

Ako Aotearoa Annual Report

1 January to 31 December 2023



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

Ako
AOTEAROA

Mihi

Front cover image: 2023 Te Whatu Kairangi | Aotearoa Tertiary Educator Awards ceremony at Parliament – awardees’ formal photo. More information about this event on pages 20–22 and page 62.

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This report has been written to maximise the British Dyslexia Association guidelines for neurodiverse/dyslexic readers



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“Ka pū te ruha, ka hao te rangatahi”

He tau hūkerikeri mō Aotearoa te tau kua pahure nei, nā runga i a Huripari Kāperiarā me etahi atu tūponotanga huarere, ā, he pērā anō mō te rāngai mātauranga tuatoru, me mātou hoki o Ako Aotearoa. I taua tau, ka huri tō mātou noho takitahi i raro i Te Kunenga ki Pūrehuroa, ki tētahi atu āhuatanga mahi-ā-rōpū nei, ā, ka whakahoutia hoki tā mātou kirimana pūtea e te TEC.

Ka mihi aroha atu mātou ki ngā mema o Te Rūnanga Māori, o te Pacific Peoples’ Caucus, me te Poari o mua mō ā rātou takohanga nui ki Ako Aotearoa i ngā tau nei. “Tēnā rawa atu koutou i tō whakapaunga kaha mō Ako Aotearoa te take i ngā tau nei, otirā mō te rāngai mātauranga kura tuatoru i Aotearoa whānui rawa nei.”

Ka tangihia hoki te hunga tata ki a mātou o Ako Aotearoa nei, me ērā o ngā hononga i te rāngai kura tuatoru, i huri ake ai ki tua o te ārai i taua tau, arā, ko ngā huānga, ko ngā hoa, ā, ka poroporoaki atu nei mātou, “Haere rā”. Nā wai rā, ahakoa ngā hūkerikeri o te tau nei kua pahure, e whakahī ana mātou i ā mātou whakapaunga kaha, whakatutukinga hoki mō te tau, kei roto i te pūrongo-ā-tau nei o te tau 2023. Ka rāhiri mātou i te Poari hou, kua whakarerekētia nei tōna mematangā, ā, e koakoa ana mātou ki te mahi tahi me rātou, otirā, ki te ara hou kei mua i a tātou.

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“The worn-out fishing net is cast aside, and a new net takes its place”

The past year has been a turbulent year for New Zealand, what with Cyclone Gabrielle and other weather events, and it has also been so for the tertiary education sector, as well as us of Ako Aotearoa. It was a year in which we changed from being hosted solely by Massey University to working in a consortium arrangement, and our usual funding contract with TEC was renewed.

We said our fond farewells to the members of Te Rūnanga Māori and the Pacific Peoples’ Caucus, as well as to the previous Board members who have given wonderful service to Ako Aotearoa over the years. “Thank you all for the great commitment you have made to Ako Aotearoa, and ultimately to tertiary education in New Zealand”.

We also acknowledge the passing away in the year of people dear to us at Ako Aotearoa and in our tertiary sector networks, family and friends, and we say unto them, “Farewell”. Meanwhile, despite the turbulence of the past year, we are hugely proud of our efforts and achievements of the year as outlined in this annual report for 2023. We welcome in a new Board with a different make-up of members, and we look forward to working with them and to the new path that is ahead of us.

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Nā āheitanga ā-mātauranga,
Ko angitū ā-ākonga

Building educational capability
for learner success

Ako Aotearoa, the National Centre for Tertiary Teaching Excellence, holds a vital place in Aotearoa, New Zealand’s tertiary education landscape as an agent of change for quality teaching and learner success.

Ako Aotearoa is committed to enhancing the quality of teaching and learning across tertiary-level education in Aotearoa New Zealand. Our work aims to strengthen how educators and their organisations deliver high quality learning and teaching and better outcomes for all learners.

Ko ō Mātou Uara – Our Values

Pūmautanga

We value commitment and trustworthiness and seek in turn to be 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 value insightfulness and having a sound understanding of the tertiary sector and an independent voice. We foster innovation to help positively transform Aotearoa New Zealand's tertiary sector in a rapidly changing world.

Whakamanatanga

We value the empowerment of tertiary learners and educators and, as a Tiriti-led institution, we are guided by Te Tiriti o Waitangi.

Awhitanga

We value inclusivity, diversity, equity, and barrier-free access to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.

Whanaungatanga

We value our relationships, working with others through positive and productive partnerships and 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.



Governance



Ako Aotearoa Board 2021-2023, Back row L-R: Cadence Kaumoana, Dr Caroline Seelig, Derek McCormack, Associate Professor Maggie Hartnett and Ivy Harper. Front row L-R: Dr Alison Kuiper, Profesor Lisa Emerson, Analiese Robertson and Helen Lomax (Ako Aotearoa Director). Absent: Ali Leota).

Ako Aotearoa acknowledges members of the outgoing board of Ako Aotearoa that served from 2021-2023. It was chaired by Derek McCormack and preceded by acting chair, Dr Alison Kuiper. Analiese Robertson was deputy chair and the chair of the Pacific Peoples' Caucus. Board member Ivy Harper and Professor Karyn Paringatai were co-chairs of Te Rūnanga Māori.



The National Centre for Tertiary Teaching Excellence (Ako Aotearoa) Establishment Board was put in place 1 July 2023. The members included: Back row L-R: Rebecca Kiddle, Diane Lithgow, Mel Barnes and Derek McCormack – with Dr Joseph Te Rito, Ako Aotearoa Deputy Director Mātauranga Māori far left. Front row L-R: Paora Ammunsen, Dr Shireen Maged and Professor Giselle Byrnes – with Ako Aotearoa Director Helen Lomax far left.



Chair's Report

Mā whero, mā pango, ka oti ai te mahi

Tēnā koutou katoa

It was pleasing to see that in 2023 Ako Aotearoa, the National Centre for Tertiary Teaching Excellence (NCTTE) continued to build on its innovative programmes and services to better support learner success outcomes. This was despite the fact that Ako Aotearoa, the National Centre for Tertiary Teaching Excellence (NCTTE), was required to participate in a competitive bid to the Tertiary Education Commission to secure ongoing government funding from 1 July 2023.

The open and competitive bid was led by Ako Aotearoa with the inaugural NCTTE Host, Massey University alongside Te Pūkenga and Te Wānanga o Aotearoa. The outcome was to secure three, three-year contracts with the TEC to provide innovative quality teaching services to the sector.

I look forward to further innovation ahead through the guidance of the new NCTTE consortium partnership with Te Wānanga o Aotearoa, the new Te Pūkenga Divisions and through the enduring and highly valued partnership with Massey University as the NCTTE host.

I especially acknowledge Vice Chancellor Professor Jan Thomas, and Host Delegate Professor Giselle Byrnes of Te Kunenga ki Pūrehuroa | Massey University for being Ako Aotearoa champions over many years. Massey has been the sole host of Ako Aotearoa since 2013. Previously Massey, AUT, UCOL, MIT and UC have hosted Ako Aotearoa regional site offices at various times, and they are acknowledged too.

Derek McCormack
Chair of the Board of Ako Aotearoa, the National Centre for Tertiary Teaching Excellence
2021-2023

Tumuaki/Director's Report

In 2023 Ako Aotearoa continued to successfully provide its services for the education and training sector as highlighted in this report. I am also proud to report that in mid-2023 Ako Aotearoa was successful in its contract bid to the Tertiary Education Commission following a call for proposals to host and operate the National Centre for Tertiary Teaching.

Long-time host Massey University led the bid under a new consortium with Te Wānanga o Aotearoa and Te Pūkenga. It was equally challenging and exciting for Ako Aotearoa to achieve the new funding agreement to continue as the refreshed National Centre for Tertiary Teaching. Our team is proud to do so with this exciting new consortium.

Ako Aotearoa continued to provide its innovative Manako foundation learning programmes under a separate TEC contract for foundation learning services to support adult literacy, numeracy, cultural capability and neurodiversity. The mahi of Manako went from strength to strength, with the programme winning an international successful practices honouree award in 2023 through the Library of Congress.

In 2023 we continued to review and refresh our NCTTE services and programmes to ensure stronger alignment to quality teaching and learner success outcomes under the Tertiary Education Strategy in the following ways:

- Te Whatu Kairangi, the national tertiary teaching excellence awards has a new award for Te Reo Māori.
- Projects we commissioned under our Ako Aotearoa Research and Innovation Agenda were more clearly aligned to teaching and learner success priorities under the Tertiary Education Strategy.
- Our Professional Learning and Development (PLD) programmes focus on quality teaching priorities and learner success outcomes, as do our strategic forums and events and sector event sponsorship.

Ako Aotearoa Board Members 2023

- We continued to provide support for quality teaching networks and communities of practice through sponsorships and online services.
- We provided advice on quality teaching to inform policy change and sector innovation as appropriate.

In closing, I wish to acknowledge and give my thanks to the outgoing members of the Ako Aotearoa governance groups, including the Board, Te Rūnanga Māori and the Pacific Peoples Caucus. Your expert guidance and governorship was much appreciated and highly valued by the whole Ako Aotearoa team for the many years of service you provided.

Ngā mihi, fa'afetai lava.



Helen Lomax
Tumuaki | Director Ako Aotearoa



Derek McCormack – Chair

Cadence Kaumoana – Deputy Chair
Te Rūnanga Māori

Analiese Robertson
Pacific Peoples' Caucus Chair

Associate Professor Maggie Hartnett
Massey University Vice Chancellor's representative

Dr Caroline Seelig
Tertiary sector – vocational education

Ali Leota
Community

Professor Lisa Emerson
Tertiary sector – higher education

Ivy Harper
Te Rūnanga Māori Co-Chair

Te Rūnanga Māori

Ako Aotearoa wishes to acknowledge members of Te Rūnanga Māori, which has been a key part of the NCTTE Governance from 2009–2023.

Te Rūnanga Māori members 2023

Ivy Harper – Co-Chair

Dr Karyn Paringatai – Co-Chair
Te Whatu Kairangi Community

Dame Dr Iritana Tawhiwhirangi
Nominated by Te Kōhanga Reo National Trust

Dr Cadence Kaumoana
Ako Aotearoa Board member

Rosa Hibbert-Schooner (from February 2023)
Ākonga Representative

Hohepa Tamehana
Nominated by Te Tauihu o Ngā Wānanga

Teina Mataira
Nominated by Te Tira Manukura o Ngā Kuratini

Shelley Moana Hiha (from February 2023)
Nominated by ITENZ

Colleen Leauanae (from February 2023)
Nominated by Te Toi Tauira

John Chapman
Nominated by Workforce Development Council

Pacific Peoples' Caucus

Ako Aotearoa wishes to acknowledge the members of the Pacific Peoples' Caucus, which has been a key part of the NCTTE Governance from 2009–2023.

Pacific Peoples' Caucus members 2023

Analiese Robertson – Chair
Adult and Community Education Aotearoa (ACE) representative
and Ako Aotearoa Board member

Vai Punivai – Deputy Chair
BCITO | Te Pūkenga, vocational education

Ali Leota
Community

Esmay Lemalu-Eteuati
University of Otago/Tertiary Sector

Tofilau Nina Kirifi-Alai
APSTE

Minnie Kalo Voi
Tauira Pasifika Student Representative

Aiono Manu Fa'aea
Te Pūkenga Pasifika staff

2

2023 highlights and key engagements

Activities in 2023 by Organisation Type

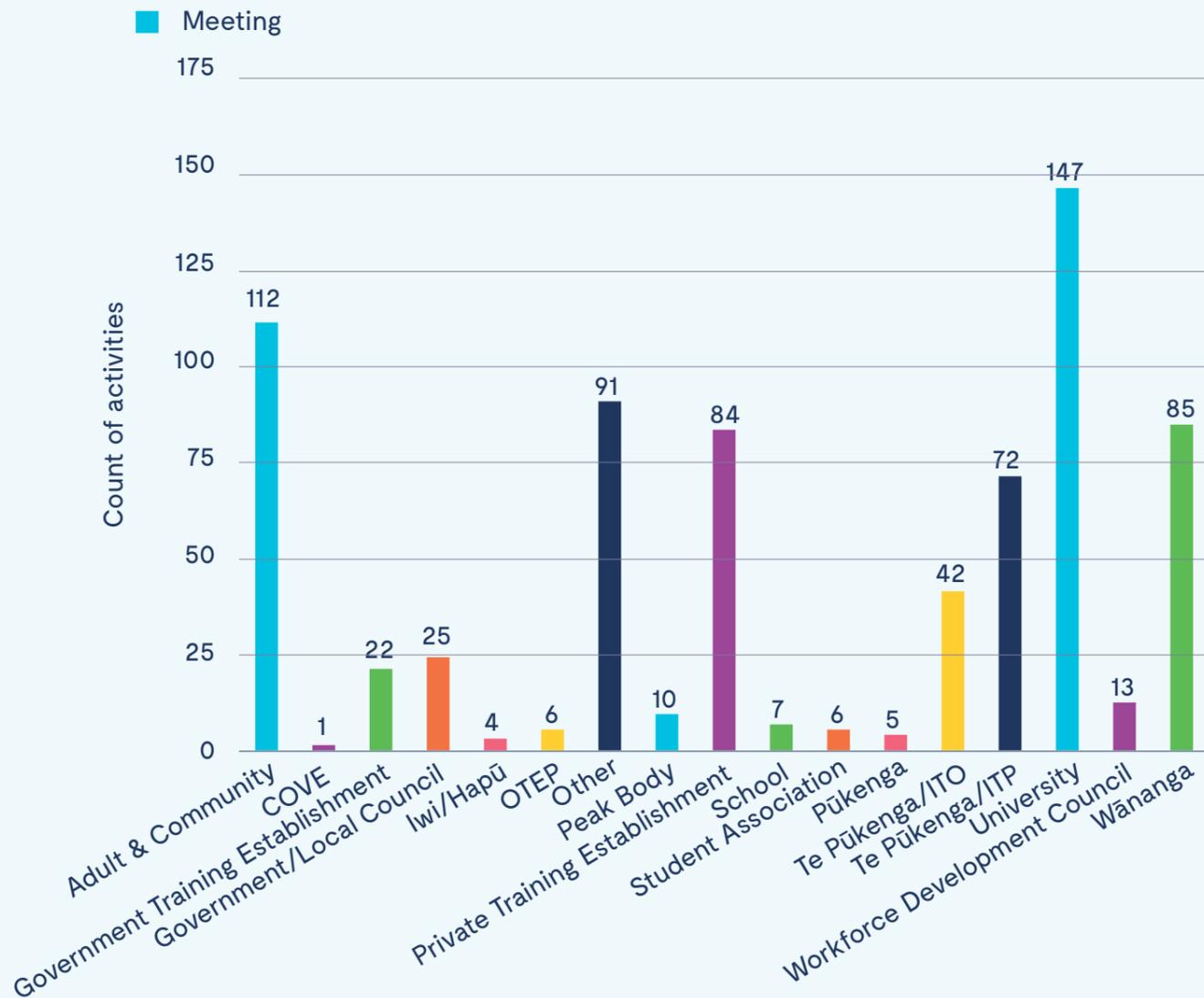


Figure 1: Range of 732 meetings Ako Aotearoa staff held with sector representatives - from June to December 2023. Note, the timeframe captured correlates to the implementation of new software mid-year to assist with more accurate data collection.

2

Highlights – awards, sector relationships and engagement

Our work this year has been extremely varied and immensely rewarding. We are proud to share our significant highlights in this section, all of which we have achieved because of a highly motivated committed team and strong relationships across our tertiary education and training sector. This is particularly of note as we build relationships with a new consortium and interim Board under the successful Massey University-led bid, earlier in the year, to host our organisation.

International award - Library of Congress success

In early September, the Library of Congress in the United States selected Ako Aotearoa as an honoree in their 2023 Literacy Awards. We became one of 15 organisations around the world to be recognised for implementation of Successful Practices in literacy promotion. Achieved through our Manako Programme, we are extremely proud of this work and the team driving it with the research and development of innovative approaches to support education providers with professional development opportunities, practical frameworks, tools, and free resources to support their provision. Examples of these include the New Zealand Dyslexia-Friendly Quality Mark for organisations and the Tapatoru Ako Professional Practice Award for individuals and organisations. (Read more about these initiatives in Section 8).



Ako Aotearoa's Helen Lomax and Annette Tofaeono at the Library of Congress 2023 Awards ceremony in Washington, October 2023.



Ako Aotearoa strategic events

The Ako Aotearoa team value the connections and contributions we make through our events, and those we sponsor. Our main objective is to share new evidence-based information about good teaching practice that we have developed either through projects or new programmes. We also aim to amplify the excellent work of others that have proven to make a positive difference for educators and their learners.

This year we engaged with 4,479 people through a wide range of Ako Aotearoa events (3,179 attendees) plus those we sponsored throughout the year (1,300 attendees). We feature our events throughout this and other sections – three Regional Forums, Tui Te Ako online series, Te Whatu Kairangi awards ceremony, online ceremonies for DFQM recipients and Tapatoru awardees, and our Professional Learning and Development programme. Our sponsorships are featured on pages 29–30.



Te Whatu Kairangi | Aotearoa Tertiary Educator Awards 2024

Changes made to the awards criteria in 2022 had an immediate and positive impact on the outcomes for two Pacific teachers and three very diverse teaching Groups in the 2023 round.

First Le Moana Mua award recipients

We were delighted that Vijay Pillay (New Zealand Skills and Education College) and Filoi Genevieve Tогiасo (Ara Institute of Canterbury) received inaugural Le Moana Mua awards for their sustained excellence in teaching Pacific students. (Read more about them in Section 6).

The Groups, involving a total of 18 staff, represented very different areas of teaching and learning:

- Kaupapa Māori Group
Huia Tomlins-Jahnke, Mari Ropata-Te Hei, Nadell Karatea-Kokiri, Hona Black, Te Rina (Krystal) Warren and Rahera Filiata – from Massey University
- General Groups
Ara |Te Pūkenga – Awanui Collaboration – category “Progressing Education Partnerships and Collaboration”
CELS 191 Teaching Team – category “Progressing on seamless ākongā transitions between contexts”



Te Whatu Kairangi awardees celebrate in the Grand Hall at Parliament, 26 September 2023

Awards Ceremony

Being back at Parliament for a face-to-face event in late September was very much welcomed. Key stakeholders, tertiary organisational leaders, Government agencies and politicians, colleagues and whānau joined to celebrate the awardees achievements. We acknowledge and thank Analiese Robertson for her fabulously warm Pacific navigating of the ceremony as master of ceremony.

Minister of Tertiary Education, Hon Jan Tinetti, although unable to attend in person due to extreme weather, provided an inspirational recorded speech. She acknowledged the “significant first” for the two Pacific awardees under Le Moana Mua and that this was the first time a PTE had been awarded since 2017. Minister Tinetti also commended Ako Aotearoa for the steps taken to “provide a platform for educators to demonstrate their collaboration with whānau, community and industry to help learners succeed.”

TE WHATU KAIRANGI AWARDS 2023

1 Prime Minister's **EDUCATOR of the YEAR**

25 **AWARDEES** individuals + groups

3 **GROUPS**

2 **LE MOANA MUA AWARDEES**

2 **KAUPAPA MĀORI AWARDEES**



ONLINE ENGAGEMENT

5,225 WEB
Page
VIEWS

398 awardee
VIEWS | **28%** Director's
VIDEOS | OPEN RATE **E-NEWS**

40%
INTERACTIONS | **555%**
INTERACTIONS



Educator of the Year

The highlight of the ceremony, Dr Enoke Murphy from The University of Waikato, was awarded the Tertiary Educator of the Year for his enduring commitment to learners as a champion of te reo Māori.

We launched the 2024 Te Whatu Kairangi awards round in November, introducing the new Te Tohu Maori category. Four online information sessions for interested people on the different categories are planned from late February and early March 2024.



Ako Aotearoa Regional forums

Our inaugural Northern, Central (attendees pictured above) and Southern Regional Forums held consecutively in March, May, and June were a resounding success. The events attracted a total of **286** attendees from the diversity of the sector, who appreciated the opportunity to reconnect and explore key areas that resonated with the challenges the sector had been facing in recent years (See image below for a breakdown of sector diversity at the Forums). The key themes included online technology, re-engaging learners/ākonga, diversity and wellbeing.

Fifty-one percent (51%) of forum attendees completed the evaluation survey. They gave an “Excellent” rating to the quality and value of the event, as summarised in the infographic here.

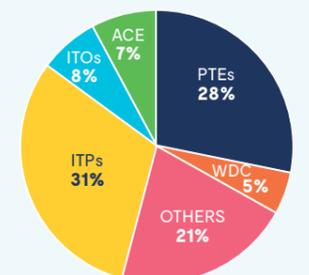
The sector breakdown of Forum evaluation respondents is displayed in Figure 2 next page.

Read more about the forums in Section 4.

Ako Aotearoa Regional Forums

3 IN-PERSON
EVENTS

286
ATTENDEES



EXCELLENT
AVERAGE QUALITY RATING

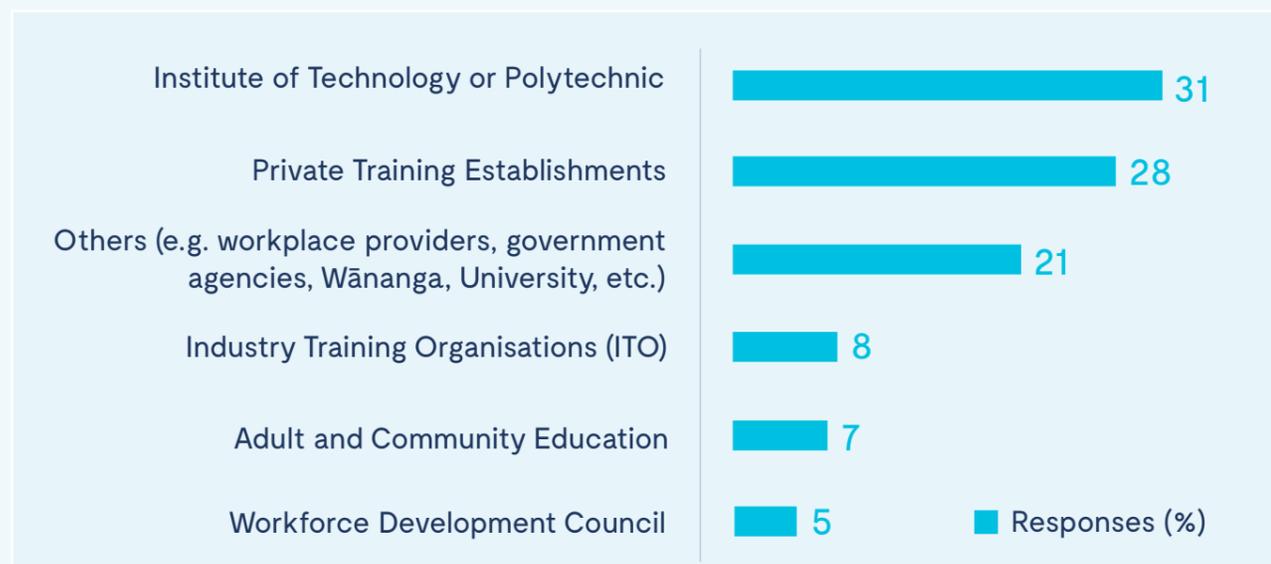


Figure 2: Chart showing sector diversity of the 2023 Regional Fora evaluation respondents¹

¹ Note: Fora attendees comprised various sector providers and organisations; however, the above chart shows findings only from Fora evaluation responses (i.e., 51% of the attendees).



Tū Mai Te Tiriti - upholding Te Tiriti in tertiary education

Our Tū Mai Te Tiriti | Upraising the Treaty in Tertiary Education free online presentations attracted a total of **682** attendances across the five, one-hour sessions spread from August to November.

Delivered under the umbrella of Tuia Te Ako (our national Māori education hui since 2010), the theme focussed on how tertiary educators could acknowledge, promote, and 'upraise' the Te Tiriti o Waitangi principles in their practice.

Eight Māori leaders in tertiary education contributed some empowering kōrero; each giving examples of strategies, frameworks, and programmes that could help to enhance knowledge and promotion of Te Tiriti.

We again thank the five inspiring speakers for their enlightening presentations:

- **Annette Sykes (University of Auckland)** unpacked the Te Tiriti principles and promoted educators as Te Tiriti activists.
- **Rosa Hibbert-Schooner (Te Mana Ākonga)** advocated for the Māori learner voice in her presentation titled 'Ka hao te rangatahi!'
- **Paora Ammunson, Janine Kapa and Warwick Pitts (Te Pūkenga)** presented on Te Pūkenga's Te Tiriti framework and how it could be applied to wider education.
- **Robbie Paul (Waihanga Ara Rau) and Ben Ngaia (Ringa Hora)** gave an overview of the Ohumahi/Workforce Development Council's Te Tiriti framework.
- **Dr Te Rita Papesch (Te Wānanga o Aotearoa)** spoke about 'He Waka Hiringa – Te Wānanga's Master of Applied Indigenous Knowledge' as a response to Te Tiriti in the tertiary space.

We conducted a post-seminar evaluation survey for the Tuia Te Ako seminar series to gather participant feedback. Additionally, we conducted thematic analysis on responses to the question regarding strategies for attracting and enhancing success for Māori learners in tertiary education. This approach helped in the identification of overarching principles and focal areas to inform strategies for enhancing Māori engagement in tertiary education. (Read more on pages 65–66).



Tuia Te Ako

Tuia te ākonga, tuia te ako, tūi, tūi, tuituiā

Tū Mai Te Tiriti | Upraising the Treaty in Tertiary Education

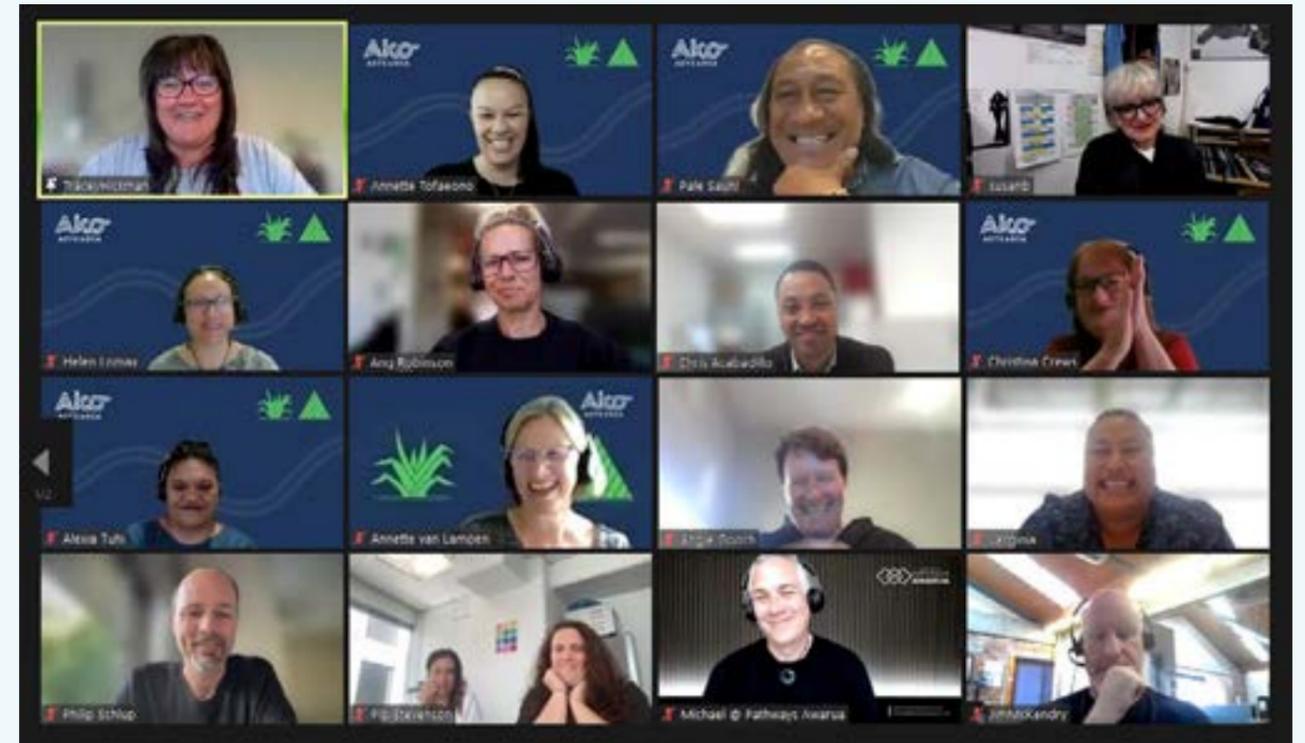
ONLINE SERIES

ATTENDEE **↑36%** FROM 2021
increase ONLINE SERIES

 **5** WEBINARS

682  ATTENDEES

590  YouTube



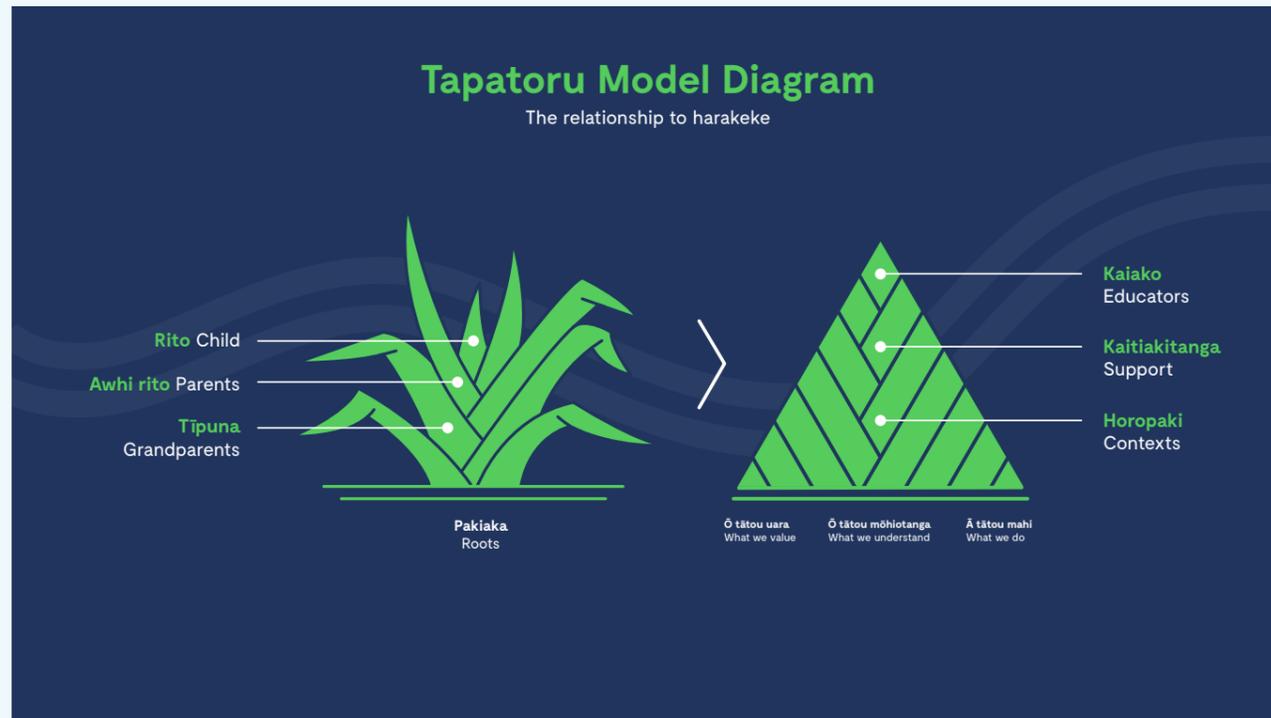
2023 Dyslexia-Friendly Quality Mark (DFQM) awards ceremony

The DFQM provides organisations with strategies to create a supportive and inclusive learning environment for their dyslexic learners. A total of **12** organisations have achieved the DFQM since its inception in 2021.

The following five tertiary organisations received the DFQM in 2023 for their entire entity, campus, or division/department. They were honoured at an online ceremony on November 30, attended by 36 people (see online screen image above):

- Open Polytechnic | Te Pūkenga (Learning Delivery)
- Otago Polytechnic | Te Pūkenga (Foundation; Design Communication and Culture; School of Business; and Student Success)
- Southern Institute of Technology (SIT) | Te Pūkenga (Invercargill Campus)
- Literacy Aotearoa (Ikaroa-Rāwhiti, Gisborne Cluster)
- Y Education (PTE).

A further **16** organisations are currently going through the DFQM accreditation process.



Tapatoru | Ako Professional Practice Awards

Developed by Ako Aotearoa, Tapatoru is a values-based professional development initiative for individuals and organisations that is growing momentum and delivering successful change for those committed to achieving the Award.

In late October, we held an online celebration for three organisations - Te Mahi Ako, Whitecliffe College and Skills4Work - who each had kaimahi (staff) achieving their Tapatoru - Ako Professional Practice Awards - this year.

Fifty people attended the online Awards ceremony, and representatives from each Awardee organisation shared their experience through the Tapatoru journey.

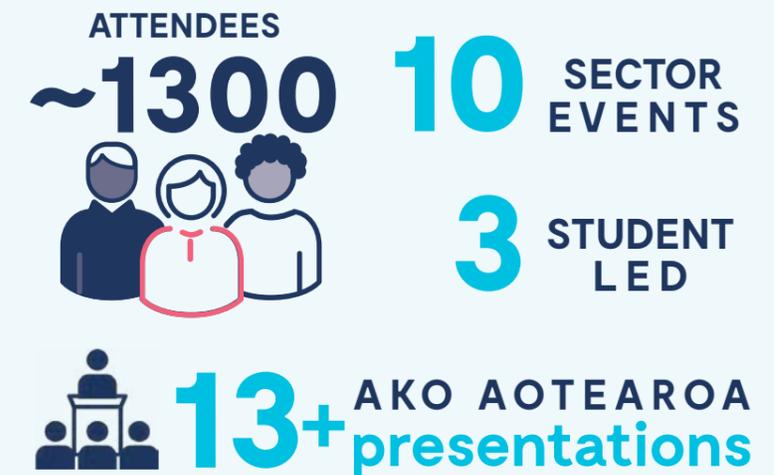
We also launched the new Tapatoru Online Educator Pathway on Pathways Awarua in the same ceremony. The 37 free modules provide a great introduction and support for those interested in the main Tapatoru programme.

Read more about this in Section 8.

Sector events - Ako Aotearoa sponsored

We are proud to support a wide range of tertiary sector events. Our modest sponsorships help us to maintain strong relationships with key groups and enable us to connect with a large range of managers, teachers, Kaiako who would otherwise be more difficult for us to reach.

Sector Event SPONSORSHIPS



In 2023, the events we sponsored attracted more than 1300 attendees, face to face and online through blended deliveries. We contributed 13 presentations, in keynote or plenary sessions, workshops, and concurrent sessions.

Our sponsorships supported the following sector events, student representative summits and two brand new symposiums (on Teaching Excellence and Neuroability):

- Adult and Community Education (ACE) Aotearoa
- New Zealand Work-Integrated Learning (WILNZ) Conference
- Teaching Excellence Symposium
- New Zealand Union of Students' Associations annual summit (NZUSA)

- New Zealand International Students Association symposium (NZISA)
- Te Mana Ākonga – Māori Tertiary Students Association
- Independent Tertiary Education New Zealand (ITENZ) annual conference
- Neuroability Symposium
- Foundation and Bridging Education New Zealand (FABENZ)
- Australasian Society of Computers in Learning in Tertiary Education (ASCILITE)

Evaluating Ako Aotearoa-sponsored events

Based on the evaluation feedback and impact reports, the Ako Aotearoa-sponsored events, symposiums, and student summits were extremely positively received. They covered a variety of learning topics and perspectives, which contributed to the overall collaboration of the sector in coming together and exchanging ideas and learning from one another.

At the NZISA conference, a diverse audience engaged with the presentations, which received enthusiastic applause. The sessions addressed challenges faced by the indigenous communities, recognising the evolving priorities of today's generation.

The other student summit, NZUSA, facilitated Ako Aotearoa's direct interaction and engagement with local students' associations, and offered networking opportunities and access to decision-makers for student association presidents, emphasising the importance of learner-centric practices and professional development.

Te Mana Ākonga annual conference was positively evaluated for its well-organised student activities and engaged audience of Māori students. Discussions revolved around efforts to preserve cultural heritage, highlighting the commitment of the current generation to revitalising Māori language and culture. The overall conference experience left the attendees confident in the future leadership capabilities of youth.

Overall evaluations from the Ako-sponsored events showed great interest among the attendees in continuing to participate in future events and forums. Key sector representatives expressed the desire to stay abreast of sector changes, network with peers and mentors, and seek ways to enhance their practice.

“New innovative ideas are always embraced enthusiastically, and it was great that I had brought a new and younger person to be involved in this experience.” (ACE Conference 2023)

“Feedback has been incredibly positive, with attendees describing the Symposium as “excellent”, “worthwhile and inspiring”, “refreshing”, and “a wonderful event”, with people particularly appreciating the opportunity to connect with others from multiple organisations.” (Teaching Excellence Symposium)

“The light and welcoming tone and recognition of Māori culture throughout the event was great!” (FABENZ)

“I really enjoyed the conference. It was a lovely small, but mighty group! I did come away with lots of learnings, and lots to think about. I look forward to connecting again” (WILNZ)

From 2024, we've revised our sponsorship proposal and post-event impact collection process using Survey Monkey, making it more streamlined and efficient. We also introduced success measures and KPIs for our sponsored organisations and event hosts to use in their post-event evaluations, ensuring thorough impact assessment for us and providing valuable tools for them to demonstrate the benefits of sponsorship.

Other tertiary-related events

Ako Aotearoa staff contributed to a wide range of other tertiary events in addition to our own strategic event programme and sponsorship portfolio.

For our Manako team, this involved presentations at:

- Australian Disability Clearinghouse for Education and Training Universal Design for Learning Symposium
- New Zealand Association for Research in Education Conference
- The University of Waikato and University of Newcastle (Australia) Te Puna Aurei LearnFest.

Other Ako Aotearoa staff presented to:

- Qualifications and Moderation Team Staff Development | Toitū te Waiora, on the Tertiary Teaching Qualifications developments
- Christchurch City Mission
- Te Pua o Ngā Māreikura Women in Public Service Summit
- Rural Education and Activities Programme National Conference
- Workers Education Association National Conference

Ako Aotearoa Research & Innovation Agenda (AARIA) programme

Research & Innovation



This year marked the completion of four quality projects, under our new AARIA programme. A further six projects were commissioned, some co-funded and others funded solely by Ako Aotearoa. The total contribution committed by Ako Aotearoa was \$405,000. Read more about our AARIA projects in Section 7.

Pictured right: A selection of images taken at the 2023 Southern Regional Forum.





Quality teaching



Enhancing educator capability in teaching and learning



Te Whatu Kairangi
Aotearoa Tertiary Educator Awards

Te Whatu Kairangi - Growing the diversity of our national awards

As mentioned in Section 2, our work continues to make these awards more inclusive and diverse. Work in 2022 to develop a Pacific award and strengthen the Groups award led to heartening outcomes for the 2023 Te Whatu Kairangi awards round. Two Pacific teachers received the new 'Le Moana Mua' Pacific awards, and three teams, involving a total of 18 staff, were successful under the Kaupapa Māori and General awards. (Read more about Te Whatu Kairangi in Highlights, page 20 and Section 5, page 62).

This year's planning also focused on finalising and releasing a new te reo Māori award – Te Tohu Reo Māori – for entry into the 2024 round. Te Tohu Reo Māori has new criteria that will recognise the practice of kaiako who teach te reo Māori. One award will be available. The successful kaiako (Māori or non-Māori) will have made an outstanding contribution to the teaching and learning of te reo Māori over at least four years.

All information is in the [Criteria, Guidelines document on our website](#).

Supporting tertiary teaching qualifications

Ako Aotearoa is the qualifications developer for 11 national adult teacher qualifications. These are qualifications from level 4 to level 6 and include Adult and Tertiary Teaching, Assessment Practice, Learning Design, Pasifika Teaching, Language Teaching, Adult Literacy and Numeracy Education, and Education Technology.

As Qualification Developer, Ako Aotearoa acts as the 'steward' or 'guardian' of the qualifications. We do not offer programmes leading towards those qualifications, and we do not approve/accredit other organisations to offer programmes. Instead, Ako Aotearoa looks after the integrity of the overall qualification itself.

Ako Aotearoa supports the qualification providers to update their courses to align with the changes made in the 2021 qualifications review. The last date for assessments to take place for version 1 of the qualification was 31 December 2023.

Image opposite, L-R:
Ako Aotearoa Tumuaki Helen Lomax, Member of Australasian Strategic Advisory Board; Kathryn Harrison-Graves, Director of Membership and Accreditation, Advance HE; Professor Susan Page, Member of Advance HE's Australasian Strategic Advisory Board and Director of Indigenous Learning and Teaching, Western Sydney University, and Professor Liz Johnson, Chair of Advance HE's Australasian Strategic Advisory Board, Deputy Vice-Chancellor Academic, Deakin University.

Programme developers require notification from us as part of the programme approval process. In 2023 Ako Aotearoa advised on and endorsed the work of eighteen qualification revisions.

Ako Aotearoa contributes to the consistency reviews of the qualifications. In 2023 this focused on the New Zealand Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace). The review process allowed for good discussion with the Qualification Developer about adjustments to programmes for version 2. It was noted that the relevant unit standards for this qualification have been revised in anticipation of the new version.



Working with international body, AdvanceHE

Ako Aotearoa's work with Advanced HE is guided by a memorandum of understanding. In 2023 work included meeting with Kathryn Harrison-Graves, the Director for Membership and Accreditation in [Advanced HE](#). Kathryn visited New Zealand to meet with Accredited Advanced HE Fellowship Program Leaders and participated in the Australasian Advance HE programme leaders' network. Ako Aotearoa met with program leaders from Massey and Victoria universities on how we can support their work on Fellowships. Ako Aotearoa participated in regular meetings with the Advance HE Australasian Strategic Advisory Board with organisational leaders involved in Fellowship programmes and the Accredited Program Leaders Network.

New sector relationships – our work with the WDCs and CoVEs

Toitū te Waiora memorandum of understanding about teaching qualifications

Ako Aotearoa and the Workforce Development Council Toitū te Waiora have a memorandum of understanding that was signed in August 2023. We met on 7 September 2023 to acknowledge this in person.

The MoU has helped open communication and aims to enable us to work collaboratively on qualification, credential, and standard development, and to help identify the needs of learners. The MoU is intended to "...contribute to the creation of a cohesive, sustainable vocational education system that helps improve educational, vocational, and wellbeing outcomes for all New Zealand and supports a growing economy that works for everyone."

Toitū te Waiora work in the community, health, education, and social services areas. They have qualification developer responsibilities for holistic education and parent education. They also endorse the tertiary teaching qualifications for which Ako Aotearoa is the qualifications developer.

Centres of Vocational Excellence

Ako Aotearoa has Mana Enhancing Agreements with ConCove | Tūhura and the Food and Fibre CoVE.

The Director, Helen Lomax, represents Ako Aotearoa on the steering group to support the two CoVEs with this project: "Industry Practitioner to Kaiako Research".

ConCoVE and the Food and Fibre CoVE are interested in the effectiveness of training provided to kaiako who are teaching programmes in the construction and infrastructure sectors, and food and fibre sectors. They contracted Skills Consulting Group to conduct this research, led by Josh Williams.

Chaired by Kylie Taffard (ConCoVE), other members are Lilla du Toit (Food & Fibre CoVE), Helen Lomax (Ako Aotearoa), Brian Dillan (Te Pūkenga), Travis Timoko (Te Wānanga o Aotearoa), Bronwyn Ronayne (People Potential) and Jackie Messam (RippleEd).

CONCO>E
TŪHURA

FOOD & FIBRE CoVE

4

Programmes and services performance

4

Programmes and services supporting our diverse tertiary sector

2023 was a successful year for Ako Aotearoa in terms of engagement with the sector and related agencies. The following pages offer some highlights of our activities that are designed to support, collaborate, guide and enhance the work taking place across Aotearoa towards our mission of building educational capability for learner success.

Regional Forums – building strong connections and working together



Ako Aotearoa’s Regional Forums in 2023 provided a welcoming opportunity to bring tertiary communities together to explore recent developments around teaching and learning. Discussions centred at each forum around the themes of wellbeing, diversity, online technology and learning, and re-engaging learners. Participants discussed sector challenges and explored together successful strategies to overcome such challenges.

In the Northern region, Ako Aotearoa Sector Services Manager Ruth Peterson was pleased to co-host the forum with Independent Tertiary Education New Zealand (ITENZ) and Hanga Aro Rau Workplace Development Council. One participant expressed how they were “grateful to Ako, ITENZ and Hanga Aro Rau for bringing the sector together in person, after lockdowns, flooding, cyclone and no in-person meetings in a long while – especially in Tāmaki Makaurau.”

Central Hub Sector Services Manager, Graeme Read, was delighted by feedback to the Wellington Forum. Participants appreciated finding out more about the support offered by Ako Aotearoa and others, as well as further steps we can all take to support our neurodiverse and Pacific learners.

Left: A selection of images taken at the 2023 Northern Regional Forum





Attendees, presenters and organisers at the Southern Regional Forum, June 2023

Southern Sector Services Manager Jennifer Leahy was pleased to hear participants describe the event as “wonderful at this challenging time” and to express how they felt valued and supported.

A working group was established, with representatives from the three Fora, to work on developing resources and strategies based on the discussions and suggestions. The group is led by Northern Hub Sector Services Manager, Ruth Peterson.

Overall, survey respondents acknowledged the opportunity to come together and share views and perspectives on current issues. They were also appreciative of the support that Ako Aotearoa provides around continued learning and development opportunities. One respondent commented,

“It’s important to get together in person from time to time. Many of the challenges we share, and it’s good to discuss this with colleagues from across the TVET sector.”

According to respondent feedback received, attendees took away messages and ideas from the Forum Days which would help design the future of their work and establish better understanding of their teaching and learning practices.

“The biggest takeaway message for me was How do I empower ākonga to bring their whole selves/whakapapa into our learning environments? ...

... Also, the neurodiversity snippets of tools sparked some ideas for my own ākonga.”

“The biggest takeaway message was that Ako Aotearoa is for both the educator and the learner. The relationship between them is reciprocal, you cannot have a learner without an educator/ teacher nor a teacher/ educator without a learner.”

We look forward to our Regional Forums returning in 2024, through Q1 and Q2. This time the theme will be Tūhono: Connecting traditions and futures in tertiary learning.



Professional learning and development - programme activity for the year

- In 2023, a total of **1,826** participants took part in **142** courses, webinars, and workshops throughout the year. **82** of these were hosted by Ako Aotearoa PLD programme, while the Manako team delivered **60** courses, public online events, and free webinars.
- Of the total 2023 participation, the broader Ako Aotearoa PLD suite attracted **975** participants, while Manako Programme (Adult Language, Literacy, Numeracy, and Cultural Capability) attracted **851** participants.
- Throughout the year, we delivered a total of **68** PLD courses “on-site” or in-house. These catered specifically to staff groups of **954** participants, engaging in valuable learning experiences tailored to their specific organisational needs and contexts.
- A total of **74** public online events and webinars were delivered to **872** participants.

More insights on Manako PLD in Section 8, pages 107-111.

142 PLD COURSES

68

ON SITE/
IN-HOUSE

74

PUBLIC
ONLINE

1,826 total PARTICIPANTS

954



872



At left: A selection of images taken at the 2023 Central Regional Forum.

Sector diversity

Figure 3 illustrates sector diversity insights into the distribution of participation across different sectors, aiding in understanding the demographic composition of the audience engaged in professional learning and development activities.

Understanding sector composition is crucial for tailoring PLD initiatives to meet the specific needs and priorities of diverse sectors, ensuring relevance and effectiveness in addressing their respective challenges and goals.

Quality ratings

The slight rise in the Ako Aotearoa PLD quality rating to 88% in 2023 from 87.5% in 2022 indicates enhancements in both delivery and content, reflecting positively on the programme’s development.

The value rating of Ako Aotearoa PLD in enhancing practice is 72.6% in 2023 (down from 91.6% in 2022), signalling a decline in perceived effectiveness in practical application.

These ratings highlight an area for improvement which would enhance the programme’s effectiveness and relevance for the Ako Aotearoa PLD participants’ professional development goals.



Year-over-year comparison and reasoning

This year, our professional learning and development suite saw a modest decline, with a **25%** decrease to **1,826** total participants compared with the baseline year 2022 of 2,435 participants (see Figure 4).

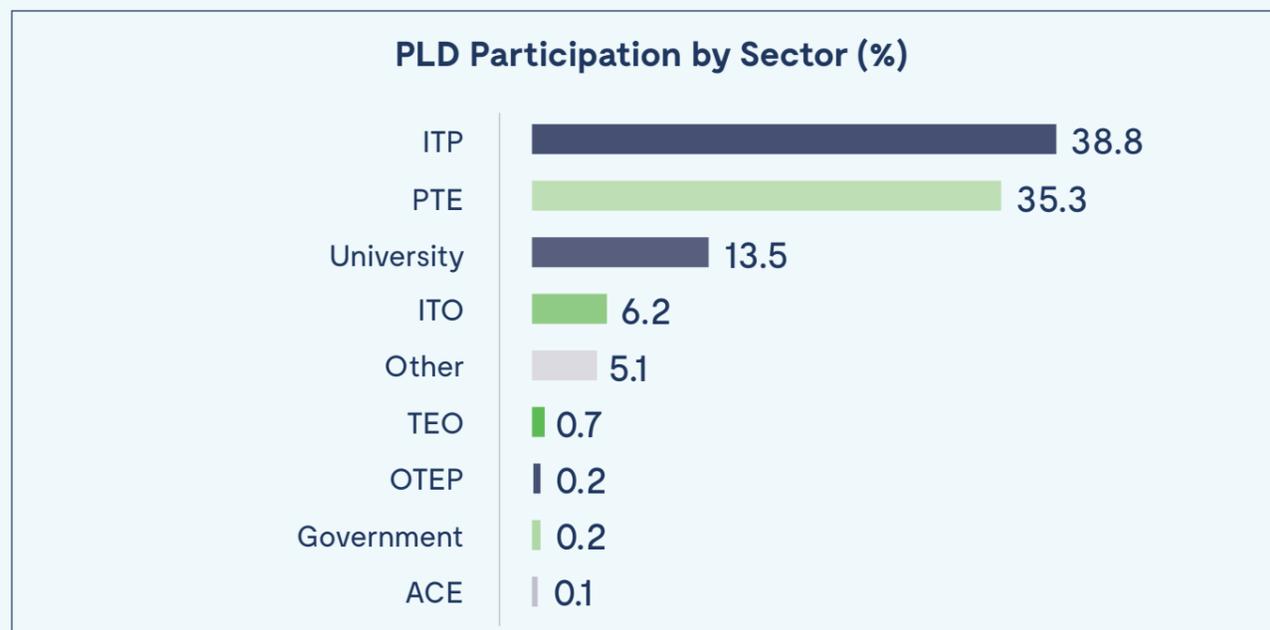


Figure 3: PLD participation by sector based on 975 participants (Excluding Manako PLD offerings)



Figure 4: Ako Aotearoa PLD Participation year by year comparison

Ako Aotearoa’s PLD activity, including Manako and other PLD events, saw a 17% decline from 2022 to 2023 (from 172 to 142). We’re looking to revitalise interest and participation by exploring new avenues for engagement and collaboration while staying attuned to the changing sector landscape.

The 2023 Ako Aotearoa PLD participation which comprised **975** participants (down 13% from 2022) prompts a reflection on the evolving needs and preferences of our professional learning and development audience, as well as the external factors influencing participation. Our Manako programme, focusing on Adult Language, Literacy, Numeracy, and Cultural Capability, saw 35% decline in participation (from 1,308 in 2022 to **851** participants this year).

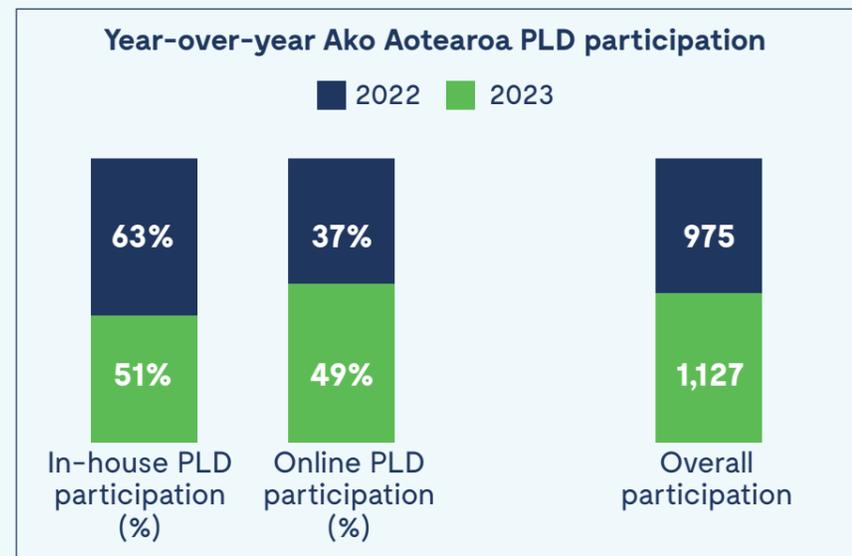


Figure 5: Year-on-year Ako Aotearoa PLD comparison by participation in in-house and online programmes

While these figures present certain challenges, they also provide valuable insights that can guide us in refining our approach, ensuring that our PLD remains relevant, impactful, and responsive to the evolving needs of our stakeholders.

1,999 DIGITAL BADGES awarded

↑ UP 1,035 ON 2022 | 107% INCREASE

Digital badging valued by participants

Digital badges are a significant feature within the credentialling industry because they are secure and verifiable digital credentials that recognise learners' continuing educational and professional development experiences.

A total **1,999** badges were awarded this year to educators who engaged in Ako Aotearoa in-house PLD, public workshops, and who participated in our Manako PLD to develop their Pacific and/or Māori cultural capabilities and Language, Literacy and Numeracy skills.

This represents around **107%** increase on the previous year (2022) when **964** digital badges were awarded.

847 of the 2023 badges related to the Ako Aotearoa in-house and public PLD, while **1,152** were for Manako courses. Additionally, **28** badges were awarded to the Tapatoru Ako Professional Practice Awardees.



Figure 6: Badges awarded in 2023 by priority area.

Ako Aotearoa digital badges can be used by participants to exhibit verified skills and expertise in teaching and learning contexts, be more differentiated in the sector by showcasing their skills in a cutting-edge savvy manner, and digitally record and share their achievements with wider social and professional networks online.

In-house and bespoke PLD activities

IN-HOUSE PROFESSIONAL LEARNING & DEVELOPMENT



Throughout 2023, our PLD programme delivery efforts have resulted in enhanced engagement with a diverse range of organisations. In total, we collaborated with 20 organisations, participating in a total of 68 in-house PLD events across both the Ako Aotearoa PLD and Manako PLD programmes. These events attracted a diverse array of staff groups, totalling 954 participants.

Notably, our bespoke PLD delivery included a variety of organisations, institutions, and entities, such as

| | |
|--|--|
| Academic Quality Agency | Literacy Aotearoa |
| AUT University | MAST |
| Building and Construction Industry Training Organisation | Motoring Industry Training Organisation |
| Career Force | Nelson Marlborough Institute of Technology |
| CompeteNZ | SITESAFE |
| EdVance | Skills4Work |
| English Language Partners | WBL |
| FLANZ | Workforce Development Councils |
| Hato Hone St. John | YOOBEE |
| IPU New Zealand Tertiary Institute | |
| Independent Tertiary Education New Zealand | |

The diverse engagement efforts demonstrate our commitment to expanding outreach and fostering professional development across various organisational contexts.

Feedback

The feedback from organisations highlights universal principles for effective workshops and courses, including promoting historical understanding, dispelling myths, creating interactive and inclusive environments, facilitating practical application, sharing expertise, clarifying concepts, encouraging critical thinking, engaging with diverse perspectives, and providing resources for continued learning.

These principles can be applied to workshops and courses on a wide range of topics to enhance the learning experience and promote deeper understanding and engagement.

A participant from the Yoobee College of Creative Innovation said:

“Mihi intro, structure, delivery, slides, questions posed and prompted, breakout room and chat were all excellent – thank you :). Loved how social mainstream norms were called out and identified and not from a negative standpoint very matter of fact. Excellent modelling for bringing up this korero within my own staff mates – kia ora :). Ngā mihi nui.”

Another participant from English Language Teaching for adult migrants commented:

“Excellent workshops and support, thank you :) Engaging and highly relevant content with follow up documents that are very helpful. I would just say that the numeracy examples weren’t that relevant to ELP as we have just scrapped using the Numeracy LNAAT test.”

The in-house organisational feedback on PLD workshops highlights the importance of a balanced approach, including both informative content delivery and interactive activities. Participants emphasise the need for inclusivity, facilitation of breakout discussions, and adjustments to pace and duration for enhanced engagement. Improving presenter approachability, visual presentation quality, and offering practical tips for addressing issues like racism are also key areas for improvement. One of the participants said:

“It would be great to see these workshops continued and even have a stage-2 where we can develop further understanding of the difference in the 7 cultural requirements.”

With respect to motivations for changing practice, the in-house participants felt inspired by the PLD they received and mentioned how, in various contexts, the learning will help them bring more awareness to their practice, be culturally cognizant, develop a wider lens over their practices, encourage inclusivity in learning settings, and address their learners’ needs in a responsive and respectful manner. According to a participant from Auckland University of Technology:

“[As a result of attending this course] I feel more confident to put more student-led strategies in place in my teaching and develop effective problems / projects that encourage student-led learning.”

Another in-house PLD participant mentioned:

“[As a result of attending this course, I learnt] Lots of tips about being more culturally sensitive. Making sure learning spaces are safe for all learners.”

As we envision the future, despite the current challenge of lower PLD activity and participations this year, the growing demand for ongoing learning and professional development within the sector signals promising opportunities to expand our practices, explore alternative learning options, promote inclusivity, and adapt to the changing needs of all our learners with dedication and enthusiasm.

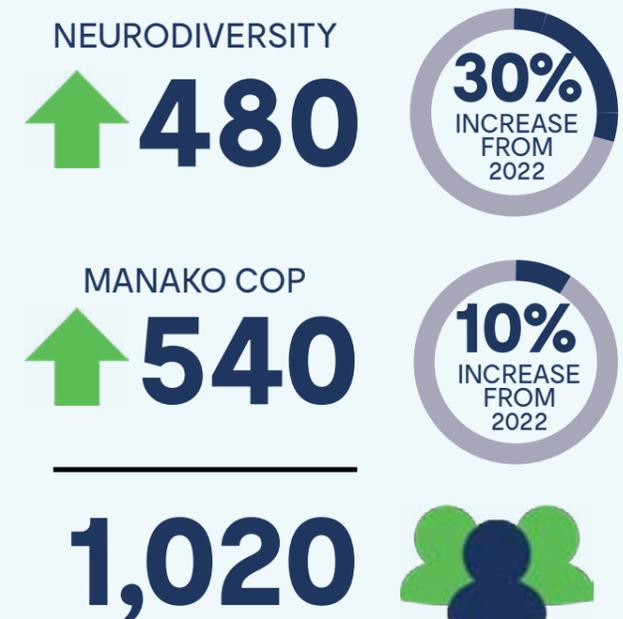
Online Communities of Practice

We value our Communities of Practice as places we can provide additional support to specific parts of the sector and areas of particular interest. We currently have 1,465 Community of Practice members across the three online groups:

- **Manako CoP** – a steady 10% increase to 540 members for this CoP in 2023 (from 491 in 2022). Members contribute to and are offered free webinars on a broad range of valued topics.
- **Neurodiversity CoP** – a 30% increase to 480 members in 2023 (from 369 in 2022). This CoP is enjoying a surge of new members and interest is growing fast around this important topic.
- **Online together** – NZ Tertiary – a small decrease to 445 members (from 462 in 2022). Established in 2020 to support the sector during Covid-19 lockdown, this site has ongoing value.

Go to page 118 in the Manako section to find out more about the Manako and Neurodiversity CoP activities.

COMMUNITIES of PRACTICE members



ako.ac.nz - website activity for 2023¹

| Top pages visited | | TOP 5 Downloads | |
|--|--------|--|--------|
| 1 Homepage (up from 15,506 in 2022) | 34,159 | 1 resource set te reo māori rerenga kōrero and waiata set | 17,095 |
| 2 /knowledge-centre/ki-te-hoe-indigenising-practice | 17,428 | 2 pld public flyer 2023 | 1,634 |
| 3 Knowledge Centre Landing page (up from 4,560 in 2022) | 6,244 | 3 ki te hoe – indigenising practice: ngā karakia me ngā waiata book | 1,267 |
| 4 /bicultural-competence-ece/ | 5,745 | 4 ki te hoe – indigenising practice: te tiriti o waitangi folio | 889 |
| 5 /learning-progressions-for-adult-literacy/ | 5,415 | 5 bicultural competence in ece resource kit for student teachers | 888 |



¹ Mid-2023 we were required to change our tool for collecting web analytics from Universal Analytics (UA) to Google Analytics 4 (GA4). While both Google tools track and analyse website traffic, their data collection methods and reporting capabilities differ. GA4 introduces an event-centric data model that provides a more holistic view of user engagement by tracking individual user events and interactions such as page views, scrolls, video engagement, and outbound clicks. The Universal Analytics model we previously used was focused on session-based metrics. This has required us to make some collations and adjustments to what we focus on to ensure accuracy for reporting purposes.

² An event is a specific interaction or occurrence on the website. For example: when someone loads a page, clicks a link, views a video, or completes a purchase.

³ Direct traffic is categorised as traffic that does not come from a search engine, or from another referring (linking) website.



Supporting Māori learner success

5

Supporting Māori teaching and learning success



Inspiring speakers from our Tū Mai Te Tiriti online seminar series that ran from August to November 2023. L-R from top row: Annette Sykes, Rosa Hibbert-Schooner; second row: Paora Amunson, Warwick Pitts; third row: Janine Kapa, Robbie Paul; bottom row: Ben Ngaia and Dr Te Rita Papesch.

“Whāia e koe te iti kahurangi, ki te tūohu koe, me he maunga teitei”

Me maumahara tātou ki ngā kupu o tēnei whakataukī, e whakahau nei i a tātou katoa kia ū tonu i roto i a tātou mahi ahakoa ki roto i te wāhanga mātauranga, ki whea rānei. Ahakoa ngā piki me ngā heke, me ū tonu tātou. Kāua tātou e noho ngoikore noa. Mā te werawera hoki o ō tātou rae, ka whai oranga tātou ngā kaiako, nā wai rā, ka whai oranga anō hoki ā tātou ākongā.

“Pursue your aspirations, and if you give up, let it be only to a high mountain”

Let us be mindful of the words of this proverb, which encourages us to persevere in what work we do, whether it be in education or whatever else. And despite the trials and tribulations, we must forge on. Let us not sit idly by. By the sweat of our brows, we as educators will flourish, as indeed our students will flourish too.

He kupu poroporoāki ki Te Rūnanga Māori

E whakamihi ake ana ki a Te Rūnanga Māori, e poroporoāki ana i a rātou, te hunga i noho ake ki roto i te rōpū nei, mai i ngā wāhanga maha o te ao mātauranga tuatoru. E kore koutou e warewaretia!

Farewell to our Te Rūnanga Māori

We acknowledge Te Rūnanga Māori and farewell them, the members of this committee who represented many of the stakeholders in the tertiary sector.

World class educators honouring Te Tiriti

A group of Māori educators from Te Putahi-a-Toi, the School of Māori Knowledge at Te Kunenga ki Pūrehuroa | Massey University also triumphed this year as the first Kaupapa Māori Group to be awarded. The six awardees included Professor Huia Tomlins-Jahnke, Mari Ropata-Te Hei, Nadell Karatea-Kokiri, Hona Black, Te Rina (Krystal) Warren and Raheera Filiata.



2023 Kaupapa Māori Group receive their award on stage at the Parliamentary ceremony (absent group member: Mari Ropata-Te Hei).

Te Whatu Kairangi – te reo Māori triumph

Dr Murphy received the highest accolade nationally as recipient of this year’s Educator of the Year award. He is recognised as “a rangatira of te ao Māori” and an outstanding advocate for te reo Māori. His leadership and expertise in teaching has impacted upon a large body of students as well as across academia and communities, while embodying Mātauranga Māori values.



Tū Mai Te Tiriti - Tuia Te Ako online seminar series

We were privileged to feature eight inspiring speakers through these five online events:

- **Annette Sykes** (University of Auckland) unpacked the Te Tiriti principles and promoted educators as Te Tiriti activists.
- **Rosa Hibbert-Schooner** (Te Mana Ākongā) advocated for the Māori learner voice in her presentation using poetry and titled ‘Ka hao te rangatahi!’
- **Paora Ammunson, Janine Kapa and Warwick Pitts** (Te Pūkenga) presented on their Te Tiriti framework and how it could be applied to wider education.
- **Robbie Paul** (Waihanga Ara Rau) and **Ben Ngaia** (Ringa Hora) gave an overview of the Te Tiriti framework of the Ohumahi/Workforce Development Councils.
- **Dr Te Rita Papesch** (Te Wānanga o Aotearoa) spoke about ‘He Waka Hiringa’ their Master of Applied Indigenous Knowledge, as a response to Te Tiriti in the tertiary space.



ONLINE SERIES

ATTENDEE **↑36%** FROM 2021
increase ONLINE SERIES

5 WEBINARS

682 ATTENDEES

590 YouTube

Attendee feedback

“I absolutely enjoyed all seminars; inspirational and much hope for a future Aotearoa,” said one attendee, while another described the series as “very informative and a great way to visualise making a positive change to a difficult issue and how it can be a better future.”

One respondent said they enjoyed the,

“... down to earth approach and real-life examples, inspiring korero, mana enhancing approaches, inspiring speakers, interesting backgrounds and mahi shared, Waiata te Tiriti”.

We invited the Tuia Te Ako evaluation respondents to also share their ideas on how to attract more Māori into tertiary education; and how to increase their chance of success when they get there. The response to this inquiry has been overwhelmingly positive, with respondents presenting a wealth of fresh ideas and invaluable perspectives. Here are a few great ideas from the respondent feedback:

“As a learning designer, I feel that the way we make courses can really impact how attractive these courses are to ākonga Māori. Making courses more interactive, personalised, and diverse is one way to increase engagement of all learners.”

“Increasing the visibility of Māori and te ao Māori in all institutions. Truly valuing Māori knowledge.”

“Promotion of not only programs but with front facing support services and resources provided to ākonga including learning spaces. Include local networks marae, hapū and iwi and within employment organisations and businesses.”

“There needs to be a clear pathway early on - opportunities that that are appealing and supportive, allow individual input. Love the success from an individual's lens perspective. Move away from traditional pathways/expectations.”

Evaluative analysis on Tuia Te Ako

A theme-based analysis of the 153 responses to the Māori learner success question from the Tuia Te Ako seminar evaluations revealed diverse ideas on attracting more Māori to tertiary education and enhancing their success. Despite the variety of responses, the following ten themes emerged:

- Cultural integration
- Whānau and community engagement
- Student support and mentoring
- Relevant learning experiences
- Early engagement and guidance on career pathways
- Communication and information
- Inclusive curriculum and assessment
- Accessible and affordable education
- Authentic Māori representation
- Continuous improvement and adaptability

The above themes show the critical need for addressing the evolving challenges and meeting the needs of Māori learners and kaiako (educators) over time. These insights will help inform future seminar and programmes for greater Māori learner outcomes.

Series organiser and online host Dr Joe Te Rito thoroughly enjoyed the series. “Every presentation was outstanding in its own way – with speakers from across the tertiary sector – university, vocational, Wānanga, and national Māori students’ association.” He said he was “particularly pleased about the teaching of the words of Te Tiriti o Waitangi in waiata form over the duration of the series and looked forward to a time when the Tiriti waiata became as well-known as the national anthem.” He encourages all New Zealanders to learn the waiata, a copy of which is on our website. See image on page 66.



A thematic analysis of recurring themes from Tuia Te Ako seminar evaluations.

Te Tiriti o Waitangi workshops and courses

During 2023, our 'Te Tiriti o Waitangi - a Visual History' course was offered to Tangata Tiriti (non-Māori). Overall, 528 people attended the 39 courses we offered. The evaluation feedback has been overwhelmingly positive.

"I loved that there was just the right balance of information from the course facilitator and interaction/participation/contribution from the participants. We could ask questions and contribute just enough; I also loved that we had time to look at what we can do in our institution to carry on the message learnt through the workshop."

Participants commended the depth of knowledge of the facilitators and their ability to explain complex concepts with clarity and precision. Participants appreciated the facilitators' inclusive approach, which contributed to a highly enriching and valuable learning experience for all involved.

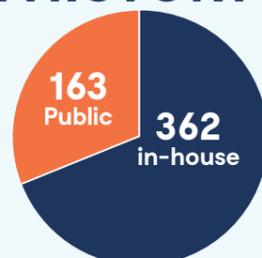
"Christine has a great deal of knowledge and understanding about a very complex subject, but explains things clearly, which I found very helpful. She welcomes questions and discussion, which made the session responsive to diverse needs within the group of attendees. I also felt that Christine took quite a practical approach to the subject of history, which aligns with my thinking."

Te Tiriti Digital Badging

We are extremely pleased with the high rate of uptake of this course in 2024. It bodes well for the future that hundreds of non-Tangata whenua New Zealanders attended this course in 2023. Three hundred and sixty-two (362) badges were awarded to the in-house participants of the Tiriti o Waitangi: A Visual History (non-Māori) workshops while 163 were awarded to the TToW public workshop participants.

525 DIGITAL BADGES IN 2023

TE TIRITI O WAITANGI – A VISUAL HISTORY (non-Māori) WORKSHOP



Supporting Māori Cultural Capability

This set of initiatives is included in both the Mātauranga Māori workstream of the main contract and the Manako contract with TEC. This section covers the professional Learning and Development (PLD) activities related to supporting Māori cultural capability with tertiary educators to achieve greater Māori learner success.

During 2023, two facilitators were contracted to deliver workshops and courses, under the guidance of the Kaiwhakahaere Mātauranga Māori (KMM) from Ako Aotearoa. This has enabled the update and enhancement of the Māori cultural content through all PLD activities.

Four types of cultural capability PLD offerings are described here:

1. Free Māori Cultural Capability Pathway (online)
2. Self-directed courses (online)
3. MCC Public workshops (online)
4. Customised In-house workshops and courses (In-person or online).

1. Free Māori Cultural Capability Pathway (MCCP)

Commissioned by TEC in 2019, this free online cultural resource (see diagram 1 below) is designed specifically for tertiary educators. Comprised of modules of work, the resource is packed with multi-media tasks and reflective activities to explore and complete. A total of 863 people have engaged in this pathway since 2019, with 293 new users in 2023.



Diagram 1: Māori Cultural Capability Pathway on the 'Pathways Awarua' platform at <https://pathwaysawarua.com/>

Insights:

- Users can track their completed work and produce a record of their learning.
- User feedback ensures modules of work are current, meaningful, and interesting.
- Monthly reports over 2023 indicate constant and sustained engagement by users in all 16 modules of work.

2. Self-directed courses

This PLD resource allows another flexible learning choice for tertiary educators (as learners) with cultural support and mentoring. This online learning tool was updated and relaunched in mid-2023. It is based on the four Māori values guiding the MCC pathway on the Pathways Awarua platform as indicated in table below.

| | |
|---|---|
| 1 | Ako (Learn – teach) |
| 2 | Manaakitanga (Care and consideration/ hospitality) |
| 3 | Rangatiratanga (Independent thinking and decision-making) |
| 4 | Whanaungatanga (Relationships and relationship-building) |

Learners submit an assessment based on their reflective practice to be awarded an Ako Aotearoa digital badge. There have been 113 registrations since we launched this online learning option mid-2023. Most learners were educators of adults in tertiary and vocational contexts.

Insight:

- Educator (as learners) narratives in the assessment task provide authentic testimonies to real changes in their practice (see below for examples).

Educator (as learners) assessment narratives from the MCC Self-directed courses:

E.F. (Academic Learning Advisor)

“Even though the content was mostly familiar, some of the whakaaro and applications were different to what I have seen before, which was quite refreshing! The mana module really opened my eyes. I now cannot “unsee” some situations as disrespecting mana when I previously might have framed them differently. The opportunity for reflection was also very much appreciated”.

V.W. (Director of a Dive PTE)

“Covid had prevented water time for the frustrated divers, so we sought ways to focus on their well-being and to help maintain their learning momentum. We adapted the Te Whare Tapa Whā model (Durie, 1985) as a self-assessment tool for learner divers. To follow up, the learners submitted a short video about why they wanted to be a dive instructor, and this was enough to maintain their desire to complete the course”.

A.M. (First Aid Trainer)

“First impressions are critical to start a positive whanaungatanga process. My te reo Māori could have very well sounded tokenistic. It was not a good time to talk a lot and I should have used my ears a bit more and my waha a bit less!”.

A thematic analysis is currently underway of the educator (as learners) narratives from the Māori Cultural Capability self-directed course assessments. Our goals are to identify reflective themes, understand the challenges and obstacles faced by learners in applying Māori concepts to workplace issues, capture success stories, and to facilitate continuous improvements.

3. MCC public workshops

Feedback from the sector requested more strategies and tips, so this type of PLD option is offered as short, lunchtime workshops (refer to the table below). Based on seven Māori learning-teaching methodologies, these practice-related workshops were well subscribed with an average of 15 participants per workshop. Attendees were mainly from the adult education sector.

| | |
|---|--|
| 1 | 'Applying Ako in your practice' |
| 2 | 'Applying Tuakana-teina in your practice' |
| 3 | 'Applying the 'Āta framework in your practice' |
| 4 | 'Applying Te Whare Tapa Whā in your practice' |
| 5 | 'Applying Manaakitanga in your practice' |
| 6 | 'Applying Rangatiratanga in your practice' |
| 7 | 'Applying Whanaungatanga in your practice' |

Insights:

- There is an appetite in the tertiary education sector to continue these workshops.
- An analysis of the attendance indicates that people from outside the education sector are attracted to these workshops too.

Educators (as learners) assessment narratives from the MCC Public workshops:

B.W. (Massey University)

(Tuakana-teina) "...is traditionally a relationship with a person of the same gender who is older/more senior and experienced. But I see that this has expanded to include considerations of non-binary relationships too".

FM. (CCC. Library)

(Te Whare Tapa Whā - Taha tinana) "A noho marae stretches one's thinking about taha tinana (Physical well-being dimension) that is, sleeping in close proximity with our work colleagues and friends, sharing the bathroom space, physically and working together in the kitchen etc".

C. T. (Medical Practitioner)

(Manaakitanga) "A difficult situation is when there is a disagreement - to disagree while still showing respect for the person and their views".

4. Customised In-house workshops and courses

Delivered as both online and in-person, this type of PLD offering supports educators with more traditional ways to enhance educator practice. We offer workshops of short duration (1 hour – ½ day and whole day) and courses negotiated of up to four weeks. These options are accompanied with cultural support; feedback and feedforward; time to try a technique or strategy, and discussions for reflection on future actions. Two digital badges are awarded for participation and engagement, and an action with a shared reflection.

Staff of Edvance PTE (pictured below) who attended one 4-week MCC course in 2023, facilitated by Peter Tahere (back, centre right). By their request, this course focussed on te reo Māori, specifically to build educator confidence to express greetings and farewells in te reo Māori, and to say their pepeha (personal statement) of identity with confidence.

Insights:

- This type of in-person workshop provides more rewarding and personable interactions with participants than online workshops.
- Due to the support and contact, workshop participants are more likely to achieve success with their personal cultural tasks.



Staff at Edvance PTE pictured with MCC course facilitator John Tahere (centre back) and Ako Aotearoa Kaiwhakahaere Māori Cultural Capability Dr Mei Winitana (far right). Image kindly supplied by Edvance PTE.

Te Pātaka Mātauranga Māori | Storehouse of Māori Knowledge

Launched in mid-2022, we are pleased to see a steady flow continue throughout 2023 of visitors to Te Pātaka Mātauranga Māori on the Ako Aotearoa website, as reflected in the infographic below.

As part of our commitment to being a Te Tiriti-led organisation, this year we reviewed and developed new resources in Te Pātaka Mātauranga Māori, especially related to the 'Te Tiriti o Waitangi' search tab. This activity geared the site towards 'Feb 6, 2024 – Waitangi Day' with carefully curated resources of potential interest for adults in the tertiary education sector.

These resource compilations were created as follows:

1. TToW for Tangata Whenua/ Māori
2. TToW for Tangata Tiriti/ Partners to the Treaty
3. TToW issues in 2023 and 2024
4. TToW some notable commentaries
5. TToW in Tertiary Education.

TE PĀTAKA MĀTAURANGA MĀORI

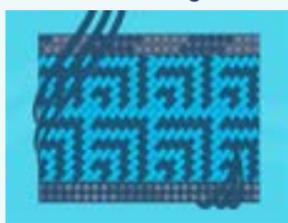
9,937 January-December 2023  **TOTAL PAGE VIEWS**

Te Kete Rauemi
Mātauranga
Kete of Māori Resources



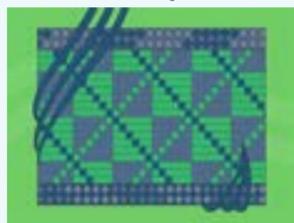
3,759

Te Kete Āheitanga Ahurea Māori
Kete of Cultural Capability Pathways



2,292

Te Kete Hāpai Akoako
Kete of Professional Learning & Development



1,342

Te Kete Huihuinga Tāngata
Kete of Events



336

Sector advisory work

Sector advisory work was varied, and interest was informative and had relevance to many other workstreams we work across. The following organisations included sustained time frames;

- Muka Tangata Workforce Development Council – Seafood qualifications review and shared resources
- NZSE – Discussion about 'Rangatiratanga' within various Unit Standards.
- 'Hui e Aotearoa' – Draft tuakana-teina model of funding.
- Te Wānanga o Aotearoa – Various discussions relating to the 'tuakana-teina' model of Masters supervision.
- Māori RTLB – group discussions about autism and neurodiversity in Māori learners
- Waihanga Ara Rau Workforce Development – discussion relating to rangatiratanga and learners
- New Zealand Skills and Education College – discussion about Rangatiratanga within unit standards.

Iwi engagement

Developing meaningful iwi engagements are not easy relationships to seek, maintain and continually to foster. We purposefully sought Post-Treaty Settlement iwi, because of their likelihood to have the resources to engage in projects related to education and training.

In 2023, our activity in these engagements is noted as:

- Maintained contact with the Education and Training Committee of Ngāti Hineuru (Taupō-Napier) re Education strategic plan and education and training grants for adults.
- Regular contact with Waiwhetū marae (Hutt Valley) re vocational pathways for Māori with the weaving arts; training collaboration with WelTec/Te Pūkenga Polytechnic initiated by the local iwi, Te Rūnanga Nui o Te Āti Awa ki Te Whanganui-ā-Tara.
- Developed new engagement with iwi/ tribe – Te Ātiawa o Te Waka ā Māui (Picton) based on whakapapa links.
- Developed new engagement with iwi/ tribe – Te Aitanga-ā-Māhaki (Gisborne) based on whakapapa links.

- Several visits to Ōmāhu community after the Cyclone Gabrielle floods including:
 - Welcoming two Labour Government parties and King Tūheitia on three separate occasions on to the marae.
 - Engaging in efforts to restore the community, supporting a successful research grant application to Ngā Pae o te Māramatanga by the Te Piriinga Hapū o Ōmāhu archival unit to research the 150 pātaka and other wooden carvings and kōwhaiwhai which surfaced after the flood.
 - Supported the flooded Ōmāhu School in its efforts to find alternative accommodation and seek a new school.



Ki Te Hoe: Indigenising Practice – a selection of brochures from the suite of 27 featuring everyday phrases within curriculum areas and activities for early childhood educators.

Māori project – early childhood education

Ki te Hoe – Indigenising Practice

In June 2023, University of Canterbury Doctoral researcher Ngaroma Williams celebrated the launch of her latest project – Ki te Hoe: Journeying Towards indigenising the Early Childhood Curriculum in Aotearoa New Zealand.

The study focussed on honouring indigeneity within the mandated bicultural early childhood curriculum Te Whāriki (Ministry of Education, 1996, 2017). Through this work, Ngaroma found that there was still a need to support all Kaiako to develop and strengthen their daily practice. As a response, she developed a suite of bilingual and bicultural tools to support Kaiako in becoming confident and authentic bicultural practicing Kaiako.

Ako Aotearoa supported her in finalising this comprehensive suite of resources and we are proud to host them on our website at: ako.ac.nz/knowledge-centre/ki-te-hoe-indigenising-practice/

From June to December 2023, the resources were downloaded a phenomenal 21,148 times. The suite includes:

- Set of 27 brochures covering everyday phrases within curriculum areas and activities – [Te Reo Māori Rerenga Kōrero and Waiata](#)
- Maori Lunar Calendar – [He Maramataka Maori](#)
- Waiata booklet – [Nga Karakia me Nga Waiata](#)
- Te Tiriti o Waitangi [resource](#)
- Set of 12 Iwi Pepeha – [Ngā Iwi o Niu Tīreni](#)

Ngaroma’s previous project for Ako Aotearoa published in 2012 – [Ngā Taonga Whakaako: Bicultural competence in early childhood education](#) – has also been shared widely throughout the ECE community and achieved consistently high downloads for its resource set over many years.



Launch of the Ki Te Hoe: Indigenising Practice publications in June 2023 – pictured: Author Ngaroma Williams (third from left) with University of Canterbury colleagues, and Ako Aotearoa Tumuaki Helen Lomax and Southern Hub Sector Services Manager Jennifer Leahy (far right).



Supporting Pacific learner success



Supporting Pacific learner success, Pacific educators and everyone working with Pacific learners

This year has been marked by notable achievements and impactful initiatives aimed at advancing Pacific education. Our dedicated Pacific team – Pale Sauni and Saylene Ulberg – have continued their fostering of community engagement, delivered Professional Learning and Development to grow the sector’s Cultural Centredness and worked tirelessly to empower Pacific educators and trainers. The following pages represent highlights of these accomplishments and we are especially thrilled to see the ongoing development by Aiono Manu Fa-aea of the ‘Phenomenal Educators’ project and framework developed by Dr Cherie Chu and Janice Ikiua-Pasi.

Le Moana Mua award success for two phenomenal Pacific educators

This year we were thrilled to celebrate two Pacific awardees under the new Le Moana Mua award for Te Whatu Kairangi | Aotearoa Tertiary Educator Awards (see also Section 2, page 20).



Vijay Pillay (pictured left above) is Pacific Healthcare Tutor in the Healthcare Programme at the New Zealand Skills and Education College. She embodies a holistic teaching approach rooted in the Fonofale model to create a nurturing cultural environment for Pacific students’ success. She understands the care needed for Pasifika to thrive in their education journey. One learner praised her for “Her ability to sense if one of us was struggling and she would step in to help, not only in class but with our daily personal lives as well.” ([Watch a short video clip about Vijay](#)).

Left – A selection of images taken at the 2023 Le Niu workshops held with Pacific communities in Te Hiku and Te Tai Tokerau.



Filoi Genevieve Togiasso (pictured right on previous page is the Head of Department for Health Practice at Ara Institute of Canterbury | Te Pūkenga. She is an exemplary educator using Pacific culture, reflection, and lived experiences to empower learners and drive educational change.

Genevieve uses the ‘lived-in experiences’ of her Pacific learners through storytelling to encourage them to create trust and empathy, key values that are fundamental in a successful educator and learner partnership. ([Watch a short video clip about Genevieve](#)).

Pacific Professional Learning and Development

Workshops and Pacific Cultural Capability Pathway developments

One hundred and sixty-three (163) participants attended our Pacific PLD courses and workshops throughout 2023, including 9 in-house courses (participating organisations included CompeteNZ, BCITO, MITO, and Vertical Horizonz), and 3 public online workshops.

We delivered a comprehensive suite of face-to-face workshops to eight groups or cohorts of kaimahi from CompeteNZ, BCITO, MITO (Primary ITO) on a range of Pacific Cultural Capability topics to support their focus on Pacific learners and apprentices as part of the strategy and priority.

However, participation in our Pacific professional learning and development workshops and courses decreased by 27.3% in comparison with 2022 (212). This decrease can be attributed to several factors, including organisational restructuring within Te Pūkenga, leading to uncertainty surrounding roles. This restructuring likely resulted in a shift in priorities and resources, impacting the participation in online PLD opportunities.

Digital badges

Out of 797 total badges, 738 were awarded to 123 individuals from three participating organisations – CompeteNZ, BCITO, and MITO – who participated in eight cohorts/groups with three in-house Manako Pacific PLD, reflecting their repeated accomplishments and active engagement. These badges signify their consistent task completion and robust participation in various aspects of the professional learning and development programs offered.

The other 59 badges were awarded to participants in public PLD programs, indicating their involvement and achievements in these initiatives.

The total Pacific Cultural Capability badges awarded this year represent a 125% increase over the 2022 Pacific badging numbers (i.e., 355). Figure 7 illustrates the breakdown of PCCP badges in 2023.

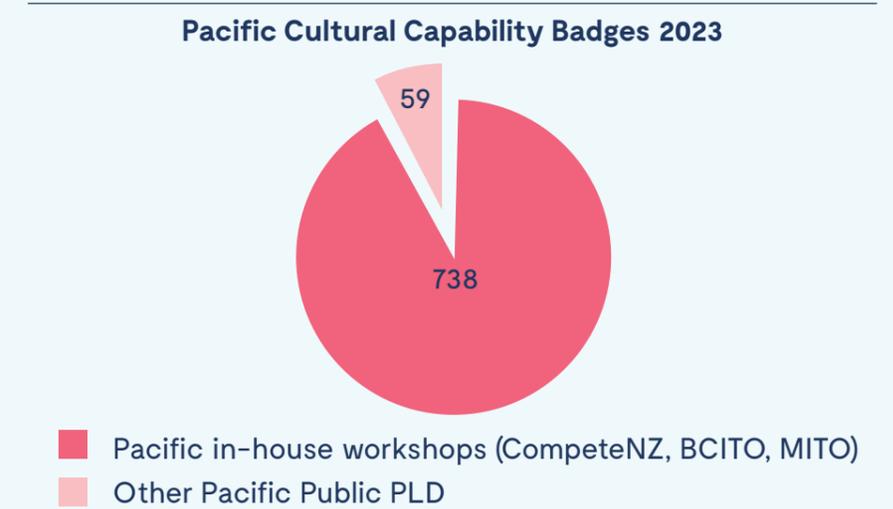


Figure 7: 2023 Pacific Cultural Capability Badges (in-house and public PLDs)

How participants rate our Pacific workshops

Out of 51 responses (31% response rate) to the workshop evaluations, 94% rated Pacific PLDs as very high or high quality, and 91% found these workshops extremely or very valuable.

The participants highlighted new understandings gained through the course, such as:

- recognising and respecting Pacific community values
- navigating cultural differences, understanding financial obligations of Pasifika learners
- gaining insights into historical events like the Dawn Raids.

They emphasised the importance of cultural sensitivity, effective communication, and building trust to support Pasifika learners in education.

“I felt I previously knew a lot about the obligations of the Pasifika people but the way it was presented allowed me to see it from a different point of view and certainly made me think about how I present myself in a financial literacy group.”

In response to sharing the intended changes to practice, the participants mentioned:

- tailoring support and resources to better suit the needs of Pacific learners
- creating opportunities for open communications through talanoa
- increasing cultural awareness
- incorporating Pacific-centred approaches into curriculum development and professional development for better Pacific educational outcomes.

One respondent said:

“At this stage I feel I have gained better awareness of a Pacific worldview that prioritises relationships and comes at priorities from a different world view. I would like to develop and apply this awareness when working with Pacific colleagues. I will share with Kaiako the money jar concept and see if we can develop an activity for ākongā, to help us understand their financial priorities, and to emphasise the importance of planning for [covering] the costs of study.”

We also engaged with Pacific learners through the Tapatoru | Ako Professional Practice Awards programme (more information on page 115). A respondent from Skills4Work commented on the contributions of the Tapatoru achievement on their Māori and Pacific learners:

“Tapatoru has given me the confidence to act on my newfound understanding of principles and values. Before I started Tapatoru I was nervous to participate for fear of embarrassment or getting things wrong. I don’t have those same fears anymore, so the course was life changing. And this applies through to my teaching and engagement with Māori and Pacific learners.”

Overall, there has been a positive sentiment noted regarding the Pacific PLD suites, and the respondents felt that more colleagues should attend these PD opportunities:

“I thought badging was cool. The workshop was awesome. I will recommend all my team attend the same workshop and future workshops too and may even build that into our team plan.”

Pacific tertiary and community stakeholders and sector forums

Le Niu Northland community project in 2023



In March this year, and as part of the Le Niu initiative, our Pacific team – Pale Sauni and Saylene Ulberg – returned to Te Tai Tokerau and Te Hiku (Kaitiāia) to conduct follow-up workshops with their Pacific community contacts (as pictured in the above image and on page 86). ([See AR2022 page 63 for background on earlier Le Niu work](#)).

Researcher Clark Tuagalu conducted the Le Niu Evaluation project in conjunction with this engagement. The research, undertaken as an AARIA project, reached completion in early 2024 and will be available on the Ako Aotearoa website soon.



Aiono Manu Fa'aea

Pacific research projects under our AARIA programme

1. Le Niu Project – strengthening and supporting Pacific education pathways and communities – Clark Tuagalu and Saylene Ulberg

The overarching goals of the Le Niu project were to identify the enablers that facilitated community involvement, explore the methods employed to engage the community and analyse the responses received.

Finalised in January 2024, and due for publishing in March, the report sheds light on the short-term and long-term community engagement strategies implemented, the establishment of partnerships, and the overall community response to the project.

2. Phenomenal Educators Webinar – Aiono Manu Fa'aea

On the 15 September, project lead Aiono Manu Fa'aea ran a collaborative two-hour presentation on the Phenomenal Educators for Pacific learners' project funded through our AARIA programme. Twenty-nine people attended the

online presentation, and twelve completed a post-seminar evaluation survey.

The project builds on the '[Phenomenal Educators' project](#) and framework developed by Dr Cherie Chu and Janice Ikiua-Pasi. Aiono is exploring the use of the Kato Toolkit as the basis for Professional Learning and Development (PLD) to assess the extent to which it impacts on educators' knowledge and practice and their approaches with Pacific learners. It also explores the impacts on outcomes for Pacific learners.

Joining Aiono for the presentation was a panel of seven Pacific educators from different parts of the tertiary sector. They each shared insights on their experiences working with the Kato Toolkit as part of the research and described the benefits they were witnessing within their own departments and organisations:

- Rebekah Tuileto'a and Cam Marshall - Open Polytechnic
- Melissa Key - COMPETENZ
- Racheal Taula - Ara Institute of Canterbury | Te Pūkenga
- Helen Polamalu - graduate, Auckland District Health Board
- Maluseu Monise - Wintec | Te Pūkenga
- Sharon Malaitai - EIT | Te Pūkenga

According to post-seminar evaluation findings, 58% respondents found the webinar to be of high-quality and 33.3% found it to be of very high quality. Almost 92% of the respondents mentioned that the presentation was very valuable because of the guidance provided to align one's practice with proven strategies for ākonga success. The respondents enjoyed the variety of Pacific educators who exhibited good role-modelling by sharing authentic stories and experiences from their real lives, which were received as insightful and invigorating. In the words of a respondent:

“The experience and stories that the panel members shared [at the presentation] was eye opening. I learn from hearing others' experiences as that is a form of role modelling, so being able to hear these experiences was very valuable.”

Pacific Professional Development Scholarships 2023

This scholarship fund is designed to give teaching and general staff smaller, targeted support that can make a significant difference to their professional learning and development pathway and career development.

In December, we awarded six scholarships to the following Pacific staff:



Top row (left to right): Rosemary Anderson (NorthTec), Anne Hukiavave (Solomon Group/New Zealand Weld and Trade Services) and Joel Ali (Careerforce).

Lower row (left to right): Emma Packham (University of Waikato), Sashi Jeffries (Real World Education) and Angeline Taulia Malae (University of Canterbury).

About the scholarship recipients

Angeline Taulia Malae (University of Canterbury)

Angeline is an Academic Facilitator, Curriculum Developer and Coordinator for Year One of the Bachelor of Teaching in Primary Education. She wishes to pursue a Master of Education to further her leadership skills and professional and personal growth. Passionate about integrating Pasifika values and theories into her leadership role, Angeline believes Pasifika leadership is pivotal in fostering inclusivity and diversity within her academic community.

Anne Hukiavave (Solomon Group/New Zealand Weld and Trade Services)

In her role as Education Support, Anne supports tutors to provide excellent teaching delivery and participates in various

programme reviews and processes that lead to overall course improvement. She is interested in undertaking a range of Ako Aotearoa courses, as well as two-unit standards for designing, evaluating and moderating assessments. The courses will support Anne in career development and her ability to continue supporting her team.

Emma Packham (University of Waikato)

Emma lectures across a range of papers in the Bachelor of Teaching degree, including Professional Practice, Literacy Education and Te Tiriti o Waitangi. She is currently completing her Master of Education and plans to commence her three-paper thesis in 2024. As a Pacific Teaching Fellow, this Master's degree is crucial in developing her teaching and leadership skills, and will support her aspirations to continue study at PhD level.

Joel Ali (Careerforce)

Joel is an Apprentice Advisor who provides learning and assessment support and pastoral care to apprentices, as well as targeted support to Pasifika learners. Joel plans to study towards a Postgraduate Certificate in Education – Educational Leadership in 2024. As an aspiring Pasifika leader and vocational educator, this qualification will contribute to his career development, enhance pedagogy, and improve support for Pasifika learners.

Rosemary Anderson (NorthTec)

Rosemary is working towards a Masters in Māori and Indigenous Leadership, which she currently completes outside of her fulltime position as a Kaiako for Health and Wellbeing. Rosemary is undertaking such study to support a plan to bring a new Bachelor of Applied Social Work to the Northland, thus creating educational opportunities for whānau, hapū and iwi. With the right support and qualifications, Rosemary will help lead the new degree in 2025.

Sashi Jeffries (Real World Education)

Sashi is a Coordinator of Micro-credential Programmes with extensive laboratory experience, both commercially and in tertiary education. She wishes to attend four intensive training courses provided by the Measurement Standards Laboratory of New Zealand. This would complement her current upskilling to support two new metrology programmes within the Postgraduate Diploma in Analytical Science.

Evaluating the impact of our Pacific scholarships

A survey sent to 2022 Pacific PD scholarship recipients and nominators assesses the impact of the Ako Aotearoa Scholarship Fund on supporting Pacific tertiary staff towards leadership positions. Initial responses (as of March 2024) include two from Te Pūkenga and one from a PTE-based Scholar. Results show a notable positive influence on career aspirations, with 67% reporting enhanced pathways to leadership roles. Insights emphasise the program's role in fostering a supportive environment for Pacific learner success, improving accessibility, and eliminating barriers. Respondents also acknowledge intentional development from their employers.

One respondent said:

“The Pacific PD Scholarship encourages investment in Pacific staff, fostering leadership development and celebrating recipients, motivating others to apply despite fears of being overlooked.”

In 2024, we are committed to enhancing the depth of our understanding of the impacts of the Pacific PD scholarship programme through profound discussions with scholars and nominators in focus groups.



Ako Aotearoa Research and Innovation Agenda (AARIA) Programme

7

Funding teaching and learning projects that address tertiary priorities and support sector change



Research & Innovation

AARIA PROJECTS '23



An enormous amount of progress has been achieved this year under our AARIA programme. In May, we welcomed Dr Marvin Hao Wu as our new Programme Manager, Research and Innovation. Dr Wu's previous experience as the Research Programme Manager at Liggins Institute, University of Auckland, will ensure the effective strategic planning, decision making, and management of research projects.

2022 projects

Four projects commissioned in the 2022 round were completed in 2023:

1. **Ako Mai Me (Teach Me and help me learn) – The Dyslexic Learner Journey and Experience**
\$30,000 Ako Aotearoa contribution
Linda Rowan and Lesley Peterson
2. **Digital Literacy Framework scoping project**
\$18,000 Ako Aotearoa | \$2,000 Organisation
Anne Alkema
3. **Tapatoru (Ako Professional Practice Awards) Digital PLD Tool**
\$78,570 Ako Aotearoa | \$13,470 Education Technology
Gill Thomas, Education Technology
4. **Engaging Apprentices in the Construction Industry in the Online Environment**
\$35,000 Ako Aotearoa | \$25,000 BCITO
Leah Lacey and Janet McHardy, BCITO | Te Pūkenga

Projects 1-4 below will be completed in early 2024. Project 5. was unfortunately terminated due to the level of uncertainty from a governmental level.

1. **Phenomenal Educators Framework**
\$23,000 Ako Aotearoa | \$2,500 Organisation
Aiono Manu Faaea, MIT | Te Pūkenga
2. **Developing Te Tiriti e-Learning Modules**
\$50,000 Ako Aotearoa | \$20,000 Organisation
Christine Herzog, Te Tai-Awa o Te Ora
3. **Le Niu – Strengthening and support Pacific Education Pathways and Communities**
\$13,800 Ako Aotearoa | \$1,700 Organisation
Clark Tuagalu
4. **A Tuākana-Teina Model of Trade Training**
\$50,000 Ako Aotearoa | \$14,620 Organisation
Joshua Kalan, Te Whare Wānanga o Awanuiārangi.
5. **Tu Te Ngana Hau resource development**
\$20,000 Ako Aotearoa | \$6,500 Organisation
Matiu Julian, Primary ITO | Te Pūkenga



Success story

Engaging Apprentices Online Engaging Apprentices in the Construction Industry in the Online Environment

By Leah Lacey and Janet McHardy, BCITO | Te Pūkenga

Completed in November 2023, this project explored the online experiences of BCITO | Te Pūkenga apprentices in online engagement. It specifically sought to understand enablers and barriers for a group of construction workers, which included timely support with online engagement, access to the internet and access to appropriate devices and learning resources.

Regarding learning, literacy and digital skills support, the report recommends the following to enhance the online experience of apprentices:

1. A structured process continues to be used to identify the general LLN skills of an apprentice.
2. Ongoing support initiatives continue to address individual LLN needs, including the development of learner agency.
3. A structured, standardised process is developed using a collaborative approach within Te Pūkenga-BCITO and implemented to ensure that digital skills are assessed in the early stages of an apprentice's training to inform appropriate digital support requirements.
4. A process to provide appropriate digital skills training is developed and promoted to apprentices throughout their qualification.

The project and report have already gained positive interest within New Zealand and beyond. Project Co-lead, Dr Janet McHardy, presented the work at the Australian Council for Adult Literacy Conference in Adelaide and Te Pūkenga research hui. Tertiary Education Commission has also endorsed the work, by adding the resource to its online learning recommended resource page.

Traffic to the project page on the Ako Aotearoa website indicates a strong start to engagement, with 263 total project views and 50+ downloads of the report.

2023 funding round

In August, the Ako Aotearoa Board approved the approach to commissioning AARIA projects, with \$250,000 budgeted. By October 2023, Ako Aotearoa had received 25 research proposals from 45 invited strategic partners. In November 2023, after a comprehensive selection process, six outstanding proposals, with a total budget of \$243,256, were considered, reviewed, and approved by Ako Aotearoa and the Board. The six proposals in summary are:

- 1. Artificial Intelligence and Te Tiriti o Waitangi**
\$50,000 Ako Aotearoa | \$36,000 Ara Institute of Canterbury | Te Pūkenga
Selena Chan, Ara Institute of Canterbury (Research leader)
Trisha Lewis, Ara Institute of Canterbury | Te Pūkenga (Gen AI expert)
Stan Tawa, Ara Institute of Canterbury (Tikanga and Te Reo expert)
Amit Sarkar, Ara Institute of Canterbury (Gen AI expert)
Joanna Fox, Hagley Adult Literacy Centre, Hagley College (Foundation literacy expert)
Judy Magee, Otago Polytechnic | Te Pūkenga (Research designer)
Christine Beker, Otago Polytechnic (Data analyst)
- 2. Scoping the integration of AI in adult tertiary education: An equitable and outcome-focused approach in Aotearoa New Zealand**
\$32,500,000 Ako Aotearoa | \$10,000 organisational
Graeme Smith, Independent contractor
Michael Grawe, Education Technology
- 3. In the starting blocks: Scoping the experiences, vulnerabilities, and potentials of dyscalculic adult learners in Aotearoa New Zealand**
\$12,750 Ako Aotearoa | \$3,000 Organisational
Dr Damon Whitten (Independent research contractor)
- 4. Addressing racial equity and justice in the technology sector for Pasifika learners in Aotearoa New Zealand**
\$48,529 Ako Aotearoa | \$in-kind contribution
Dr Daisy Bentley-Gray, Unitec | Te Pūkenga (Research leader, general)
Dr Marion Mullaumaseali'i, Unitec | Te Pūkenga (Research leader, technology)

- 5. Activating Aotearoa histories: Giving effect to Te Tiriti o Waitangi in education through the Education and Training Act (2020)**
\$49,785 Ako Aotearoa | \$46,390 University of Waikato
Professor Mere Berryman, The University of Waikato
- 6. Leadership and management training – Te Tiriti o Waitangi**
\$50,000 Ako Aotearoa | \$50,000 Toi Ohomai | Te Pūkenga
Dr Judith Honeyfield, Toi Ohomai | Te Pūkenga (Research leader)
Cath Fraser, Toi Ohomai | Te Pūkenga.

Looking ahead to 2024

The 2024 round will focus on the following broader and targeted priorities:

With the establishment of an internal AARIA programme team, including seven research experts, and the successful AARIA Commissioning Funding Round in September 2023, Ako Aotearoa is now in a position to implement the AARIA Contestable Funding Round for 2024 from April, with reference to the funding priorities above.

Broader priorities:

- Ōritetanga (equity)
- Te Tiriti o Waitangi
- Auaha (innovation)
- Hua Akoranga (learner outcome)

Targeted priorities – two categories:

Education –

- Neurodiversity
- Leadership and Management Training
- Te Tiriti o Waitangi (Treaty of Waitangi)
- Mātauranga Māori (Māori knowledge)
- Pacific Cultures
- Reflective Practice

Technology –

- Artificial Intelligence
- Education Technology.

Ako Aotearoa Board's Strategic Sector Projects

Ako Explored – Six fundamental principles for enhancing learner outcomes in tertiary education

The project's aims were to first articulate key principles and practices that ensure successful teaching and learning, and then to make these accessible and relevant across the tertiary education sector.

On 25 October we launched this work with the project lead Linda Keesing-Styles at an online presentation and information session. Initial interest was very encouraging, with more than 140 people attending the session.

The supporting resources add real value for individuals and teams wanting to build contextual understanding and strategies to benefit staff and learners using these fundamental principles. Free coffee card guides address each principle separately. In addition, video clips were created to demonstrate how BCITO | Te Pūkenga and Unitec | Te Pūkenga staff apply the principles in their work. Other video resources feature past national teaching excellence awardees showing how a particular principle is evidenced in their successful teaching strategies.

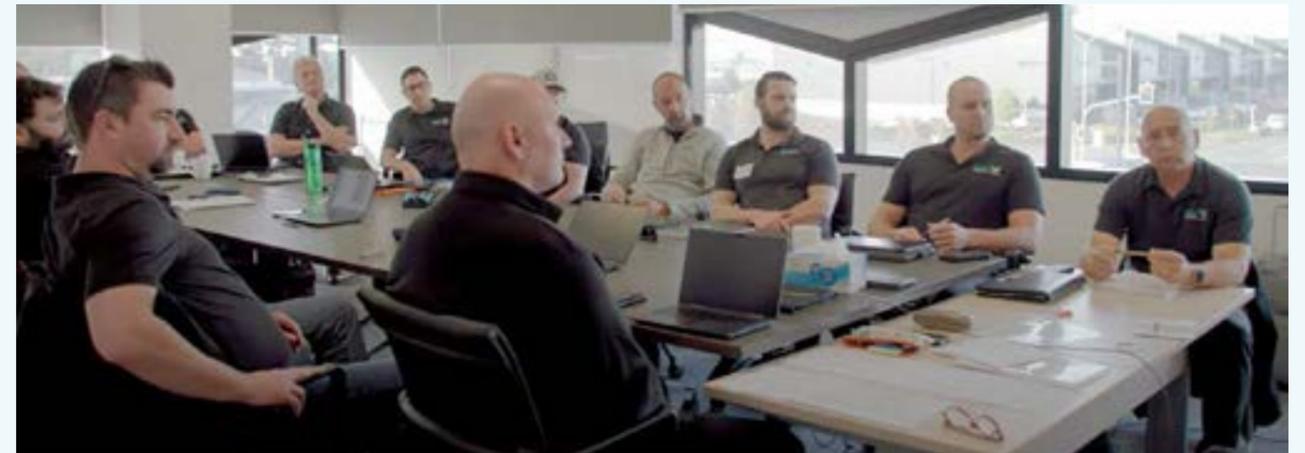
A PLD workshop is currently under development and will join the Ako Aotearoa professional development programme in mid-2024.



Ako Explored

Evidence-based learning and teaching practices that enhance quality of outcomes in tertiary education in Aotearoa: The kaiako's role

Linda Keesing-Styles for Ako Aotearoa



Ako Explored – continued

Success story

BCITO Training Advisor Capability Development

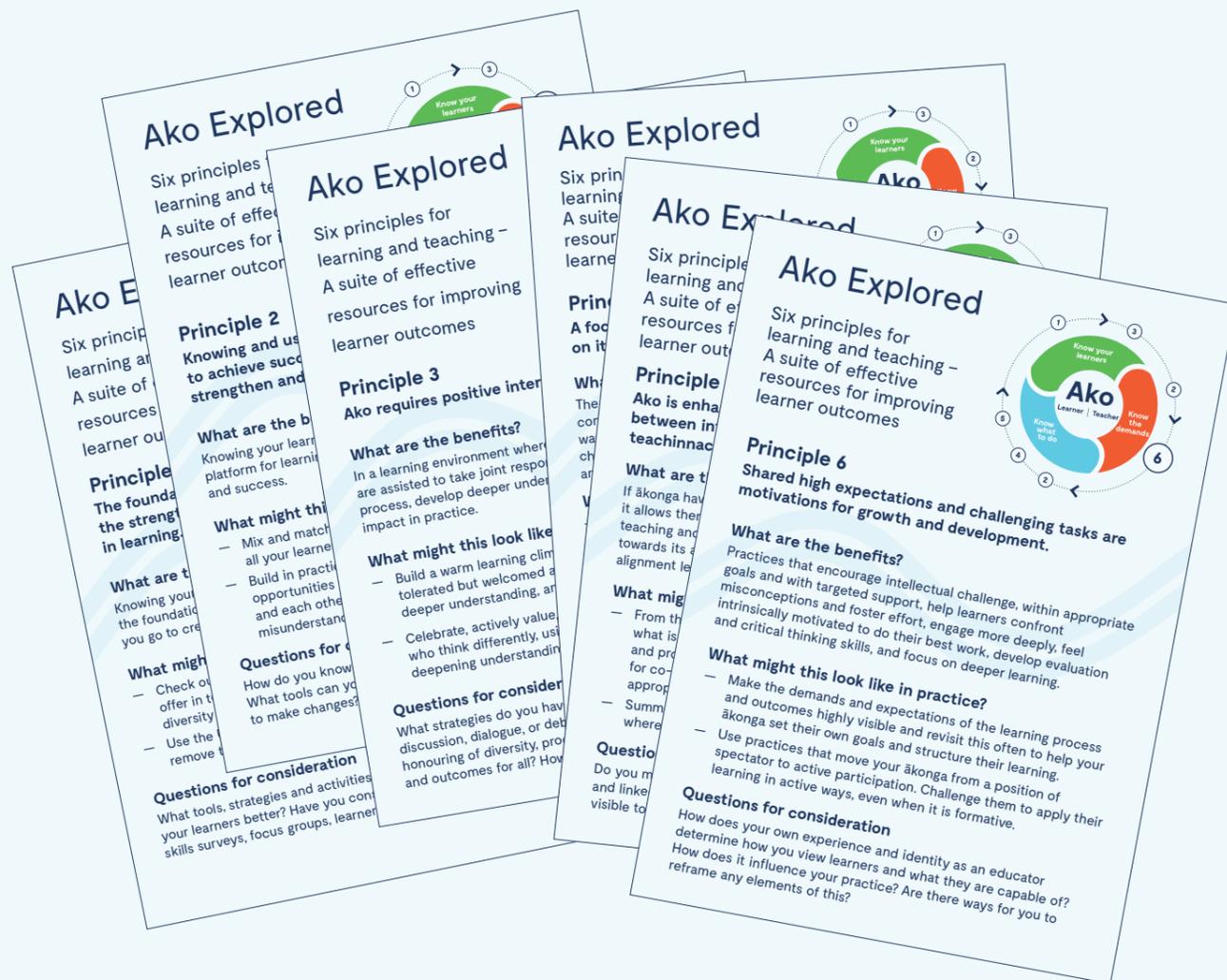
A short, sharp, and high impact project was completed with the BCITO national practice manager and workplace learning advisors (pictured above) in the latter half of 2023. The goal of the project was to weave the principles of Ako Explored into the capability development and competency assessment materials for both workplaces' learning advisors and training advisors. All material was developed in partnership with the workplace learning advisors.

Outcomes

- Ako Explored was woven into the Professional Practice Portfolio Capabilities of the Workplace Learning and Training Advisors (WLAs).
 - a. BCITO had already been developing a portfolio of capabilities and those relating to learning and teaching now all have links directly to Ako Explored.
 - Video clips to demonstrate how the WLAs explored the principles and applied them to workplace learning.
 - a. BCITO also uses the clips with Training Advisors.
 - b. The clips featured in the online project launch.
 - c. They are hosted on the [Ako Explored project pages](#) on the Ako Aotearoa website under "Outputs".
- There are two BCITO videos, three from Unitec and a further 14 video clips from past Te Whatu Kairangi/Tertiary Teaching Excellence awardees linking their good practice to a specific Ako Explored principle.

- A resource was developed translating each of the Ako Explored principles into BCITO practice examples, indicative practices and questions for further consideration.
 - a. This interpreted all the indicative practices from Ako Explored's six principles into BCITO workplace learning contexts and language.
- Set of 18 BCITO-specific coffee cards were developed (three for each principle) to interpret practice and provide probing questions for each sub-theme.
 - a. Written to reflect BCITO contexts and language and are a highlight for the team with their ongoing engagement with Ako Explored and the capability development of Training Advisors.

Read and download the set of [six Coffee Table Cards](#) available for all.



Pacific Teaching Qualifications

This project entailed the development of two micro-credentials that map to the L4 and L5 NZ Adult and Tertiary Teaching qualifications and provide a pathway to the yet unused L6 NZ Certificate in Pacific Teaching. The micro-credentials are targeted at both those teaching in Pacific contexts and those with an interest in improving their capability to teach students from Pacific nations.

All content has been developed in consultation with Pacific Peoples sector experts. In addition, indicative course content and assessments have been developed along with accreditation documentation awaiting support for submission to NZQA through an appropriate TEO.



Adult Language, Literacy, Numeracy and Cultural Capability (Manako)



Reducing barriers to learning for adult learners, educators and organisations



Ako Aotearoa Director Helen Lomax with Foundation Learning Senior Advisor Annette Tofaeono pictured at the Library of Congress 2023 Awards ceremony in Washington, October 2023. They were there to accept a “Successful Practices Honoree” award – only one of 15 awarded in 2023, on behalf of Ako Aotearoa’s Manako Programme of successful initiatives.



This year has seen significant achievements for our Manako programme, including the recognition of the Tapatoru Ako Professional Practice Awards, increased demand for the Dyslexia-Friendly Quality Mark accreditation programme and our international recognition as a Library of Congress “Literacy Awards Successful Practices Honoree” recipient.

The year has also highlighted the programme’s resilience and adaptability, as the team continues to demonstrate steadfast commitment to addressing the evolving Professional Learning and Development (PLD) needs within New Zealand’s tertiary education and training sector. The challenges encountered – diverse PLD demands, funding constraints, and the varying pace of organisational progress through our programmes – underscore the complexity of delivering tailored, high-impact PLD solutions.

Manako Professional Learning and Development courses, workshops and webinars

Despite receiving considerable interest from the sector throughout the year, our courses, workshops, and webinars faced a declining trend. While there was initially good uptake for the events that proceeded, we experienced unavoidable cancellations due to the ongoing impact of the current tertiary climate. Respondents to the 2023 Manako Sector Survey confirmed that these factors created barriers for the sector to engage in our PLD. Survey insights underline the necessity

Manako PLD Programme – Number of attendees per workshop type



Figure 8: 2023 Manako PLD attendees by event type.

for PLD to be comprehensive and focused on specific learning domains. We continue to work on aspects such as flexible options, accessibility, cost, content quality, and community engagement.

In 2023, the Manako in-house PLD attendance decreased by 58%, with 19 courses for 335 participants compared with 40 courses for 799 participants in 2022. The number of engaged organisations decreased from 12 to 9. This may be partly because organisations have been engaging with us in different ways, such as through the Tapatoru programme and our growing suite of self-directed courses. The participating organisations for in-house PLD in 2023 included Competenz, MITO, BCITO, Literacy Aotearoa, NMIT, English Language Partners, Edvance Workplace Education, the Flexible Learning Association of New Zealand, and Hato Hone | St. John.

Public PLD, with 41 public online courses and workshops and free webinar events attracting 516 participants, saw a marginal decline of 1.3% from the 2022 baseline. Overall, Manako's PLD participation declined by 35%, from 1308 in 2022 to 851 in 2023.

Manako sector diversity

Figure 9 below depicts sector diversity within Manako PLD participation and represents the varied sectors engaged in Manako professional learning and development activities, facilitating a comprehensive understanding of audience demographics.

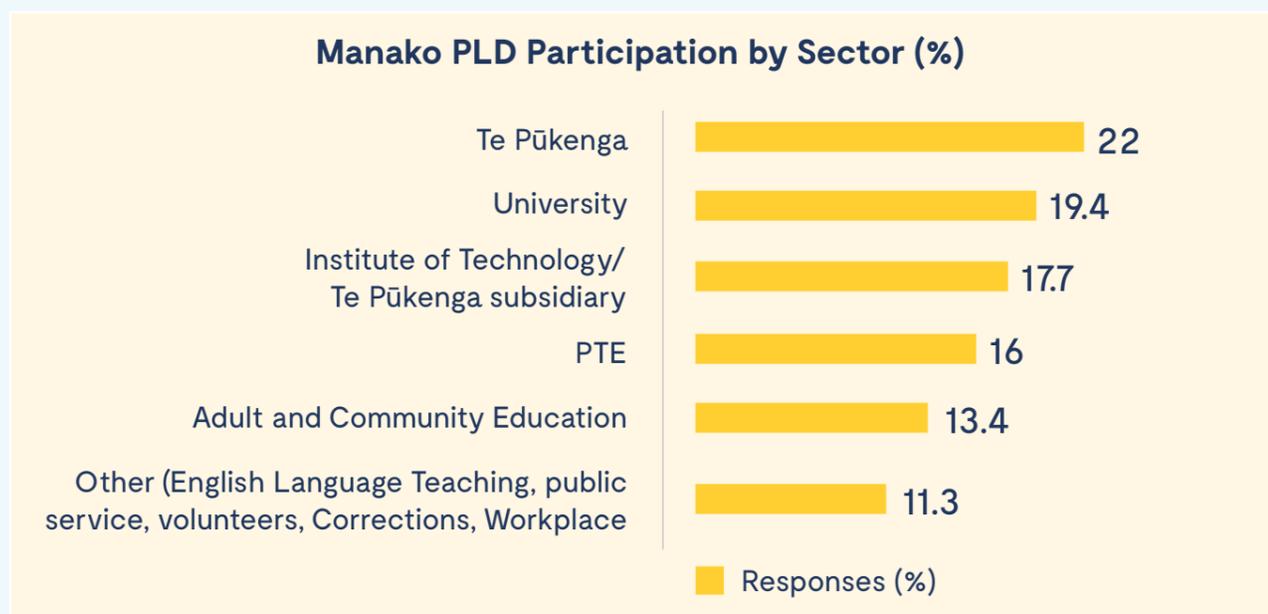


Figure 9: Manako PLD participation by sector based on 186 evaluation respondents

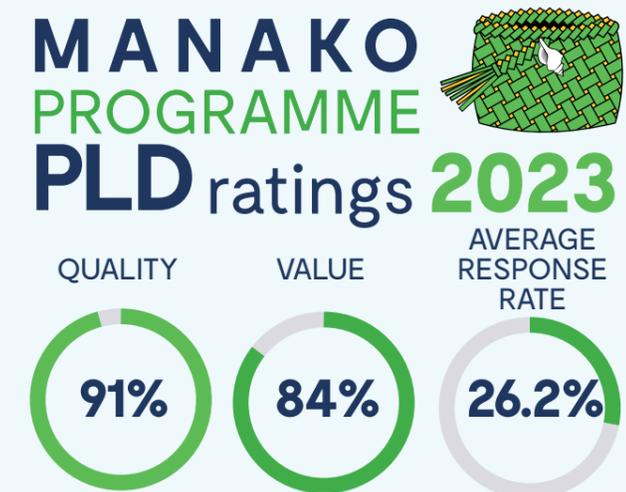
The Manako PLD quality rating increased significantly from 79% in 2022 to 91% in 2023, suggesting improvements in the overall delivery and content of the programme.

While the “value” rating of our PLD decreased slightly to 84% in 2023 (from 88% in 2022), the gap between the quality rating and the value rating indicates that, while participants perceive the programme as high quality, there may still be opportunities to better align it with practical application needs.

This suggests a potential difference between perceived programme quality and its perceived usefulness in practical contexts, highlighting an area for improvement which would enhance the programme's effectiveness and relevance for the Manako participants' professional development goals.

The average response rate for PLD evaluations has been 26.2% this year.

Manako Quality and Value ratings



The Manako PLD quality rating increased significantly to 91% in 2023 from 79% in 2022, suggesting improvements in the overall delivery and content of the programme.

While the rating for the value to enhance practice decreased to 84% in 2023 (from 88% in 2022), the gap between the quality rating and the value rating indicates that while participants perceive the programme as high quality, there may still be opportunities to better align it with practical application needs.

This suggests a potential difference between perceived programme quality and its perceived usefulness in practical contexts, highlighting an area for improvement to enhance the programme’s effectiveness and relevance for the Manako participants’ professional development goals.

The average response rate for PLD evaluations has been 26.2% this year.

Manako Year-over-year comparison and reasoning

Manako’s significant **35%** decrease in participation, from 1308 in 2022 to 851 in 2023, prompted a review of the probable underlying causes.

The main barriers to participation continue to be the cost of the PLD, and people’s time and workloads. People are asking for more, free PLD and flexible times and formats. In response to this we have extended our suite of self-directed Educator Pathways on Pathways Awarua, offering participants the flexibility to pursue professional learning in their own time and at their own pace, and we aim to extend this collection further. This will provide participants with more flexible options for PLD, including online, face-to-face and self-directed offerings.

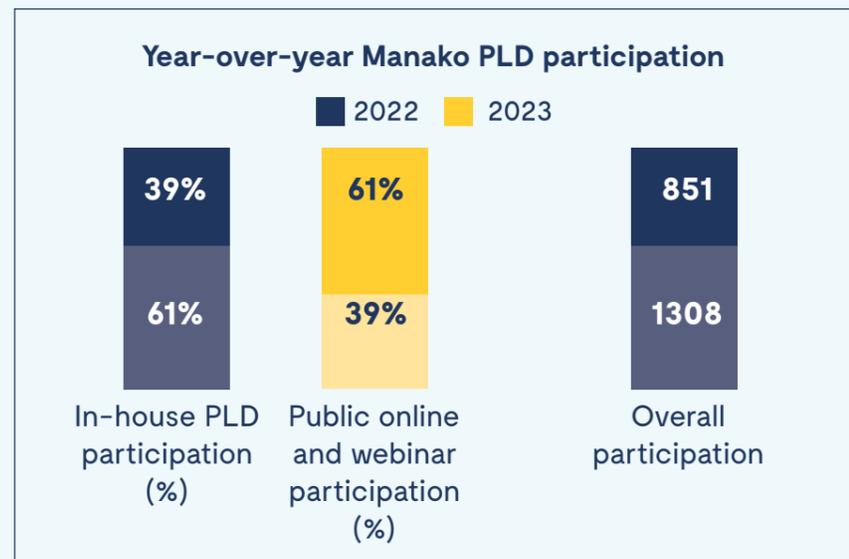


Figure 10: Year-over-year Manako PLD comparison by participation in in-house and online programmes

Moreover, organisational buy-in and the level of support to sustain learnings, particularly in introducing new changes, emerge as crucial aspects. The evolving structure of Te Pūkenga has further compounded these challenges, necessitating a holistic approach in addressing the declining participation trend.

Resources

With cost as a barrier, there is also a high need for free resources in the sector. We have tried to address this by creating resources aligned with priority needs. Examples of resources we have developed this year include:

- A Learner Agency Educator Pathway
- A Digital Literacy Educator Pathway
- A Universal Design for Learning Educator Pathway
- A Tapatoru Educator Pathway
- An assistive technology resource collection
- A Dyslexia-Friendly Style Guide
- The Tatari and Wānanga modules for our Māori Cultural Capability Pathway
- Digital Read-Along Stories.

Dyslexia-Friendly Quality Mark

Seventeen organisations are currently working towards achieving the Quality Mark, including four organisations registered for the intake that opened on 1 September:

1. Te Rito Maioha Early Childhood New Zealand - Leadership Team
2. Solomon Group
3. UCOL | Te Pūkenga - Student Success Team
4. Open Polytechnic | Te Pūkenga - Te Ata Māhina Bachelor of Social Work.



The 2024 March intake was filled by the end of 2023. Demand is high and we are working at capacity.



2023 DFQM Awards ceremony

The awards ceremony on 30 November, attended by **36** people from the five participating organisations, was a fantastic way to celebrate their success and hard work, which will benefit staff and learners well into the future.

Evaluating DFQM impact

DFQM participants were surveyed on their experiences through the DFQM process. Eighty-six per cent of respondents rated the DFQM's influence on fostering a dyslexia-friendly setting in their organisations as 'very high' or 'high'; and 'extremely valuable' or 'very valuable' for their learners. Key impacts of the DFQM on staff related to increased awareness and confidence that led to more inclusive and respectful communications and practices. (See Appendix C for a summary of the DFQM impacts and evaluations).

As per the post-Awards evaluation feedback (response rate 17%), participants particularly enjoyed the Awards ceremony for its:

- impactful storytelling and presenter passion
- positive news about sector developments
- balanced mix of professional and informal elements.



Overall, the diverse experiences and awardee achievements were highlighted as the enjoyable aspects. The Awards ceremony attendees felt motivated to join the Awards ceremony to express extreme pride in being honoured with the DFQM Mark, celebrate the success of other awardees, and acknowledge the hard work invested in achieving the award. Three respondents suggested that they would prefer these Awards celebrations as an in-person event next time.

Manako-supported AARIA projects

The following completed projects are also listed in the AARIA section, page 95.

The development of the Tapatoru Digital PLD Tool

Education Technology and Tarn Group

A digital planning tool, developed for educators, provides bespoke, personalised PLD pathways through the Tapatoru content on Pathways Awarua. This tailored approach to PLD, along with capability building, will help ākonga at our clients' organisations through increased focus on Māori and Pacific values. It will also provide a targeted approach to strengthening understanding and practice relating to working with Māori learners and Pacific learners, embedding language, literacy, and numeracy, addressing neurodiversity, and connecting with other PLD and content.

Scoping a Digital Skills Framework for Aotearoa New Zealand

Dr Anne Alkema (Independent research contractor)

This desktop literature review project and subsequent framework was completed by Dr Anne Alkema in June. Recommendations for further funding would see the development and implementation of a Digital Skills Framework that can be used to inform teaching, learning and assessment of adults' digital skills in Aotearoa New Zealand. Economic benefits include time savings, earnings, employment, transactions, communications, and ability to use online services.

Engaging apprentices in the construction industry in the online environment

Leah Lacey and Dr Janet McHardy

This project explores the experiences of Te Pūkenga-BCITO apprentices since the introduction of a new Learning Management System in 2021. The aim was to help to better understand the learners' experience of online learning, including the impacts of technology, barriers and enablers to digital learning, the relationship between low LLN skills and

digital literacy skill and how this might impact on access and engagement. It also explores how a digital environment can be improved to better support workplace learning.

Ako Mai Me (Teach me) (and help me to learn): The dyslexic learner journey and experience

Dr Linda M Rowan and Dr Lesley Petersen

Completed in late 2023, the Ako Mai Me project sought to explore the intricate experiences of dyslexic learners, identifying the complexities and challenges they have navigated in their educational journeys. The narratives collected from a cohort of 11 participants provide a comprehensive view that can inform future educational support mechanisms and teaching strategies.

A further three Manako-focused projects were commissioned in the 2023 round:

Scoping the integration of AI in adult tertiary education: An equitable and outcome-focused approach in Aotearoa New Zealand

Graeme Smith, Independent contractor
Michael Grawe, Education Technology

In the starting blocks: Scoping the experiences, vulnerabilities, and potentials of dyscalculic adult learners in Aotearoa New Zealand

Dr Damon Whitten (Independent research contractor)

Addressing racial equity and justice in the technology sector for Pasifika learners in Aotearoa New Zealand

Dr Daisy Bentley-Gray, Unitec | Te Pūkenga (Research leader, general)
Dr Marion Mullaumaseali'i, Unitec | Te Pūkenga (Research leader, technology)



Success story

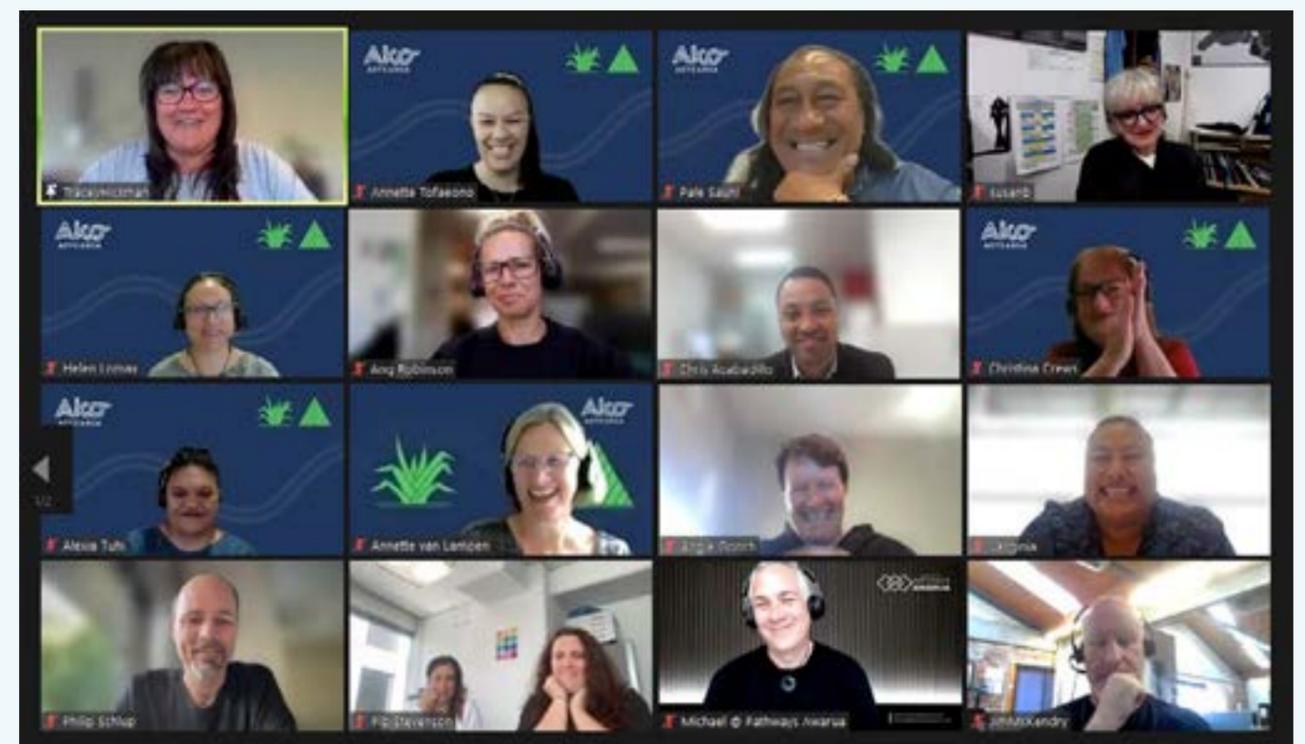
Tapatoru | Ako Professional Practice Awards ceremony

Developed by Ako Aotearoa, Tapatoru is gaining momentum across the sector and highlighting success for those organisations demonstrating unwavering commitment to vocational education and their learners/akōnga.

During 2023 we supported 79 staff from six organisations through the Tapatoru process – Te Mahi Ako, Pacific Coast Technical Institute, Hair to Train, Blueprint, Whitecliffe College and Skills4Work.

In late October, we celebrated the success of Te Mahi Ako, Whitecliffe College and Skills4Work – whose kaimahi (staff) achieved their Tapatoru – Ako Professional Practice Awards.

Fifty people joined the Tapatoru Ako Professional Practice awards online ceremony (pictured here), receiving high praise for providing inclusive workplace experiences, and their adept handling of technical issues, personal engagement through learner stories, enjoyable waiata, and informative insights about Pathways Awarua. Satisfaction and value ratings ranged from 99 to 100%, reflecting strong interest and positive feedback from attendees. One of the appreciative comments from the attendees was:



“I loved that you had a back-up plan when technical issues arose, and I loved that it seemed rehearsed, yet had flexibility. I also loved that you had learners from each organisation share their story, and I loved that the whole thing was very personal – thank you!!”

Tapatoru | Ako Professional Practice Awards is a values-led professional development initiative that focuses on fostering inclusive and effective learning environments and elevating the practice of tertiary educators and trainers. Built on four core values: Whanaungatanga (building relationships), Manaakitanga (showing respect and care), Wairuatanga (nurturing the spirit), and Aroha (empathy), the programme and Awards celebrate educators who excel in applying these values in their roles.

Awardee feedback

- Tapatoru awardee, Desiree Gelbart is a Quality Manager/Trainer from Skills4Work. She responded, “Every session was valuable. I gained new and built on existing skills and ako (knowledge). Each session inspired and motivated my practices both as QM and trainer”, she added.
- Pip Stevenson (pictured here), a Lecturer at Whitecliffe told us, “Tapatoru helped me reflect and reinforce what I was already practising and helped sharpen the areas I needed more knowledge on. The outcome is a better teaching experience for my students and Whitecliffe.”



Tapatoru on Pathways Awarua

During the ceremony, we also launched the new free, self-directed Tapatoru Online Educator Pathway on Pathways Awarua. Modules include:

- Planning your PLD
- Unpacking values
- Embedding language, literacy, and numeracy
- Māori cultural capability
- Pacific cultural centredness
- Learning differences
- Technology in education
- ESOL teaching
- Ako explored.

New content continues to be added to the Educator Pathway, including a digital planning tool that enables educators to design their individual professional learning pathway. This work was commissioned by Ako Aotearoa as a project through our AARIA programme (as mentioned on page 95).

Sector support through our Communities of Practice

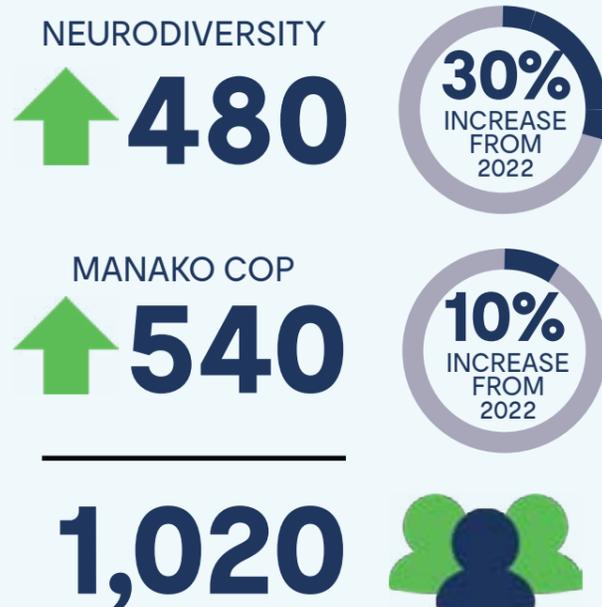
The Ako Aotearoa-led Communities of Practice is a great platform on which to build networks, showcase the mahi undertaken by the Manako team, and promote the products and services we offer.

The **Neurodiversity Community of Practice** has continued to attract a lot of interest from the tertiary sector. Numbers jumped to 480, from 369 the previous year, representing a 30% increase.

We delivered two online hui to CoP members with presentations on the following topics:

- The launch of the Do-IT Neurodiversity Profiler
- Promotion and debrief of the Neuroability Symposium
- ADHD and Autism as an Adult Learner in Higher Education
- Foetal Alcohol Spectrum Disorder awareness
- Dyslexia, including sharing stories for new article to build awareness in the community
- Neurodiversity Aotearoa (formerly Neurodiversity Coalition) Working Group Vision, Mission, and Purpose statements
- Updates around mahi Ako Aotearoa is doing in the ND space.

COMMUNITIES of PRACTICE members



The **Manako Community of Practice** membership has grown to 540 members, up from 491 the previous year, representing a 10% increase.

We delivered the following 12 webinars to CoP members:

| Workshop topic | No. of attendees |
|---|------------------|
| Digital Literacy Educator Pathway | 12 |
| Digital Literacy Educator Pathway (repeat) | 22 |
| OpenAI and ChatGPT3 What are they and how can you use them in education? | 11 |
| OpenAI and ChatGPT3 What are they and how can you use them in education? (repeat) | 12 |
| Universal Design for Learning: Creating inclusive learning and teaching environments | 15 |
| A Digital Skills Framework for educators and learners in Aotearoa New Zealand | 22 |
| A Digital Skills Framework for educators and learners in Aotearoa New Zealand (follow-up) | 5 |
| Launch of new Learner Agency Educator Pathway | 34 |
| Basic assistive technology tools to support learning | 13 |
| Supporting disabled students to reach their full potential | 15 |
| New ESOL resource collection | 10 |
| Unpacking Wellbeing and Safety within the Code of Practice | 16 |

Sector advisory work and stakeholder engagements

Sector engagement and advisory work has been undertaken with stakeholders from a range of organisations within the tertiary sector, including:

- Tertiary Education Commission
- Ministry of Education
- Te Pūkenga and Industry Training Organisations
- Universities
- Private Training
- Adult and Community Education
- Te Wānanga, Establishments
- New Zealand Defence College
- Tertiary Education Union, and
- the Pacific community.

Several presentations were delivered by the Manako team at conferences and other events, including; the Australian Disability Clearinghouse for Education and Training Universal Design for Learning Symposium, the New Zealand Association for Research in Education Conference, the Otago Polytechnic | Te Pūkenga Neuroability Symposium, and the University of Waikato and University of Newcastle (Australia) Te Puna Aurei Learnfest.

Neuroability Symposium



Ako Aotearoa staff and friends at the Neuroability Symposium: Image left: Corrina Gestro-Best, Annette Tofaeono and Christina Crews with Neurodiversity champion Mike Styles. Image right: Jennifer Leahy, Chris Coles, Graeme Read and Vicky Beckwith.

We were proud to sponsor Otago Polytechnic's (OP) Neuroability Symposium on 12–13 October. This inaugural, and highly successful, event was led by the OP duo of Rachel van Gorp and Stella Lange. It involved presentations, workshops, and panels from individuals who were associated with neurodiversity, either personally or through their practice.

Ako Aotearoa staff were pleased to attend and participate in the Symposium:

- DFQM facilitators Annette Tofaeono and Chris Cole gave an overview of the DFQM programme
- Southern Hub Manager Jennifer Leahy and Manako Programme Manager Graeme Read spoke on the 'Neurodiversity: Past, Present and Future' panel
- Manako Principal Advisor Vicky Beckwith gave a presentation titled 'Dyslexia is my normal: What does that feel like?'



Statement of Service Provision

Why does Ako Aotearoa (National Centre for Tertiary Teaching Excellence) exist?

| | |
|--|--|
| <p>STRATEGIC PRIORITIES:</p> <ol style="list-style-type: none"> 1. As a Te Tiriti o Waitangi-led organisation, Ako Aotearoa seeks to be a leading body in the tertiary education sector in a diverse Aotearoa New Zealand. 2. To lead change in teaching and learning excellence and educational capability, being agile, adaptive, and impactful to support the Tertiary Education Strategy (TES) priorities. 3. To champion learners as Ako partners, valuing their experiences, voices, and aspirations and those of whānau and communities. 4. Barrier-free access and strengths-based approaches to improve educational and other outcomes, particularly for Māori and Pacific Peoples. 5. To lead and build language, literacy, numeracy, and cultural educator capability in tertiary foundation and bridging education and workplace learning in Aotearoa. | <p>MISSION:</p> <p>Nā āheitanga ā-mātauranga, Ko angitū ā-ākonga.</p> <p>Building educational capability for learner success.</p> <p>We hold a vital place in Aotearoa, New Zealand’s tertiary education</p> <p>Landscape as an agent of change for quality teaching and learner success.</p> <p>We are committed to enhancing the quality of teaching and learning across tertiary-level education. Our work aims to strengthen how educators and their organisations deliver high quality provision for all learners.</p> |
|--|--|

What did Ako Aotearoa do during the year to achieve their functions?

| | | |
|--|---|---|
| <p>NCTTE Function 1: Building the teaching capability of tertiary education organisations and educators.</p> | | |
| <p>Metric: Educator Satisfaction and Feedback</p> <p>The participants who engaged with Ako Aotearoa PLD programmes and services were 88% satisfied (on average) with the service provision.</p> <p>The participants who engaged with Ako Aotearoa PLD programmes and services felt that the PLD offerings are 72.6% of value to them in enhancing their teaching capabilities.</p> <p>Ako Aotearoa uses a robust evaluation and monitoring system to measure the participants’ PLD engagement, experience, impact on learner outcomes, and enhancements to practice.</p> <p>The satisfaction and value ratings for DFQM and Tapatoru programmes, ranging between 99-100%, demonstrate attendees’ strong interest and positive feedback.</p> | <p>Metric: Professional learning and development programmes and services</p> <p>In 2023, a total of 1,826 participants took part in 142 courses, webinars, and workshops throughout the year. 82 of these were hosted by Ako Aotearoa PLD programme, while the Manako team delivered 60 courses, public online events, and free webinars.</p> <p>A total of 1,975 badges were awarded to educators who engaged in Ako Aotearoa in-PLD offerings to recognise learners’ continuing educational and professional development experiences.</p> <p>The Tapatoru Ako Professional Practice Award (Tapatoru) and the Dyslexia-Friendly Quality Mark (DFQM) are making sustainable changes within organisations and helping to build educator Language, Literacy and Numeracy Professional Development and Training.</p> <p>Five organisations achieved the DFQM in 2023, while four others joined the September 2023 intake.</p> <p>In 2023 we supported 79 staff from six organisations through the Tapatoru process; three organisations achieved the Tapatoru Ako professional Award in 2023.</p> | <p>Metric: Alignment and Support for Tertiary Teaching Qualifications</p> <p>Ako Aotearoa supported qualification updates aligned with the 2021 review, advising on eighteen revisions, including the New Zealand Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace).</p> <p>They also contribute to NZQA consistency reviews.</p> <p>Meetings with NZQA addressed qualification changes amid evolving landscapes.</p> <p>A Memorandum of Understanding was signed with Toitū te Waiora, exploring collaborations on neurodiversity, AI, and tertiary teaching qualifications, including discussions on potential Pacific qualifications and micro-credentialing.</p> <p>Ako Aotearoa contributes to consistency reviews of the qualifications. In 2023, this focused on the New Zealand Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace).</p> |

NCTTE Function 1: Building the teaching capability of tertiary education organisations and educators - continued

Metric: Quality Teaching

Te Whatu Kairangi nominations remained consistent at 25 in 2023 and 26 in 2022.

A new Le Moana Mua award was introduced to honour outstanding Pacific Educators, with two recipients in 2023.

Notable Kaupapa Māori awards included Associate Professor Enoka Murphy as Prime Minister’s Educator of the Year and a group of educators teaching immersion programs.

One nomination was in Te Reo.

Awards increased from 9 in 2022 to 11 in 2023.

General awards categories included innovation, diversity and inclusion, seamless transitions for learners, educational partnerships, work-based learning, and hauora initiatives.

Group awards criteria were updated, emphasising educators’ collaborative efforts, with three groups recognised for successful education/industry partnerships.

Priority 2: Commissioning and, where appropriate, conducting research monitoring and evaluation about effective teaching and learning in tertiary education.

| | | |
|---|---|---|
| <p>Metric: Addressing tertiary priorities and supporting sector change</p> <p>A new project commissioning model was designed and introduced in 2022.</p> <p>Four AARIA projects commissioned in the 2022 round were completed in 2023.</p> <p>In the next round, the Ako Aotearoa Board approved the commissioning of six new AARIA projects, funded for up to \$250,000 in total.</p> | <p>Metric: Evaluation of Research Effectiveness</p> <p>The AARIA Programme Team utilise their skills and expertise to ensure research quality, methodological rigour, stakeholder engagement, and contribution to knowledge advancement in the field of tertiary education and training.</p> <p>The completed projects, at different stages of dissemination, have gained positive interest and enthusiasm from within and beyond Aotearoa New Zealand.</p> <p>Tertiary Education Commission has endorsed one of the projects “Engaging Apprentices in the Construction Industry in the Online Environment” by Leah Lacey and Janet McHardy from BCITO, by adding the resource to its online learning recommended resource page.</p> | <p>Metric: Integration of research into teaching and learning contexts</p> <p>The Ako Aotearoa-funded projects provide evidence-based practices, resulting from commissioned research, that are applicable into the teaching and learning contexts.</p> <p>A PLD workshop is currently under development for the Board Strategic Project “Ako Explored: Six fundamental principles for enhancing learner outcomes in tertiary education” and will join the Ako Aotearoa professional development workshop in mid-2024.</p> |
|---|---|---|

| Priority 3: Providing associated advice to the tertiary education sector and government agencies. | | |
|---|--|---|
| <p>Metric: Stakeholder Engagement and Communities of Practice</p> <p>In 2023, we strengthened key sector relationships across various entities including iwi, government bodies like the Tertiary Education Commission and Ministry of Education, Te Pūkenga, Industry Training Organisations, Universities, Private Training Providers, adult and community education organisations, Wānanga, New Zealand Defence College, the Tertiary Education Union, and the Pacific community.</p> <p>There are currently 1,465 Community of Practice members across the three online groups – Manako CoP, Neurodiversity CoP, and Online CoP for NZ tertiary sector.</p> <p>Manako CoP membership increased 10% to 540 members from 2022, Neurodiversity CoP membership increased 30% to 480 members this year and the Online CoP for NZ Tertiary saw a small decrease this year to 45 members.</p> | <p>Metric: Responsive Advisory Services to Diverse Sector Needs, Including Policy Submissions</p> <p>Ako Aotearoa engage actively with the tertiary education sector through strategic forums, events, and networks, providing tailored advice to inform policy changes and foster innovation.</p> <p>In 2023 we ran a wide range of events that engaged 3,179 people, including the three Regional Forums, Tuia Te Ako online series, Te Whatu Kairangi awards ceremony, online ceremonies for DFQM recipients and Tapatoru awardees, and our Professional Learning and Development programme.</p> <p>Several policy submissions were made in 2023, including:</p> <p>Feedback on the NZQA guidance document and application form for micro-credentials.</p> <p>Facilitation of a presentation from a Swiss vocational education expert. Professor Antje Barabasch's online session compared the Swiss system of vocational education with New Zealand's. We also led in a useful discussion with Professor Barabasch and government agencies.</p> | <p>Metric: Feedback and Continuous Improvements</p> <p>Ako Aotearoa solicits feedback from stakeholders regarding the quality, relevance and usefulness of services provided.</p> <p>The 2023 Manako Sector Survey, with 141 total responses, shows the necessity for PLD to be comprehensive, addressing various aspects like accessibility, cost, content quality, community engagement, and focusing on specific learning domains.</p> <p>Also in 2023, Ako Aotearoa utilises stakeholder insights from evaluation feedback to identify areas of improvement and for enhancing the impact of different initiatives.</p> |

| | | |
|--|--|--|
| | <p>Contributions to the Adult Community Education Review of their Teaching Standards. The review aimed to refine the Teaching Standards and help to continue their successful integration.</p> | |
|--|--|--|

10

Financial Report

Ako Aotearoa
Statement of Financial Performance
As at 31 December 2023

| | | Full Year Actual | Full Year Budget | Full Year Revised Forecast |
|--|---|-----------------------------|-----------------------------|---|
| Income | | | | |
| TEC Payments – National Centre for Tertiary Teaching Excellence(NCTTE) | | 3,556,000 | 3,556,000 | 3,556,000 |
| TEC Payments – Adult Literacy Numeracy & Cultural Capability (ALNACC) | | 1,150,000 | 1,150,000 | 1,150,000 |
| TEC Payment – Te Whatu Kairangi Scholarships | | 200,000 | 200,000 | 200,000 |
| Interest Income | | 232,704 | 28,128 | 230,106 |
| Other Income | | 217,269 | 229,802 | 221,666 |
| Sponsorship | | 1,000 | 90,000 | 1,000 |
| Total Income | | 5,356,973 | 5,253,930 | 5,358,772 |
| Expenditure | | | | |
| Staff Related Costs | 1 | 2,839,929 | 2,481,780 | 2,762,664 |
| Asset Related Costs | | 4,080 | 9,627 | 4,080 |
| Overheads/Administration | | 496,007 | 501,100 | 511,139 |
| Other Direct Costs | | | | |
| Contracted Services | 2 | 756,506 | 933,600 | 771,638 |
| Research, Innovation and Strategic Projects | 3 | 63,176 | 500,000 | 500,000 |
| Scholarships | | 175,214 | 220,000 | 182,909 |
| Sponsorships | | 42,343 | 44,000 | 76,500 |
| Other Direct Costs | | 444,986 | 394,728 | 398,090 |
| Total Other Direct Costs | | 1,482,225 | 2,092,328 | 1,929,137 |
| Total Expenditure | | 4,822,241 | 5,084,835 | 5,207,020 |
| Surplus | | 534,732 | 169,095 | 151,752 |

Notes:

1. Includes salaries, accrued leave, superannuation, ACC, contract labour
2. Includes Governance, website & development, Te Whatu Kairangi Review Panel, PLD, Contracts for Services
3. Ako Aotearoa's Research and Innovation (AARIA) Projects including Board Strategic Projects

Ako Aotearoa Statement of Movements in Equity

| | Actual FY 2023 | Actual FY 2022 | Budget FY 2024 |
|--|---------------------------|---------------------------|---------------------------|
| Opening Equity Balance 31 December 2022 | 4,202,485 | 2,725,472 | 4,737,217 |
| Surplus as at 31 December 2023 | 534,732 | 1,433,201 | 0 |
| Closing Equity as at 31 December 2023 | 4,737,217 | 4,201,501 | 4,737,217 |

Prepared 1 February 2024

26 April 2024

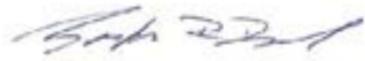
Helen Lomax
Ako Aotearoa
National Centre for Teaching excellence
National Office
PO Box 756
Wellington
6140

Dear Ms. Lomax

2023 Annual Accounts

I can confirm that Te Kunenga Ki Pūrehuroa Massey University's financial statements have been audited by Audit New Zealand and that the scope of the audit covers the National Centre for Teaching Excellence to the extent that they form part of Massey University's financial transactions for the year ended 31 December 2023. During the audit no issues were brought to our attention in respect of the accounts for the National Centre of Teaching Excellence.

Yours sincerely



Carolyn Dimond
Chief Financial Officer

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

Ako
AOTEAROA