delivery by 3. • 3 of these workshops focused on the Pasifika learner and Pasifika cultural competencies for the educator/management.

<ul style="list-style-type: none"> As for “Supporting Māori success” above in section 6, ITO sector involvement contributed to supporting Pasifika success by being part of a “Pasifika agile group” (similar to an advisory/reference group) to guide the articulation of cultural philosophies and the creation of activities for the Pasifika Cultural Capability pathway trial. 2 of the ITO members involved were Caroline Harris (Service IQ) and Arden Perrot (Māori and Pasifika Trade Training). 					
<ul style="list-style-type: none"> 7 Pacific PD scholarships approved and funding fully allocated in December 2017 and announced in early 2018 – https://akoaoatearoa.ac.nz/ako-aotearoa/ako-aotearoa/news/professional-development-scholarships-awarded-seven-pacific-tertiary-teachers 	<ul style="list-style-type: none"> Scholarship scheme continued for Pacific educators at 2016 level of support. 	<ul style="list-style-type: none"> Support is provided for emerging Pacific educational leaders. 			
<ul style="list-style-type: none"> 1 new project to support Pacific learners was funded in 2017. A second was completed in 2017. 2 workshops on Pacific success were delivered by the Northern Hub. 1 “Educational practices that benefit Pacific learners PLD” public workshop held by Central Hub in 2017. 1 Pacific and 2 intercultural NPF projects get underway in December 2017: <ul style="list-style-type: none"> He Vaka Moana – University of Auckland (\$150,000/\$177,123) From Good to Great – The 10 habits of phenomenal educators for Pasifika learners – WelTec and Victoria University of Wellington (\$120,000/\$120,000) Upskilling Māori and Pasifika workplace learners – ITF (\$120,000/\$120,300). 	<ul style="list-style-type: none"> 1 new major project supporting Pacific success is commissioned. 	<ul style="list-style-type: none"> Ako Aotearoa contributes to developing institutional capability to support Pacific success. 			

			<ul style="list-style-type: none"> Our third Pacific Tertiary Education Fono is run in partnership with APSTE. 	<ul style="list-style-type: none"> Attendance at Fono maintained at 2016 levels, with 90% of attendee ratings at “satisfactory” or higher. 	<ul style="list-style-type: none"> The PTEF was highly successful with 146 attendees and excellent contribution throughout. 3 successful Talanoa sessions provided feedback to organisers for future events and strategic priorities.
8. Supporting younger “at-risk” learners ²	PFM/CM/DDSS	1.1 2.1 5.1 5.2	<ul style="list-style-type: none"> Resources and workshop developed on supporting tertiary staff in this area. 		<ul style="list-style-type: none"> 4 workshops ran, 1 in-house and 3 public, with a total of 64 attendees. <ul style="list-style-type: none"> Respondent ratings were 100% “quality” to “high quality”, and 96% “valuable” to “highly valuable”.

Driver 4. Sustainable improvement of tertiary teaching and learning

9. Our strategic forums and submissions make an active contribution to both practice and policy development.	SPRA/ PFM/CM/ DDM	1.1 2.1 5.1 5.2 6.1 6.2	<ul style="list-style-type: none"> At least 4 strategic forums are hosted/co-hosted with highly positive evaluations from attendees. 	<ul style="list-style-type: none"> 90% attendee ratings at “satisfactory” or higher. 	<ul style="list-style-type: none"> 3 strategic forums run – attracting 414 attendees. <ul style="list-style-type: none"> Te Ara Whakamana: 4 – 5 September 2017 PTEF event: 28 – 29 September 2017 NZ VETRF: 25 – 26 October 2017 <p>Tuia Te Ako will run in mid-2018, in partnership with 11 ITOs.</p>
				<ul style="list-style-type: none"> Each forum adds to our understanding of tertiary policy implementation (attendee feedback/media interest/support from Government agencies). 	<ul style="list-style-type: none"> PTEF: <ul style="list-style-type: none"> Strong support and involvement from tertiary agencies such as TEC and NZQA. Attendee feedback through Talanoa Sessions provides clear priority focus for future work with these agencies and the PTEF in 2018. NZVETRF: <ul style="list-style-type: none"> 80% of survey respondents (48% response rate) described the forum as “relevant” to “very relevant” to their work. 52% said they were attending to gain professional development, while 67% cited “hearing about others’ research” as their main reason for attending this event.

²Noting that the use of the term “at-risk” is the subject of considerable debate and that we are exploring more appropriate terminology.

				<ul style="list-style-type: none"> We make an effective contribution to policy issues and debates on tertiary education. At least 1 forum is run in partnership with NZUSA or another student group. 			<ul style="list-style-type: none"> Ako Aotearoa named in TEC Plan Guidance 2018 for professional teaching standards. Student leadership summit ran in April with 34 learner representatives attending from ITPs. Programme included presentations from key Government agencies such as NZQA, TEC and MoE.
10. Enhancing sector capability through developing frameworks for professional teaching standards.	D/ DDSS/ DDM	2.1 6.1	<ul style="list-style-type: none"> Supporting implementation of relevant recommendations from the Productivity Commission's inquiry into new models of tertiary education. National workshop held to explore applicability of Higher Education Academy (HEA) framework, informed by evidence from current projects. 	<ul style="list-style-type: none"> Recommendations made to TEC about standards framework policy and implementation. 	<ul style="list-style-type: none"> New strategic direction and value proposition on building educational capability for learner success and based on professional standards approved by the Board and TEC. Workshop session at Ako Academy conference on HEA framework held at Otago University in December 2017. Draft MOU with HEA discussed with Kathryn Harrison-Graves in December 2017. To be further developed in 2018, with national workshops. 		
11. Supporting sustainable change in outcomes for learners.	PFM/ SPRA/D	6.1 6.2	<ul style="list-style-type: none"> Our NZQA qualification developer role informs sector-wide development of standards and competency frameworks. At least 4 NPF projects successfully commissioned for 2017/2018 in defined priority areas, including Māori and Pacific success. 		<ul style="list-style-type: none"> Discussions held with NZQA in November/December 2017 on embedding professional standards in EER reporting process. 5 NPF projects awarded in December 2017 – all targeted at Māori and Pacific learner success. (Please see organisational driver #3, sections 6 and 7 for further information about these projects). 		

<p>12. Supporting the international reputation of New Zealand's tertiary education.</p>	<p>D/DM/ DDSS/ Hubs (Northern)/ SPRA/PFM</p>	<p>7.1 7.2</p>	<ul style="list-style-type: none"> — Ako Aotearoa staff make at least 3 international presentations. 	<ul style="list-style-type: none"> — Presentations demonstrate our capability for international leadership. 	<ul style="list-style-type: none"> — Director presented update to HEA Australasia Strategic Advisory Board in November 2017. — Supporting the international reputation of New Zealand's tertiary education: <ul style="list-style-type: none"> • 2 successful "Enhancing teaching and learning in vocational education" in-house PLD workshops, facilitated by Dr Selena Chan (ARA), were held at William Angliss Institute in Melbourne (21 April 2017). • Neil Anderson (RM of Southern Hub) made a presentation about Ako Aotearoa at the Consortium for Overseas Student Teaching (COST) Conference and annual meeting in Melbourne (4-17 March 2017).
			<ul style="list-style-type: none"> — We support at least 2 new projects concerned with international education. 		<ul style="list-style-type: none"> — Partnership with Te Wānanga o Awanuiārangi on professional standards for the Fiji Higher Education Commission has met first 2 milestones. — Successful Higher Education Pacific Quality Project symposium held at MIT in November 2017.
			<ul style="list-style-type: none"> — Possible adoption of the HEA framework to provide a pathway for NZ teachers to achieve recognition on an international framework (see KPI 10 above). 		<ul style="list-style-type: none"> — Significant progress with HEA through draft MOU proposal. Further development planned for 2018.

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

Key Achievement Areas	Key Staff	Relevant Strategic Objective(s)	Key Performance Indicators	Measures and targets (where not identified as part of KPIs)	Year-end update as at 31 December 2017
13. Financial targets are met.	D/DDSS/ DDM/ PFM/BM/ SPRA/ Hubs		\$1.55 million total additional income generated in dollars or kind: — \$670,000 project co-funding — \$120,000 national fora — \$470,000 project work and consultancy — \$250,000 professional development programme — \$15,000 resource sales — \$25,000 sponsorship.		Total Actuals \$2.34m, comprising: — \$1,185,591 project co-funding: • National - \$717,423 • Regional - \$468,168 — \$104,330 national fora: • PTEF - \$17,600 • Te Ara Whakamana - \$47,910 • NZVETRF - \$38,820 — \$784,900 project work and consultancy: • HTW - \$638,400 • FHEC - \$146,500 — \$250,409 professional development programme: — \$4,264 resource sales — \$11,660 Sponsorship: • LearnFest - \$2,500 • Adult Learners Week - \$1,160 • Te Ara Whakamana - \$8,000
14. Ako Aotearoa investigates an appropriate governance and operational model.	Board/ D/BM		— Stakeholder consultation to chart a course towards a new or modified arrangement that provides the flexibility and autonomy to allow for new initiatives and growth.		— Detailed paper presented to Board and Massey in October 2017 – progress made on ICT arrangements. To be discussed further in 2018.
15. Strengthening our role as a bicultural organisation.	Board/ D/DDM/ DDSS	3.1 3.3	— Board decisions on Cultural Review implemented.	— Self-review against the Te Taunaki i te Huanui Enquiry Framework demonstrates progress.	— Cultural review operational plan is now a standing item on Board agenda. To be further developed in 2018.



Financial Statement 2017



Pūmautanga



Māramatanga



Whakamanatanga



Awhitanga



Whanaungatanga

ACCOUNT		YTD Actuals	YTD Budget
INCOME			
TEC Payments		3,556,000.00	3,556,000.00
TTEA Scholarships		200,000.00	200,004.00
Interest Income		30,523.65	20,004.00
ADDITIONAL CASH INCOME			
National Forums	1	36,373.91	129,996.00
Regional Professional Development Workshops		249,686.51	200,004.00
Research Income - He Taunga Waka	2	547,595.15	287,496.00
Research Income - Fiji Higher Education Commission	3	39,000.00	0.00
PD Infrastructure/Consultancy		51,677.56	51,996.00
PBRF		0.00	15,996.00
Resources		3,771.92	9,996.00
Sponsorship	4	10,500.00	65,004.00
Disbursements		437.15	5,004.00
Total Additional Cash Income		939,042.20	765,492.00
Partnership Funding		17,690.00	17,604.00
Carry Forward Figure		50,900.00	0.00
Total Income		4,794,155.85	4,559,104.00
Gross Profit		4,794,155.85	4,559,104.00

EXPENDITURE

NATIONAL OFFICE

Personnel - Incl Related Expenses and Contract Staff

Salaries	5	1,066,737.21	1,209,996.00
Contract Staff	6	223,701.15	144,600.00
Total Personnel - Incl Related Expenses and Contract Staff		1,290,438.36	1,354,596.00
Staff PD		2,269.63	15,000.00
Recruitment		10,935.00	9,996.00
TTEA Total	7	407,756.50	369,996.00
Academy	8	88,031.89	75,000.00
Sponsorships		109,200.54	99,996.00

WEBSITE

General Maintenance		24,639.53	50,004.00
Drupal Upgrade	9	101,713.00	249,996.00

BRANDING/PUBLICATIONS

General Branding	10	88,711.13	30,000.00
Digital Publishing	11	0.00	99,996.00
Dissemination of Research Projects		14,590.86	15,000.00
Total Branding/Publications		103,301.99	144,996.00
Annual Report		15,244.75	18,000.00
Strategic Plan Development		0.00	15,000.00
Consumables		83,356.76	75,000.00

Staff Travel		154,710.39	110,004.00
Equipment	12	16,271.00	24,996.00
Committees		110,989.28	124,992.00
Board Training		562.11	0.00
INFRASTRUCTURE CAPABILITY			
Strengthen Financial Systems		22,800.00	24,996.00
Transition to Independence	13	0.00	69,996.00
Total Infrastructure Capability		22,800.00	94,992.00
GPPG's	14	0.00	20,004.00
NATIONAL PROJECT FUND: CONTESTABLE			
Funding		596,334.02	450,000.00
Colloquium		17,985.70	24,996.00
Total National Project Fund: Contestable		614,319.72	474,996.00
Hui Tuia Te Ako	15	8,626.91	75,000.00
COST RECOVERY PORTFOLIO			
National Forums		60,902.22	180,000.00
Resource Development		1,982.78	80,004.00
He Taunga Waka/Hei Toko	16	393,099.43	200,004.00
Fiji Higher Education Commission	17	22,400.00	0.00
Total Cost Recovery Portfolio		478,384.43	460,008.00
NPF Cost-Sharing Partnership Projects	18	0.00	99,996.00
Fully Funded Commissioned Projects		148,024.07	135,000.00
Rent		70,639.68	69,996.00
REGIONAL HUBS			
Salaries		464,820.07	488,196.00
Regional Hub Project Fund		159,923.36	399,996.00
Regional Professional Development Workshops		247,382.39	200,004.00
Rents	19	71,475.59	69,000.00
Travel		67,498.96	80,004.00
Consumables		48,644.01	24,996.00
Hub Advisory Groups		27,947.42	14,004.00
Total Regional Hubs		1,087,691.80	1,276,200.00
Depreciation		0.00	6,000.00
OVERHEADS AND OTHER FIXED COSTS			
Research Office Overhead		438,450.00	366,204.00
Central Overhead		188,100.00	122,100.00
Total Overheads and Other Fixed Costs	20	626,550.00	488,304.00
Independent Operation Overhead		0.00	60,000.00
Total Expenditure		5,576,457.34	5,998,068.00
Net Profit		(782,301.49)	(1,438,964.00)

Notes:

1. Tuia te Ako did not take place this year – planned for 2018
2. Contract extended
3. Contract in mid-year to develop competency framework
4. Did not receive sponsorship for PTEF, Tuia Te Ako
5. Three positions vacant during the year
6. More contract staff to fill in permanent vacancies
7. Expanded provision for TTEA promotional video and higher catering cost
8. Spend over budget was approved
9. Less spent due to phasing of website upgrade
10. New branding
11. Not progressed in 2017
12. Upgrade of computers
13. Not progressing
14. No uptake
15. Did not take place. Cost is only for initial meetings
16. Further contract signed with TEC
17. New project signed in mid-year
18. Subsumed into NPF
19. Northern Hub rental higher due to more office space
20. Includes He Taunga Waka and Fiji Higher Education Commission project overheads.

Balance Sheet

Ako Aotearoa

As at 31 December 2017

Account	Notes	31 Dec 2017
Assets		
Current Assets		
Massey University Control Account		860,235.37
Accounts Receivable		30,976.40
Investment		1,945,177.25
Inventory		54,889.50
Total Current Assets		2,891,278.52
Fixed Assets		
Computer Equipment		20,547.08
Total Fixed Assets		20,547.08
Total Assets		2,911,825.60
Liabilities		
Current Liabilities		
Accounts Payable		308,557.14
Forward Commitments		1,471,638.00
Total Current Liabilities		1,780,195.14
Total Liabilities		1,780,195.14
Net Assets		1,131,630.46
Funds Available		
Retained Earnings		1,914,006.20
Current Year Earnings		(782,375.74)
Total Funds Available		1,131,630.46

Confirmation of Audit



18 April 2018

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

Dear Mr Frielick

RE: 2017 Annual Accounts

I can confirm that the University's financial statements have been audited by Audit New Zealand and that the scope of the audit covers the National Centre for Tertiary Teaching Excellence. As part of the audit no issues were brought to our attention in respect of the accounts for the National Centre for Tertiary Teaching Excellence accounts.

Yours sincerely

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

Carolyn Dimond
Chief Financial Officer

Nā āheitanga ā-mātauranga,
ko angitū ā-ākonga
Building educational capability
for learner success

Ako
AOTEAROA