

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

October 2017



Ako
AOTEAROA

**BUILDING CAPABILITY AND CONNECTION –
HOW AKO AOTEAROA IS ADDING VALUE TO
TERTIARY EDUCATION IN AOTEAROA NEW ZEALAND**

Publishers

Ako Aotearoa – The National Centre for Tertiary Teaching Excellence
PO Box 756
Wellington 6140
www.akoaotearoa.ac.nz

Published

October 2017
ISBN 978-0-947516-86-4 (print)
ISBN 978-0-947516-87-1 (online)



This work is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.

Contents

1	Section 1	Attaining the best possible education outcomes for all learners – the difference we make	1
2	Section 2	Ensuring the best possible outcomes for all learners	5
3	Section 3	Measuring our impact on sector leadership	9
4	Section 4	Strategic events	17
5	Section 5	Project Funding/Co-funding	23
6	Section 6	Professional Learning and Development	31
7	Section 7	Our role in building Aotearoa New Zealand's future	35
	APPENDICES		39

Section 1

Attaining the best possible educational outcomes for all learners - the difference we make

This report aims to demonstrate the impact that Ako Aotearoa's work has achieved over the past ten years, and, to share the vision for our future. The timeline on pages 2 and 3 (Figure 2) provides a striking picture of the journey so far. Over time we have continued to increase our reach across the sector, while maximising our value-add as an organisation and focusing on success for learners, to support the sustainable improvement of tertiary teaching and learning.

Ako Aotearoa has a unique position in the tertiary education sector. We provide advocacy and leadership on all aspects of better teaching theory and practice. Our goal is always to encourage and enable excellent teachers to support the growth of capable and skilled learners who can contribute to society and the economy.

We support educators, teams and organisations to frame all that they do around the success of their learners, including in workplaces, universities, wānanga, institutes of technology and polytechnics, independent tertiary enterprises, and in adult and community education.

We consistently achieve or exceed our financial targets and continue to enhance our organisational effectiveness in terms of the value and return on the investment made by the Tertiary Education Commission for the benefit of all tertiary learners. The timeline snapshot has key highlights of what we have achieved over our ten years in operation and how we have added value to the sector.

Understanding how we add value to Aotearoa New Zealand's tertiary education sector through the work we have already undertaken is critical to our success in the future, and to the success of those we work with. We report results of our Impact Evaluation Framework under four of our key areas of activity - Leadership, Strategic Forums and Events, Funded and Co-Funded Projects, and Professional Learning and Development.

Promoting excellence, sharing good teaching practice and collaborating on good teaching and learning ideas have always been the key drivers of our activities. But supporting learner success in any tertiary sector or context is why we exist.

FIGURE 1

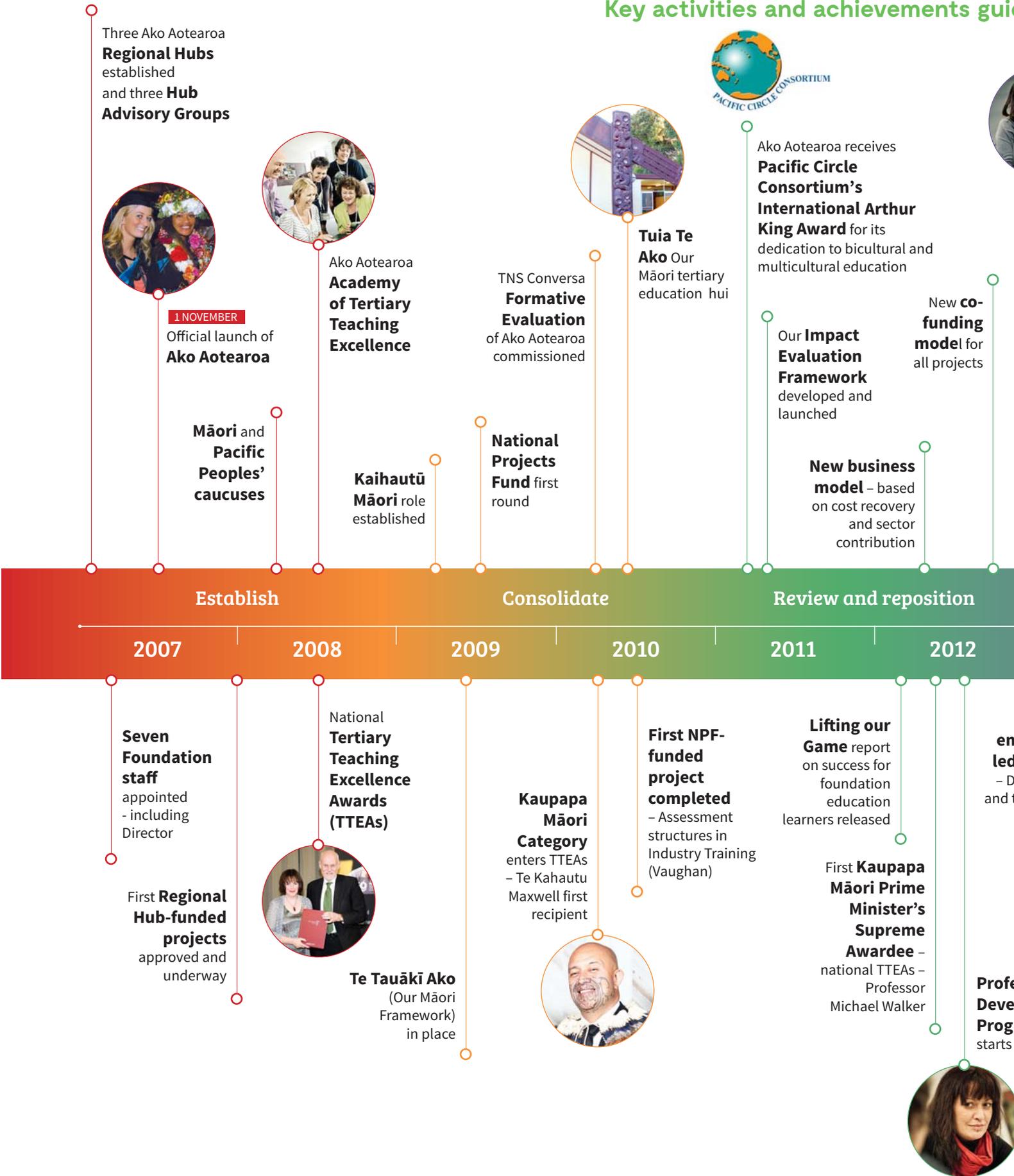
Ten years - key activities at a glance 2007 to 2017



FIGURE 2

Ako Aotearoa

Key activities and achievements guide



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

Ako Aotearoa Timeline

Building our past and shaping our future



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

Section 2



Ensuring the best possible educational outcomes for all learners

The Government's successive Tertiary Education Strategies to the most recent (2014-2019) and Māori education strategy *Ka Hikitia – Accelerating Success 2013-2017*, have framed our strategic priorities and guided all of our key activities. The Tertiary Education Commission's four frameworks for priority learners – Tū Māia e te Ākonga (Māori Framework), Pasifika Framework 2013-2017, Framework for Youth and Transitions, and the Literacy and Numeracy Strategy 2015-2019) have underpinned our work and partnerships with the TEC and the sector.

Our work in context

Ako Aotearoa's work aligns closely with government initiatives aimed at elevating educational outcomes for learners, whānau and families and communities. Like government, we are working towards a more highly skilled workforce and a better future for Aotearoa New Zealand.

For example, the Ako Whakaruruhau case studies on pages 25 and 26 have had considerable impact that improves trainee/apprentice success in industry through a mentoring programme to support Māori trainees, and a collaborative programme redesign that has influenced change at policy level. Our *He Taunga Waka* programme (profiled on page 32) funded by the TEC is leading the way in supporting educators working with Māori and Pacific adult learners in literacy and numeracy through a well-directed and inclusive approach. The future vision and credibility of the programme leaders has ensured the contract's success and extension.

Measuring our impact on productivity – BERL report

In 2016, Ako Aotearoa commissioned Business and Economic Research Limited (BERL) to analyse the economic impact of our activities. Led by Mark Cox,

the BERL team measured the contribution that the projects we fund have made to learners and the economy.

The project involved the analysis of impact evaluation data relating to 102 Ako Aotearoa projects – estimated to have reached 7,568 staff and 82,248 learners. BERL estimated that 822 more learners completed their

Our international work has steadily grown to include a significant benchmarking project with a broad group of providers from Australia, Aotearoa New Zealand and the United Kingdom, with a follow up benchmarking project with Pacific region universities. Other significant developments include:

- working with the Higher Education Academy (UK) to progress work on professional standards frameworks for teaching, and as a member of the Australasian advisory board
- joining, by invitation the judging panel for their 2017 inaugural Global Teaching Excellence Awards run in partnership with THE Times Higher Education.

qualifications, with the assumption that 1% of learners reached completed their qualifications when they would not otherwise have done so. This indicates that an additional 112 learners were enabled to become employed as a result of our project work.

A collaborative approach built on trust and confidence – Research New Zealand report

Key to our success is collaboration, and to do this effectively requires the building of strong and sustainable relationships that involve a high level of trust and confidence from our stakeholders. We recently commissioned Research New Zealand, an independent all of government (AOG) research provider, to survey stakeholder perspectives of our organisation.¹

Findings from Research New Zealand's report identify that Ako Aotearoa received a Net Trust Score (NTS) of 9 from those responding to the survey.² Respondents who scored a 9 or 10 are deemed to have 'High Trust', while those who scored 0 to 6 are deemed to be 'Low Trust'.

Sections 3-6 examine in more detail the impact of Ako Aotearoa activities in terms of reach, impact on practice and on learner outcomes:

- Sector Leadership
- Strategic events
- Co-funded projects, including national, regional and partnership
- Professional learning and development.

To outline the impact of our work, we have incorporated the voices of our key sector stakeholders in order to demonstrate how our work streams bring benefits to learners, to the tertiary sector, to communities, and to government.

¹ Kalafatelis, E., & Byrne, C. (2017). *Stakeholders' opinions about the work of Ako Aotearoa in the tertiary sector*. Wellington: Ako Aotearoa (unpublished).

² Net Trust Scores are used in private and public sectors as a measure of the strength of the relationship a stakeholder or a customer has with the company/organisation. Respondents were asked to consider the different programmes and services offered by Ako Aotearoa and to state to what extent they had trust and confidence in the organisation 'in providing programmes and services which result in the best educational outcomes for learners'. They were asked to use a standard 11-point scale to provide their answer to this question (0='no trust and confidence at all' and 10='full trust and confidence').



Section 3



Measuring our impact on sector leadership

Valued and trusted as a key strategic partner and leader

Valued as a key strategic partner and leader³

Independent	Holder and contributor of knowledge	Mana and credibility
-------------	-------------------------------------	----------------------

Our unique position in the sector is as independent, credible, and a holder and contributor of knowledge across key and diverse areas of tertiary education. These are the key factors underlying our leadership role in the sector. We are looked to for our:

- independent advice
- ability to drive cross-sectoral collaboration and work
- thought leadership
- contribution to policy.

Our leadership contribution is driven by the primary goal of enhancing effective teaching and learning to contribute to excellent education outcomes for learners. This focus drives innovation and sees us leading work in areas important to inform thought leadership and direct government's, and the sector's focus to key areas of educational practice.

Key leadership activities

Advice and information through submissions and consultation

Ako Aotearoa is an ongoing source of independent expert advice for government, officials, and national organisations by request and through formal consultation and submissions.

- In 2014, we were appointed to the New Zealand Qualifications Authority (NZQA) working group on consistency guidelines for qualifications.
- In 2013, we were invited by NZQA to join the governance group for the mandatory review of pre-degree qualifications in the teacher education field, and co-chaired with Christchurch Polytechnic Institute of Technology⁴ (2013–2015; qualifications listed in February 2016).

- We were invited by NZQA, specifically due to the quality of our work on foundation education (see below), to join and chair the governance group for the mandatory review of foundation qualifications (2014–2015; qualifications listed in December 2015).

Examples of our submissions include:

- The Productivity Commission's *New models of tertiary education issues paper* (2016).
- The Tertiary Education Commission's (TEC) *Draft code of good practice for New Zealand Apprenticeships* (2015).
- TEC's *Literacy and numeracy implementation strategy consultation paper* (2015).
- TEC's *Draft Tertiary Education Strategy 2014–19*.
- The Ministry of Education's *Industry training review: Proposal to improve the performance of the Government's investment in industry training* (2012).
- The draft outcomes framework developed in 2016 by the independent Vocational Education and Training (VET) Working Group comprising industry training organisations and institutes of technology and polytechnics.
- The independent review of the Committee on University Academic Programmes' processes.

The Productivity Commission's inquiry into new models of tertiary education was one of the most significant policy developments in the tertiary education sector in 2016. We made formal submissions on the inquiry papers and met with the Productivity Commission on several occasions.

³ The core themes in these highlight boxes are based on F. Chauvel's summations from Ako Aotearoa's work and focus, information from the interview feedback, and evidence of impact.

⁴ Now ARA Institute of Canterbury

Facilitating the tertiary sector's engagement with key policy developments

A key feature of the co-hosting of strategic forums is the opportunity we provide for tertiary practitioners and staff to hear directly from senior officials and politicians about key strategic and policy developments. We also organise opportunities for government officials to hear about relevant developments from practitioners, experts, and international speakers. (We highlight this in the section 'Strategic Events')

Benefitting learners by leading projects that develop capability and enhance sector practice

We lead projects that can tangibly support tertiary education providers and practitioners. We want them to engage in and develop effective practices to enhance teaching and learning practice for the benefit of learners. Our role often focuses on supporting tertiary education organisations to engage and develop within new policy settings or environments.

A key example is the work we have been involved in to support the capability-building of tertiary organisations in the strategic area of evaluative self-assessment. In 2013, Ako Aotearoa partnered with NZQA to produce organisational self-assessment case studies. The case studies were written to demonstrate practical examples of effective self-assessment practice operating in different tertiary education contexts. Building on from this work, we worked in conjunction with Evaluation Consult to co-develop evaluative self-assessment public professional development workshops for managers and practitioners.

Ako Aotearoa provides financial support for priority group leadership and capability development

We have provided financial support for capability development and leadership that helps us fulfil our mission. For example, in 2016, we launched a Pacific Professional Development Scholarship/Fund, developed by our Pacific People's Caucus.



"Ako Aotearoa sponsors Te Ara Whakamana every year, and plays an important leadership role. It's a key player in enabling important conversations between the tertiary and industry training sectors. Its work is really helpful in terms of promoting vocational pathways through its networks. A real challenge in New Zealand is to achieve parity with universities – that's seen as the gold standard pathway. Ako Aotearoa demonstrates that there are other ways to success. It also generates research and guidance that's very useful for policy development for wider government and the tertiary sector."

Paul Whiting, Ministry of Education

Evidence of impact through self-assessment

Self-assessment workshops have been delivered to reach nearly 200 managers and practitioners in Wellington, Christchurch and Auckland.

Participant feedback has indicated that the content, models, and shared and practical exercises undertaken throughout the sessions, are of high value. Participants told us they are helping them consider how they can employ the models and tools to make their own system work more effectively. Organisations said they are finding enormous value in having the "opportunity to build our own models and apply them to our own context".

"Best/most valuable workshop that I've attended for many years." (participant)

According to Paul Whiting from the Ministry of Education, a key contribution of A Foundation for Progression was the distinction made by Ako Aotearoa (see page 11) between definitions of work and occupational core competencies and the importance of occupational capability not being a substitute for the Core Capabilities (literacy, numeracy, learning, community and cultural, work, and progression). Our report informed the position that skills and competencies should be embedded in programmes rather than as separate unit standards.

The fund is designed to strengthen how Ako Aotearoa contributes to Pacific teaching leadership. We also increased its sponsorship of the Ministry of Pacific Island Affairs Youth Awards by including an internship worth \$10,000, organised through the Pacific People's Caucus.

Lifting Our Game: Achieving greater success for learners in foundational tertiary education

A pivotal report, *Lifting Our Game: Achieving greater success for learners in foundational tertiary education* (2012), provides a set of recommendations to improve outcomes for learners engaged in study at levels 1 to 3 of the New Zealand Qualifications Framework. It focuses on training programmes and programmes that prepare learners for further study.

A second report, *A Foundation for Progression: Graduate Profiles for Level 1 and 2 qualifications* (2014), resulted from a project commissioned by the TEC at the end of 2013. It involved a major consultative exercise with input from 120 individuals from 61 providers, and built on the *Lifting our game* report. The report provides a significant input into the foundation and bridging education qualifications review. It establishes a set of four generic graduate profiles and provides an important reference point for levels 1 and 2 education. It helps to ensure that those involved in developing and reviewing such qualifications are 'on the same page' when it comes to identifying their purpose and key elements.

Both reports had an immediate impact and continue to influence the development of foundation education policy and provision.

Building benchmarking capability and quality

International peer-review benchmarking for quality higher education in New Zealand

In 2015, we led a benchmarking project in conjunction with Dr Sara Booth (University of Tasmania), and a group of tertiary institutions from the United Kingdom, Australia, and Aotearoa New Zealand, trialling 'a proof of concept' benchmarking process. The benchmarking was designed to foster self-assessment, evaluative conversations and quality improvement. It offered an opportunity for institutions to reflect on what they were doing in a structured way.

⁵ Successful completion of a level 2 programme leading to the following outcomes: successful study at level 3 or higher; or successful completion of a level 2 programme leading to skilled employment, and that enables the learner to pursue higher-level study (including industry training) in the future; or successful study that enables learners to meaningfully engage in society in English or te reo Māori.

⁶ NZQA's *Review of foundation and bridging qualifications*. Needs analysis consultation summary and skills maps (June 14) and *Revised draft qualifications* after consultation for the *Review of foundation and bridging qualifications*.

⁷ For example, the *Ministry of Education's pathways advisory group 2015 discussion paper*.

Evidence of impact

Since 2012, TEC has recommended all providers of foundation education read *Lifting Our Game*.

Lifting Our Game has informed three key outcomes the TEC expects for foundation learners from funding provision⁵.

Lifting Our Game and *A Foundation for Progression* are the two resources TEC refers providers to in the Student Achievement Component Levels 1 and 2 competitive funding processes.

The core capabilities defined in *A Foundation for Progression* have informed the graduate outcomes defined in the development of the New Zealand Certificate in Foundation Skills (Levels 1 and 2).⁶ *A Foundation for Progression* was one of the documents drawn upon in the Ministry of Education's development of the Employment Skills Framework published in 2017.⁷ The Framework is a resource that describes the employability skills most commonly identified by Aotearoa New Zealand employers and is being actively implemented by Careers New Zealand, and is already well used by several organisations.

Evidence of impact on sector capability

Post-project feedback from participating institutions demonstrates the value that the 2015 benchmarking project contributed to sharing and reflection, and the strengthening of some initiatives since the project.

"It was a valuable opportunity to consider the variety of ways in which institutions can respond to critical goals and improvement opportunities, as well as developing new understanding around the ways in which international contexts and institution types impact approaches. The process supported an increasing emphasis on benchmarking and moving from an internal to external awareness of benchmarks. This was very valuable to the institution as we implemented our Quality and Standards Framework."

La Trobe University, Australia

"We found it useful to engage in the self-evaluation aspect of the process, and were able to identify both some real strengths, and some areas where there was scope for improvement...Both the self-evaluation and the discussions, together with the information contained with the report, have provided useful opportunity for reflection and some additional context for our work."

The Arts University, Bournemouth

Higher and vocational education peer review benchmarking in the Pacific region

Building on this work is a new partnership project – with Ako Aotearoa, the University of Tasmania and the National University of Samoa (NUS) – the Higher Education Pacific Peer Quality (HEPPQ) project.⁸ Five higher education (HE) institutions from Fiji, Samoa, Australia, and Aotearoa New Zealand are benchmarking teaching quality, programme quality and student voice in HE across the Pacific region. This includes benchmarking assessment in a range of disciplines; a self-review and improvement focus; building capacity to participate in external peer review processes to improve educational performance; and sharing good practice.

The process is being run virtually including regular skype meetings and through use of the Online Peer Review Portal <https://www.peerreviewportal.com>. The Pacific project team has access to peer reviewers through the portal. In three months of implementation the portal has registered 180 HE institutions and over 300 users.⁹ The Higher Education Academy (HEA) has asked for a demonstration of the Portal to see if it fits with the UK external examiners system.

Ako Aotearoa will host a two-day international peer review workshop in Auckland (6-7 November 2017), and including other HE institutions and regulatory agencies, to review and discuss project outcomes, to share good practice and opportunities for further sector capability building in the Pacific Region.

Technology in eLearning benchmarking project indicates demand for building sector capability

This partnership project, led by Phil Garing of Synapsys and Helen Lomax, Ako Aotearoa, engaged a diverse group of TEOs and provided them with a cross-sector process and mechanism to benchmark themselves on their progress with embedding technology in learning. The project objectives were to:

- Better understand their organisation’s current capability to respond to technology in learning, measured against an external rubric.

Project objectives:	% of organisations that met objective
Better understand current capability	63%
Build internal engagement and understanding	72%
Identify opportunities for development	81%
Better understand sector capability and benchmark	72%
Support the ongoing wider development of capability	100%

- Build internal engagement and understanding of the challenges to be addressed.
- Identify opportunities for development that will make the biggest impact for your organisation.
- Gain a better understanding of wide sector capability and benchmark yourself against it.
- Support the wider development of the sector as a whole.

Participating organisations comprised eight TEOs, including Otago Polytechnic, The Skills Organisation Inc., Literacy Aotearoa, NorthTec, CareerForce, Taratahi Agricultural Training Centre, Wellington Institute of Technology (Weltec), and Whitireia New Zealand.

While the project has only just completed its final milestone report and has yet to be published, preliminary assessment of the outcomes are promising (see table). It was particularly pleasing that all organisations attending the sector workshop want to extend the collaboration model beyond the end of the project.

Supporting students’ voices

The learner perspective must be heard if we are to improve outcomes for learners. We have directly supported initiatives to improve the active role of learners across tertiary education, and we have assisted the New Zealand Union of Students’ Associations (NZUSA) in their leadership role. The two organisations have worked in partnership over the last five years to strengthen the student voice in Aotearoa New Zealand tertiary education. This work included a range of activities, including a Partnership

⁸ This followed a 3-day introductory workshop hosted by NUS in Samoa in 2016. It was led by Dr Booth with Ako Aotearoa and involved 63 participants from 5 Pacific universities (Fiji, Samoa, Papua New Guinea), the University of Waikato, a University College, and the Samoan Qualifications Authority (SQA).

⁹ The portal was developed by CyberDesign Works in Sydney with Dr Booth.

project – Student Voice in Tertiary Education Settings: Quality Systems in Practice. We commissioned Heathrose Research Ltd to undertake the research.

This work – along with other joint work between NZUSA and Ako Aotearoa – has led to both organisations speaking on the Aotearoa New Zealand experience in Scotland, and connections being developed with similar work being conducted in Australia.

Student Voice Summits help cement a useful partnership

In 2014 and 2015, Ako Aotearoa and the NZUSA built on our partnership project by holding summits with students and staff from universities and institutes of technologies and polytechnics (ITPs). The summits promoted the importance of student voice and support effective student engagement in quality assurance. Representatives from sparqs (Student Partnerships in Quality Scotland)¹⁰ have presented at the summits on the Scottish approach to ensuring high-quality student engagement.

From 2016, Ako Aotearoa and NZUSA purposefully shifted the emphasis of the summits to a professional development model for students. We moved from a focus on information-sharing and best practice, to introducing knowledge and skills to support student leaders to effectively articulate and advocate for students. In 2017, the second summit under this professional development model was held with ITPs, bringing together 37 student representatives from 12 of Aotearoa New Zealand's 16 ITPs.

Student representatives surveyed after the 2017 ITP student leadership summit were positive:

- 94 per cent stated that the summit had improved their knowledge of the education system
- 100 per cent believed it would help them to be a more effective voice for students at their ITP
- 93 per cent rated the event as 'good' or 'excellent'.

NZUSA values the discipline, professionalism and accountability that we have added to NZUSA's work. They saw the opportunity to partner with us as a perfect fit, because of our ultimate focus on contributing to the best possible outcomes for learners. From the perspective of NZUSA, our partnership has given credibility to NZUSA's positioning in the sector. We have recognised the value of their contribution. According to Dr Alistair Shaw, the partnership 'opened doors', enabling connections with key people to be made from across the sector. This was important to NZUSA, who knew that there needed to be cross-sector engagement for good practice to be identifiable and transferable.

¹⁰ sparqs is a unique agency established by the Scottish government to support both students and institutions and is recognised as a global leader in supporting students to play an effective role in quality assurance and enhancement processes.

"The Learner Voice project identified the principles that underpin good practice and produced an extremely valuable self-review tool for institutions, students' associations and student representatives to use in partnership to help enhance student engagement."

Dr Alistair Shaw, Executive Director, NZUSA, 2013

Evidence of impact on student voice

Immediate impact for student representatives – Useful connections, knowledge of the system and good practices

Respondents who attended the ITP leadership summit particularly valued the event for the chance to connect with and learn from other institutions. They also valued developing a better understanding of how ITPs operate, and of how the education system as a whole operates.

"It was a great opportunity to network and share ideas. Everyone has things they do well and things they could do better...Good learnings. Something to take home."

Student summit representative

"It was great to see what other institutions around the country are doing and not doing, what's needed. We have areas where we are really onto it and where we can do better. It's a really valuable time to be exchanging contacts."

Student summit representative

Evidence of impact on effective student representation

Informal communication to both Ako Aotearoa and NZUSA staff indicates that attendees are putting what they have learned from the summits into practice. Examples include student representatives seeking out Academic Board meetings at their organisation, and establishing meetings of student representatives across faculties and between institutions.

An international university representative attending a university's faculty meeting recently shared with NZUSA that she was impressed by the level of relevant questions being asked by student representatives of faculty staff and their request for evidence to support information. The representatives had been supported in this area through the leadership summit.

Following the 2016 summit, and the message from the research that there should be investment in staff and training to support student voice, four entirely new positions were created (and an additional position re-appointed) focused on supporting student voice.

NZUSA has just signed a Memorandum of Understanding with the Academic Quality Agency (for Aotearoa New Zealand Universities) to support the engagement of students within the academic audit process. This has led to training to build a capable pool of senior student representatives to act as student auditors on academic audit panels in future audit cycles.

The movement towards hearing and heeding the importance of students' voice and representation was also seen in the decision of universities to retain student representatives on university councils after legislation removed that requirement.

He Taunga Waka - leading the drive to improve Māori and Pacific adult literacy and numeracy

Through our TEC-funded He Taunga Waka project, Ako Aotearoa holds a leadership role in supporting the government's drive to improve Māori and Pacific adult literacy and numeracy.

The inaugural **He Taunga Waka Wānanga/Fono** was held as a one-day event in September, 2016 at the Pacific Community Centre at MIT in Ōtara, South Auckland. It was attended by 29 registrants, with overwhelmingly positive feedback.

The Wānanga/Fono in 2017, (July 5-6), has seen a dramatic increase in attendance to 110. Extended to

Feedback from 2016 participants

"Truly a great workshop. Next level of experience. Amazing collaborative atmosphere. Very very happy and successful."

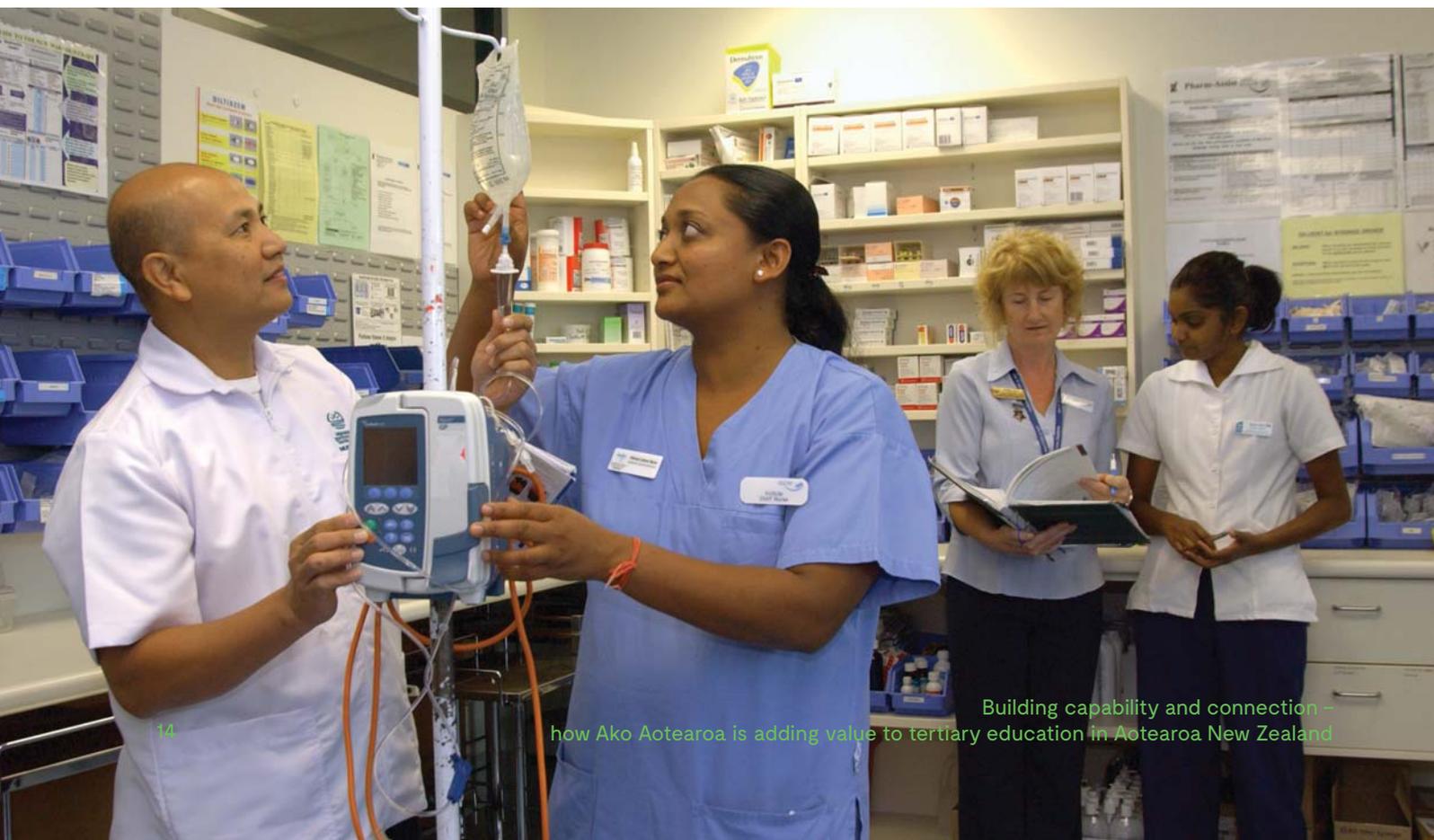
"Good hui. Build collective understanding about what we mean by culture and success. Great ideas. Need more of these workshops for tutors and educators."

"Inspiring. Affirming of our cultures. Will trial some 'new' strategies heard in this hui."

a two-day event, it was hosted again at the Pacific Community Centre.

The goals this year included:

- providing a forum for educators of Māori and Pacific learners and Professional Learning and Development for trainers to reflect, debate and share good practice
- identifying good practice and how it can be scaled up
- continuing to have two-way communication between government and educators
- continuing knowledge exchange, conversations, and collaboration across the sector to seek creative solutions that enhance literacy and numeracy outcomes for Māori and Pacific learners



FIGURES 4 & 5: TEC Reflections



- strengthening connections between the Literacy and Numeracy Strategy, Tū Māia, and the Pasifika Operational Strategy.

As the 2017 Wānanga/Fono was a very recent event, we have yet to complete the evaluation of the event. However, feedback after only the first day was very positive, as highlighted here in the Day 1 reflections from Kathryn Hazlewood and David Do, Tertiary Education Commission (Figures 4 and 5 above). We have provided these as an excerpt from a PowerPoint presentation.

Sharing this work more widely

This year, three interactive digital resources from 2016 were also completed and uploaded to our website.

- **Digital flipbook based on the Māori** (Ako, aro, whanaungatanga) workshop book

- **Digital flipbook based on the Pasifika Wave** workshop book

- **Digital flipbook of the Wānanga/Fono 2016**

These digital resources include video clips, teaching strategies, and activities based on Kaupapa Māori and Pacific perspectives. Educators and trainers can use them to enhance their engagement with Māori and Pacific learners.

The 2017 event was filmed professionally. Video-clips of the presenters will be inserted into a newly produced Digital flipbook of the Wānanga/Fono 2017.

Given He Taunga Waka’s strong performance to date, we are pleased to be currently discussing with the TEC exciting new developments for a contract variation for the second half of 2017. This will include developing cultural competency pathways for tertiary educators, and collaborating more proactively with other players in this sector.



Section 4



Strategic events

Enhancing knowledge to inform thinking and practice in areas of importance in tertiary education



We actively support and partner with organisations to deliver events of key relevance to educational practice in Aotearoa New Zealand. The diagram above highlights factors driving Ako Aotearoa’s active support of selected strategic events.

The events inform strategic thinking in key areas of tertiary education. They also have a practical focus, and provide the opportunity to learn about what other practitioners and jurisdictions are doing in the same or different spaces. People can tap into effective learning and teaching practice (including our professional development sessions and presentations on our funded projects).

The events provide the opportunity for cross-sector interactions with people who may not normally come together, to form networks, and build ongoing relationships.

Through the events, people become engaged in matters that they may not have been previously exposed to, or considered in much depth. They gain new understanding and interest in matters of national importance in tertiary education. For example, in 2016 representatives from the Productivity Commission spoke at two of the forums about proposed new models of education.

We support national events on specific topics, regional events relevant to regional priorities, and strategic forums that engage practitioners, tertiary education providers, and government. All of the events have the over-arching goal of achieving better outcomes for learners.

“People could leave knowing what was possible and some names of people who could help.”
2016 Te Ara Whakamana attendee

“It [the forum] offers the opportunity to learn and not to be left out in an area you may have some interest in. Knowledge is taken back to the organisations people represent. It is an excellent networking opportunity. The forum has developed a constituency.”
Stuart Middleton, partner, Te Ara Whakamana Forum



One-off national events were well-received

Our one-off national events have included the following:

- Introductory workshops by Emeritus Professor Geoff Scott (Office for Learning and Teaching, Australia) in 2016 on his new FLIPCurric online resource and the findings from his work with 3,700 learning and teaching leaders who co-created the online tool. The workshops were attended by 209 teachers and managers in three Aotearoa New Zealand Centres.
- The by-invitation Competency-based Learning and Assessment Colloquium in 2016 brought together presenters and attendees from industry, government, and different tertiary education organisations from across the sector. The colloquium explored future directions in competency-based learning and assessment, with the proceedings published in October.

Strategic forums provide new insights

We first partnered to deliver an annual series of strategic fora in 2013, beginning with the co-hosting of the forum Te Ara Whakamana with the Centre for Multiple Pathways. By 2015, we had established a programme of four key strategic fora that we have committed to co-host each year.

Renowned international speakers are a feature of most fora. Keynote speakers are invited to contribute to new insights and thought development on big picture issues. They also contribute to a small series of associated discussions and presentation events to widen the contribution they can make.

- **Te Ara Whakamana** – Aotearoa New Zealand’s largest forum, dedicated to education and employment pathways and transitions. It supports learning environments that enable learners to make decisions and progress successfully through education and high-quality careers.¹¹
- **The New Zealand Vocational Education and Training Research Forum (VET)**– Aotearoa New Zealand’s largest forum dedicated specifically to research on career, work, and skills-oriented education and training.¹²

¹¹ Typically, between 150 and 200 delegates and speakers attend from tertiary education organisations, secondary schools, iwi, businesses, and non-government and government organisations.

¹² This event began in 2003 as a solely Industry Training Federation (ITF) hosted event. From 2014 onwards, the event has been jointly run as a partnership between the ITF and Ako Aotearoa, ensuring it has a broad constituency that relates to the entire spectrum of skills-oriented education and training. Attendance typically ranges between 130 to 180 drawn from across industry training organisations, ITPs, private training establishments, wānanga, policy agencies, and a small number of universities.

Evidence of impact

- Making a difference—strong sector reach and value.
- Over 1,500 people have attended our strategic forums in the last three years and engaged in thought and discussion to help inform thinking and practice change towards better learner outcomes.
- Attendees typically rate the quality of the strategic forums as ‘Good’ or ‘Excellent’.
- Evaluation feedback shows that attendees particularly value the events for the professional development opportunities provided.
- Three-quarters or more of attendees responding to most evaluation surveys have indicated that the events have changed how they might think or practice in the fora subject areas.

Adding value – the VET Forum example

The 2016 New Zealand VET Forum included keynote addresses from Professor Ewart Keep, a leading expert on the relationship between skills and work, and Professor Alison Fuller, a globally influential thinker on apprenticeship training. Professor Fuller met with researchers and officials from key government agencies to discuss modern approaches to designing apprenticeships. Professor Ewart Keep engaged in a series of meetings with senior officials and a multi-agency seminar on the connection between education and labour markets.



- **The Pacific Tertiary Education Forum** – a whole-of-sector forum dedicated to enhancing Pacific student success. We established the forum after identifying that there was no existing national event for the sector to advance national discussion about Pacific learners.¹³
- **Student Leadership Summits** – centred on furthering student voice and leadership in tertiary education.

We keep our fora relevant and constantly update

Each year we review the fora to ensure they are relevant and appropriate for the sector's evolving news.

Partner perspectives: 1

The student summits co-hosted by Ako Aotearoa and NZUSA provide another key example of the effective way strategic events are shaped to evolve with the sector.

According to NZUSA, by starting first in 2014, bringing together student representatives and institutions, a real physical presence was given to this partnership. The focus on sharing practice added to the body of knowledge collected through the original research commissioned by Ako Aotearoa and NZUSA.

Discussions on good practice opened up discussions about areas of challenge, resulting in solutions that are being collectively worked on. For example, one ITP identified challenges with student engagement in lower-level programmes. This has subsequently led to an Ako Aotearoa-funded project focused on this particular issue. It has received a lot of interest from other ITPs.

Building on this work, the move to a professional development model in 2016 supported our putting good practice into action. It is resulting in some key changes to support the strength and place of student voice across institutions, as our case study above shows.

Partner perspectives: 2

A key example is the different outcomes that flowed following a presentation by Careerforce at a New Zealand VET Research Forum on industry-specific findings relating to Pacific trainees ('The Heart of the Matter'). Specifically, the Forum led to the following:

- Cross-industry training organisation (ITO) discussions about the lack of tertiary education research around Pacific within the industry training space. This led to the cross-ITO research co-funded by Ako Aotearoa: *Pacific learner success in workplace settings*.
- A Gateway relationship established between Careerforce and a high school that has since led to increased student participation through lowered costs of assessment due to the relationship established.

¹³ Attendance of the inaugural 2015 Pacific Tertiary Education Forum significantly exceeded a target of 60-80 attendees, with 98 people attending. In 2016, attendance increased to 127.

Partner feedback:

"Each year we review where we have taken people and where they are at now. Ideas have developed with the growth of policy. It is now more sophisticated. There is much more involvement from the tertiary education sector. The first conference was mainly schools. There are more theoretical perspectives. Learners are now presenting about their journeys. When we started out, people were working in isolation in this area in secondary schools. The secondary/tertiary scene was new in 2011. Through the forum people became connected. The focus on pathways and transitions is now normal. 17,200 school students are now educated outside the school setting."

Stuart Middleton, Centre for Multiple Pathways

From the perspective of the Industry Training Federation (ITF), the networking opportunities facilitated have resulted in important new collaborations and projects.

"The networking opportunities have led to a number of further collaborative projects, which is where we see the real value for our member ITOs."

Adrienne Dawson, ITF

- Lobbying for the representation of Māori and Pacific matters at the Industry Training Federation (ITF) level resulted in the formation of the ITF Māori and Pacific advisory caucus. The caucus reviews and discusses issues that face Māori and Pacific trainees within the industry training space.

Our standing has crucially influenced the quality of the events

Strategic partners indicate that they choose to partner with Ako Aotearoa because of our unique and important position in the sector. They value the natural alignment between the fora and our core purpose of contributing to excellent teaching and learning outcomes across the tertiary education sector. They identify the following key benefits in having partnered with us.

- The involvement of Ako Aotearoa means that the events are seen as relevant and this attracts attendance.
- The independent position that Ako Aotearoa has in the sector attracts cross-sector participation in the events.
- Ako Aotearoa’s reputation, credibility, and extensive networks, attracts diverse and quality international and national presenters.
- Ako Aotearoa adds quality and richness to the event programmes.

Ako Aotearoa is ensuring relevant, evidence-based, and diverse contributions

Through the strategic events, we have made a crucial contribution to:

- ensuring that the sector is informed and participates in matters of relevance to tertiary education
- informing policy and decision-making
- bringing international expertise and knowledge to inform thinking and debate
- creating a Forum to ensure a sector-wide focus on the success of Pacific learners, in the case of the Pacific Tertiary Education Forum featured below.

Pacific Tertiary Education Forum

From Tapeni Fa’alogo’s perspective as past Chair of our forum co-hosts the Association of Pacific Staff in Tertiary Education (APSTE), the key successes of the forum have been the:

- unique engagement opportunities between the TEC and those working on the ground, enabling TEC to hear from practitioners about their work, concerns and experiences
- highlighting of success in various parts of the sector

Partner feedback:

“Ako Aotearoa has a broader positioning. The partnership means that we can attract overseas speakers. It also gives the event academic credence. On our own, we would have had a lesser ability to attract outside this space. At the same time the partnership has widened Ako Aotearoa’s reach and networks.”

Stuart Middleton, Centre for Multiple Pathways

“Ako Aotearoa doesn’t just represent one part of the sector. They can bring people together. Ako Aotearoa is independent and has mana. People respect that. It is about what they stand for – enhancing teaching and learning.”

Alistair Shaw, NZUSA

Delegate feedback:

“I believe that the NZVET research forum was the catalyst for the high level of collaboration that now exists between the ITOs, including the formation of the ITF Māori and Pasifika caucus”

Joel Rewa-Morgan, Careerforce



- validation and recognition of the work different people are doing through engagement about this with Ako Aotearoa and the TEC
- collaboration and networking
- cross-sector attendance and input recognising that challenges faced are complex and are across different sectors (such as health).

Another of our important contributions is the opportunity we have given APSTE members to have strategic input.

Tuia Te Ako Māori tertiary education hui

Tuia Te Ako Māori Education hui, an annual event since 2010, is our Māori flagship event and tākoha to the Māori tertiary education sector. The two-day hui is strategically positioned as an opportunity for Māori in tertiary education. Hapū, iwi, and Māori community representatives from throughout Aotearoa come together to share in discussion and debate on a range of issues that impact on and/or improve the success of taura Māori and kaimahi Māori.

The hui enjoys strong attendance with numbers ranging between 130 and 300 each year.

Attendee feedback on the event has been extremely positive. The most recent, 2016 evaluation feedback,¹⁴ shows that:

- 98 per cent rated the hui as ‘valuable’ or ‘very valuable’
- 100 per cent considered the hui themes (Taunaki, Mana, Wairuatanga, Kotahitanga) to be currently relevant to Māori in tertiary education
- 97 per cent found the presentations as being ‘valuable’ or ‘very valuable’ in providing useful and relevant information and perspectives in the key themes.

In 2015, the hui trended at number two in Aotearoa New Zealand on Twitter.

External event sponsorships

Over the last five years, Ako Aotearoa has sponsored 20 to 25 organisations each year. We sponsor them to deliver external events relevant to our purpose and priorities. These events are largely annual gatherings for key tertiary groups of teachers, support staff and managers. We have built strong relationships over the years with these groups; ensuring active contribution from us to programme development, involvement on planning committees, and presence in the programme to ensure that: our work is shared broadly, issues and challenges are discussed, and opportunities for further work are identified and acted on. Examples of these groups include:

- National Tertiary Learning and Teaching Conference (educators from multiple parts of the sector)
- Independent Tertiary Education Aotearoa New Zealand (private training establishments)
- ACE Aotearoa annual conference (Adult and Community Education)
- Te Toi Tauira mō te Matariki (support staff in Māori organisations/working with Māori)
- Tertiary Education Research New Zealand (supporting all tertiary research around teaching and learning)
- Foundation and Bridging Education New Zealand

We contribute keynote presentations, plenary and panel sessions; sharing information about funded project work; and providing professional development sessions to introduce delegates to our latest professional learning offerings.

Partner feedback:

Past Chair APSTE Tapeni Fa’alogo, credits Ako Aotearoa for the existence and success of the 2015 and 2016 Pacific Tertiary Education Forum:

“From a funding perspective it wouldn’t have been able to get off the ground without Ako Aotearoa, and logistically, Nyk and Rhonda put the hard work in organising it. They also worked with TEC. We had a very good idea that the fono would be a success and people would come, but because it had not been done before, this was an unknown until the registrations opened.”

“The fono has complemented and allowed knowledge in our membership [APSTE] to be translated and shared to contribute at a strategic level. One of the things that we wanted from the fono was for APSTE to contribute at that kind of forum and leave our conference for connecting and building our membership, our people, in a safe environment. We now have the opportunity to do that with the support of Ako Aotearoa, and couldn’t have done it without that support.”

Tapeni Fa’alogo

Tuia Te Ako hui feedback:

“Sharing with kaimahi at the hui around supporting Māori learners helps reinforce current good practice and creates discussion to develop new ideas.”

2016 hui attendee

¹⁴ 26 per cent response rate.

Section 5



Project Funding/Co-funding

Supporting the enhancement of effective teaching and learning through evidence-based change projects and resource development

Since 2007, a total of \$15.8m has been invested in 308 evidence-based change projects to enhance effective teaching and learning, with high potential to benefit learners.¹⁵ Ako Aotearoa's contribution to that investment is over \$9.5m with a further \$6.3m (in dollars or in kind) coming from tertiary organisations since 2012, under our new co-funding model.

We invest in understanding the impact of projects on teaching and learning, and learner outcomes, so we require evaluation of all funded projects through our impact evaluation framework (IEF). Impact is gauged from information the project teams provide through a series of evaluative conversations undertaken at six, 12, and 24 months after the project is completed.

Our Impact Evaluation Framework – ‘measure, analyse and review’

In 2014, we¹⁶ collated the results of IEF conversations from a total of 108 fully-funded projects.¹⁷ In 2016, we did a similar exercise on a smaller scale. We collated the results of IEF conversations for a total of 22 completed co-funded projects where project teams had engaged in at least a six-month evaluative conversation¹⁸. Alongside that work, we commissioned interviews with budget-holders of 32 co-funded projects to gain their perspective about projects supported through the co-funding model¹⁹.

¹⁵ 84 National Project Fund projects since 2007 and 224 Regional Hub Project Fund projects since 2008.

¹⁶ Weir, K. (July 2014). *Enhancing tertiary teaching and learning through Ako Aotearoa-funded project work. Part 1. Collated results of impact evaluation framework conversations about national project fund projects completed from November 2009 to November 2013*, and Weir, K., Thomson, R., & Coolbear, P. (December 2014). *Enhancing tertiary teaching and learning through Ako Aotearoa-funded project work. Part 2. Collated results of impact evaluation conversations about regional hub project fund projects completed from June 2008 to November 2013*.

¹⁷ 27 National Project Fund projects and 81 Regional Hub Project Fund projects reported as 75 projects because six projects were merged with other projects.

¹⁸ Chauvel, F. (2017). *Collation of information from impact evaluation conversations about 22 co-funded regional hub funded projects*.

¹⁹ Chauvel, F. (2015). *Understanding the value of the co-funding approach*, and Chauvel, F. (2016). *Understanding project value and impact and the co-funding approach from the budget-holder perspective*.

Evidence of impact

Benefits to educators, organisations and learners

Information collated from impact evaluation conversations, for 124 completed projects sampled through the IEF, delivers a clear story of impact and development of capability that has involved

88,372 learners and 12,368 practitioners identified as benefitting from this body of work.

For learners that encompasses: increased student satisfaction and active engagement in their learning; improved numeracy and literacy; progression through their study and retention; higher levels of confidence and self-esteem; and being better prepared for industry.

Benefits to educators and organisations have contributed to those benefits for learners in the following ways: curricula redevelopment, enhanced pedagogical practices, greater pastoral care, new student-centred initiatives, and better industry and community interface. The diagram on page 24 demonstrates these benefits in greater detail.

“It’s been a total return on investment, completely worth it. This has been a very positive alternative way to deliver the programme. Students get it and see why it’s relevant. The main benefit has been the improved engagement and satisfaction of learners.”

Project budget-holder, 2015

This work has demonstrated the significant contribution we have made to enhancing effective teaching and learning practice through funded projects, and their contribution to excellent education outcomes for learners.

Adding value in terms of economic benefit and productivity

The report by Business and Economic Research Limited (BERL), commissioned by Ako Aotearoa at the end of 2015, identifies that our funded projects have likely delivered economic benefits in excess of their costs.²⁰ Similarly, budget-holders of co-funded projects interviewed have identified that the projects have offered value, value for money and a solid return on investment.²¹

Appendix 1 provides background and contextual information about Ako Aotearoa's project funding and the IEF.

Projects contribute to excellent educational outcomes for learners through effective teaching and learning practice

- **88,372** learners are identified as having or likely benefitted from 124 completed projects sampled²².
- **12,368** practitioners have or likely enhanced their teaching and learning practice from 124 completed evidence-based change projects sampled.

Figure 6 below illustrates the nature of changes to teaching and learning practices that have resulted from completed projects sampled from the IEF. It demonstrates resulting benefits and contribution to excellent learner outcomes.²³

Appendix 2 highlights a selection of projects demonstrating the linkage between enhanced teaching and learning practice leading to enhanced student outcomes.

FIGURE 6: Impacts from projects involved in our IEF process



²⁰ Cox, M., Stokes, F. & Dixon, H. (2016). *Estimating Ako's economic impact*. BERL, Wellington.

²¹ Chauvel, F. (2015). *Understanding the value of the co-funding approach*.

²² Despite the significant number of learners impacted, evaluative conversations have identified several key challenges for project teams identifying the extent of learner impact.

²³ Information collated from impact evaluation conversations for 124 completed projects sampled through the IEF.

Contributing to a more coherent knowledge base of effective teaching and learning in Aotearoa, New Zealand

The extensive reach of our funded project work is illustrated through the high rate of views of our project pages, and downloads of project outputs from our website. Data for 124 completed projects collated through the IEF shows that:

- **65,861** pages have been viewed by 48,580 unique users²⁴ (74 per cent)²⁵
- **28,482** project outputs have been downloaded from the Ako Aotearoa website by 23,144 (81 per cent) unique users²⁶.

Our website research register enables over 1,350 projects to be accessed. The projects are searchable by subject and discipline.

Appendix 3 provides project examples showing the significant reach of Ako Aotearoa's funded project work from a selection of some of the funded projects.

Budget-holders of co-funded projects interviewed in 2015 and 2016²⁷ valued the significant contribution to sector knowledge that our funded projects make, specifically in areas or contexts where knowledge has been lacking.

The projects have led to the development of core principles and/or frameworks that are being used to strengthen and make immediate improvements to programme practices and systems. These are considered useful to guide good practice for the benefit of the tertiary education and industry sectors.

²⁴ 'Unique users' refers to the number of individual visitors. Repeat viewers are only counted once.

²⁵ For Regional Hub Project Fund projects, 27,048 views were received by 22,923 unique users. For National Project Fund projects, 38,813 total views were received by 25,657 unique users.

²⁶ For Regional Hub Fund projects, there were 15,570 output downloads by 13,657 unique users. For National Project Fund projects, there were 12,912 output downloads by 9,487 unique users.

²⁷ Refer note 5.

²⁸ Led by Professor Ursula Cheer, University of Canterbury.

²⁹ *Weaving our worlds. Māori learner outcomes from an equity-focused strengths-based programme in health sciences* led by Associate Professor Joanne Baxter of the University of Otago; *Change strategies to enhance Pasifika success at Canterbury tertiary institutions* led by Pauline Luafatu-Simpson of the University of Canterbury; *Articulating and implementing a pedagogy of success for Pacific students in tertiary education* led by Dr Maureen Southwick of Whitireia Community Polytechnic; *Pasifika success in workplace settings* led by Peter Scanlan of Service IQ; and Catherine Savage, *Ako Whakaruruhau – supporting Māori apprenticeship success through mentoring and building employer capability*, Te Tapuae o Rehua.

³⁰ Dr Catherine Savage, Ihi Research; Nancy McConnell and Laura Clifford, from Hawkins Construction; and Kym Hamilton, Dr Eruera Tarena, Hemi Inia, and Mathias Pitama, Te Tapuae o Rehua.

Evidence of impact

Shaping effective teaching practice

Ako Aotearoa-funded projects are shaping effective practice at a sector level, and are contributing to enhanced teaching and learning practices for the benefit of learners on a wider scale. For example, findings from the project 'Informing the development of a student profile for LLB degrees taught at NZ universities'²⁸ has led the New Zealand Council of Legal Education to alter its reporting requirements for all Aotearoa New Zealand law schools to require the reporting of student pass grades, grade distributions, and degree completion rates by gender and ethnicity.

The creation of a solid body of work over time has enabled a strong evidence-base in key areas of importance to contribute to thinking and practice in tertiary education. For example, several projects²⁹ have developed an evidence-base to inform effective teaching and learning practice for Māori learners and for Pacific learners. These projects are grounded in strengths-based, solutions-focused approaches that address a deficit discourse.

Strengths-based project example

Ako Whakaruruhau - Supporting Māori apprenticeship success through mentoring and building employer capability

The project team³⁰ developed the strategy 'Ako Whakaruruhau' to improve learning environments on construction sites to increase the success of Māori apprenticeship trainees. The project team hypothesised that reducing the level of cultural difference between the employer and the apprentice would support apprenticeship success.

A core focus has been increasing culturally-responsive practice within Aotearoa New Zealand industry organisations to boost Māori learners' success and aspirations for leadership.

This includes:

- addressing a negative focus, and instilling an organisational culture of reflection
- mentoring, learning and manākitanga
- a common dialogue about Māori success and empowerment.

Systems support and guidelines were provided for Hawkins Construction, its employers, and sub-contractors, to work successfully with Māori trainees and apprentices.

Stereotyping and 'deficit' attitudes were one of the biggest barriers to address. By raising awareness,

key leadership staff and support personnel were able to reflect on their assumptions regarding Māori and work positively towards Māori success.

The team consulted with major contractors including Hawkins Group, Corbel Construction, Fletcher Construction, and Dominion Constructors as well as sub-contractors. They found that teaching resources were needed to support construction site mentors, who work closely with the apprentices.

The project team organised mentor training sessions and produced a mentor handbook and workbook for use on-site to support apprentices. The workbooks were distributed to lead contractors across Aotearoa New Zealand. They focused on developing site culture and site-specific toolbox talk cards to raise awareness about the importance of cultural knowledge on-site.

Understanding how our projects address key issues and identify gaps for future work

We have published at least four documents³¹ that synthesise project findings in key areas from across 100-plus projects. Those projects relate to effective practice to support successful Pacific learners, the interface between learning and work, e-learning, and good practice in the education of health practitioners. They provide a clear indication to us and our external stakeholders, as well as potential co-fundees, how the body of work addresses key issues. They also identify any gaps that may benefit from further work. Two new synthesis reports are due for release this year, covering our Māori-focused projects and foundation education.

Our funded projects have also provided the evidence-base for professional development workshops developed and facilitated by Ako Aotearoa to practitioners and institutions across Aotearoa New Zealand. We discuss this further under the summary of our Professional Development and Learning.

Adding value – the budget-holder perspective

External budget-holders³² have identified our co-funding as critical to enabling important projects – specifically those aimed at improving outcomes for priority learners – which may not otherwise have been funded or would have been undertaken on a lesser scale.

“The funding from Ako Aotearoa is invaluable. Projects such as these are seldom funded in the mainstream.”

Budget-holder commenting on an ITP co-funded project focused on Pasifika learners

³¹ *Success for Pacific learners in tertiary education* (by Alkema, A.), *Learning in and for work* (by Alkema, A. & McDonald, H.), *e-Learning in tertiary education* (by Marshall, S., & Shepherd, D.), and *Educating health practitioners: what works?* (by Alkema, A).

³² Refer note 5.

Evidence of impact (Ako Whakaruruhau continued from page 25)

Effecting organisational change for the benefit of Māori trainees

Over the length of the project the project team has seen:

- greater willingness of staff to take responsibility for apprentices' success
- use of the resources on-site and in organisations involved
- greater success for Māori apprentices when the support initiatives identified in the project were used in the workplace.

For Hawkins Construction, the project has given the opportunity to explore how to shift a Pākehā lens on Māori trainee engagement and to instil cultural responsibility. This has required a shift in mind-sets and language, moving from negativity to harnessing potential. Change is incremental and supported by mentors who work with both employers and trainees and apprentices.

To date, Ako Whakaruruhau has created about 60 industry mentors committed to workforce development and supported around 60 Māori apprentices.

Ongoing value

The project report provides recommendations on changes companies can make to support Māori apprentices on construction sites. The project has produced a range of free downloadable on-site training resources. There are plans to hold a workshop about the project for organisations supporting Māori apprentices.

Budget-holder feedback

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

Budget-holder from a university co-funded project evaluating strengthened approaches to support Māori learner outcomes

“Co-funding makes it possible for smaller institutions like this to undertake a very big project. Without the funding it may not have happened at all and we would have been stuck in the old programme structure, or have undertaken change in a shallow way.”

ITP budget-holder comment

PROJECT EXAMPLE

A successful collaboration

Matching vocational programmes to institutional and industry settings³³

The project represents an effective multi-partner collaboration contributing to the content of new automotive qualifications, and the quality and consistency of effective national educational delivery. The project documents the process of developing a high-quality programme of study in automotive engineering through investigating its delivery in four different ITPs to establish a consistent view and an agreed evidence-base of effective practice for apprenticeships. It was used to inform the review of qualifications.

Eight ITPs engaged in the project and became a consortium with a significant voice in the motor industry. At the time of completion, the consortium expanded to a further three ITPs, with interest from a further two.

Informing Aotearoa New Zealand Qualifications

The project recommendations contributed to the review of automotive qualifications as part of the Targeted Review of Qualifications (TRoQ) and at the time of completion had the potential to inform the training delivery of 14 ITPs and the quality and consistency of national educational delivery.

Enhancing teaching and learning

The project has likely impacted the teaching practices of more than 60 staff so far. Around 800 learners are estimated to have benefitted from the project.

Value to industry

Industry's satisfaction with the training package is indicated by an increase in the enrolment of apprentices with the providers involved in the project.

For Farmer Autovillage, one of the biggest employers of automotive staff in the Bay of Plenty region, (sometimes supporting up to eight apprentices at

“The biggest difference that the project has made is that it has cemented relationships with other ITPs. Increased collaboration nationally has led to a co-development team with an increased knowledge of the industry. Basically the project recommendations have been implemented in the new qualification. Over time we expect that there will be a consistent and higher quality graduate. This will improve the standard of the automotive engineer in all areas within our consortium.”

Malcolm Hardy, Head of School, School of Applied Technology, Toi Ohomai Institute of Technology

one time), the changes made to the automotive programme by Toi Ohomai have responded to an important need. This employer stopped using Toi Ohomai³⁴ several years ago, moving its apprentices to another training organisation because of impracticalities with its mode of training delivery. Since changing to the new training model, involving block delivery, and Toi Ohomai's greater engagement in the workplace, Farmer Autovillage has reverted to using Toi Ohomai to support automotive apprentice training. Other reciprocal benefits include the employer telling Toi Ohomai's students the qualities employers want in an apprentice, and their expectations in the workplace. Toi Ohomai's staff also benefit from the relationship with Farmer Autovillage, upskilling and keeping up-to-date with latest technologies.

Continued value

The project team believes that the project findings and key principles in the automotive area are transferable and suitable for other apprenticeship systems. A new focus is emerging for an improved repair industry to focus on better outcomes, consistency, and flexible training for learners.

Over time, the project team expects that there will be more consistently high-quality graduates, improving the standard of the automotive industry within the consortium.

³³ Led by Sean Squires, Toi Ohomai Institute of Technology.

³⁴ Then called Bay of Plenty Polytechnic.

Image supplied by Sean Squires.



Promoting collaboration across different parts of the sector benefitting effective practice and learner outcomes

Our funded projects have provided project team members with invaluable research and project work experience, enabling numerous learnings and insights to support future work. As a result of the projects, project members have grown in knowledge and capability, engaged in further work and study, and established important collaborative relationships³⁵.

- **62 of 124** projects sampled through the IEF identified that project teams had benefitted from the project work by the development of professional relationships and their reputations internationally and in Aotearoa New Zealand.

A number of projects are multi-partner and have been conducted collaboratively across and within different parts of the tertiary sector. This has led to ongoing professional relationships and sharing of effective practice for the benefit of learners.

Multi-partner collaboration and resulting evidence-based effective practice are contributing important developments to inform tertiary education practice nationally and internationally.

Our project-funded work has supported the continued evolution of Dedicated Education Units in nursing education, which has demonstrated enhanced outcomes for learners. Since the completion of the funded project, Dedicated Education Unit: Enhancing Clinical Teaching and Learning,³⁶ which trialled two Dedicated Education Units (DEU) in workplace contexts, there are now 16 additional DEUs that have been established in 25 clinical settings. International interest in this work has been strong, particularly from the United States of America, Australia, and Wales.

We continue to support this important work through co-funding the in-progress project, Perioperative Interprofessional Dedicated Education Unit Pilot Project³⁷. This is a collaboration between Manukau Institute of Technology, Counties Manukau Health, and the University of Auckland. It uses the DEU concept as a proven clinical education model in which to encourage collaborative, interprofessional learning.

³⁵ Identified through evaluative conversations with project teams and interviews with project budget-holders undertaken in 2016.

³⁶ Fourie, W., Manukau Institute of Technology, and McClelland, B., Counties Manukau District Health Board.

³⁷ Fourie, W., Manukau Institute of Technology, Crisp, V., Counties Manukau Health, et al.



Section 6



Professional Learning and Development

Sharing evidence-based effective practices to support positive change in teaching and learning that benefits learners

Our Professional Development workshops

Since 2012, we have had a key role in developing and offering both public and in-house professional development (PD) workshops to the sector. The workshops are designed to enhance teaching practice and to support organisational strategies aimed at improving educational outcomes for all learners.

The PD workshops cover a vast range of teaching and learning-related topics including:

- supporting Māori learners
- teaching practice and strategies
- assessment, self-assessment, research skills, literacy and numeracy
- supporting Pacific learners
- vocational education
- mentoring
- student engagement.

The workshops are face-to-face and for either a half or full-day. They attract participants from different tertiary education organisations across the sector.

The workshops are developed from Aotearoa New Zealand-relevant evidence-based research funded by us, and/or evidenced good practice already established within the sector.

Overall reach and impact of our Professional Development

- 5,902 participants have been reached by a total of 398 professional development workshops delivered by us from 2013 to 2016.
- We have exceeded our annual professional development income target each year since the professional development workshops have been delivered.

- 96–98 per cent of participants responding to workshop surveys have rated the quality of our workshops as 'high' or 'very high' every year since 2012.
- 95 per cent³⁸ of participants responding to a workshop survey each year since 2012 have rated the workshops as 'valuable' or 'very valuable' for improving their practice.

Successful practice change - highlights

Our PD workshops have contributed important benefits to inform teaching insights and support changes in teaching and learning practice.

Two-month post-workshop survey feedback provided from 52 participants attending one of 15 different in-house professional development workshops in 2016, identified that many workshop participants have made successful changes in their teaching practice because of our PD workshops.³⁹ Practitioners identified that they have made changes to their practice by:

- incorporating student-centred practices
- incorporating culturally-focused practices
- undertaking new assessment approaches
- supporting group learning
- using new self-assessment techniques.

In addition, two organisations that commissioned in-house PD for staff in 2016 reported that the workshops have enhanced teacher practice by:

- contributing to reflective practice
- helping to support learners to learn
- reinvigorating and contributing new ideas
- providing knowledge and techniques to support group learning
- enhancing Māori engagement.

³⁸ The exception was in 2014 when 99 per cent rated the workshops as 'valuable' or 'very valuable'.

³⁹ Just 52 responses were reviewed because of a variable response rate to the online two-month post-workshop survey.

He Taunga Waka



He Taunga Waka involves our delivery of the two workshops 'Ako, Aro and Whanaungatanga' (Māori) Educator Workshop, and 'Pasifika Wave' (Pacific) Educator Workshop.

The public workshops are delivered as free events focused in the priority regions of South Auckland, Northland, and Rotorua/Bay of Plenty. They have also been delivered to organisations with high numbers of Māori learners and/or Pacific learners, and to tertiary education organisations with continuing high disparities of performance outcomes compared to non-Māori and non-Pacific learners.

The delivery of the professional development workshops has been underpinned by a formative evaluation conducted by NZCER. This indicated that the professional development workshops were extremely successful in terms of the participants' overall experience, content and expanded knowledge.

The most significant impact reported was of participants' increased understanding of effective ways to engage with Māori and Pacific learners.

Post-workshop feedback has identified how changes teachers made in their own practice (post-workshop) had impacted on their teaching and learning. For example, tutors commented that their Māori learners were now more open to conversation and discussion, engaged, and able to ask questions with greater confidence.

Supporting enhanced organisational practice

We have supported providers to make change at an organisational level through PD workshops for managers. For example, the evaluative self-assessment workshops delivered in conjunction with Evaluation Consult include the workshop 'Using Evaluative Self-assessment to Manage Organisational Success'. The following case study is an example of the difference participation in the evaluative self-assessment workshops made for one organisation. The ongoing work that continued led to enhanced organisational practice.

⁴⁰ The range reflects that the post-workshop survey asks participants to respond to different ranges of learner numbers who have benefitted e.g. 1-15 learners.

Evidence of improved learner engagement and participation

Post-workshop survey responses from 52 in-house PD attendees identified that between 271 and 454 plus⁴⁰ learners are estimated as benefitting from practitioner's engagement in the professional development workshops just two months after their engagement in the workshops.

Commonly, practice changes made as a result of our different PD workshops are repeatedly seen to have led to increased student inclusion, and students improved engagement and participation in learning. These are key benefits for learners resulting from the PD. Importantly, the improved engagement of priority learners is regularly identified.

We have developed PD workshops to support government and sector priorities focused on improving outcomes for learners. For example, 'He Taunga Waka', established in 2015 in partnership with Literacy Aotearoa, is funded by the Tertiary Education Commission (TEC), and set out to better support the achievement of the Māori and Pacific outcomes and objectives set out in the TEC Adult Literacy and Numeracy Implementation Strategy 2016.

Evidence of reach and impact

- 1,086 participants have attended one of 95 free workshops delivered in 2015 and 2016.
- 96 per cent of survey respondents rated the 2016 Ako, Aro, and Whanaungatanga workshops as 'very useful' and 'useful'.
- 97 per cent rated the Pasifika Wave workshops as 'very useful' and 'useful'.
- For tertiary organisations, a critical mass of educators and other staff have increased their cultural awareness and gained new cultural knowledge, which prepares them for better engagement with Māori and Pasifika adult learners.
- Educators have had opportunity to develop authentic skills in culturally-appropriate teaching practices to apply in their own practice.
- For adult Māori and Pasifika learners, there is now a growing body of educators who are becoming more culturally energised and equipped to assist in their successful achievement as learners.

In-house PD workshops expand the reach of our programme

In-house PD workshops are tailored to the organisation's requirements, to complement and enhance the existing work taking place within commissioning organisations.

For example, in 2017, we began working closely to provide in-house PD for a national provider. We started with a series of Kia eke ki te taumata – Success for Māori in tertiary education workshops. Feedback shows that the workshops are already making a difference to teacher's focus on their relationships, and their engagement with students.

Some key areas where participants have identified that they expect to change their practice are:

- concentrating on knowing the student, their backgrounds and making connections with students. Taking a more individualised approach and gaining closer rapport with students
- listening more to students and better seeking their input into delivery
- engagement and communication with whānau to support better learning outcomes support for Māori
- learning and incorporating Te Reo Māori in the everyday environment.

⁴¹ 89 per cent response rate.

⁴² For example, 'Project-based learning in visual arts and design. What makes it work?' (Ideaschool, Eastern Institute of Technology) and 'Project-based learning focused on numeracy and literacy skills with Māori second chance learners' (Matapuna Training Centre).

From the six sessions delivered to 115 attendees in early 2017:

- 102 of 102 rated the workshop as 'high' or 'very high' quality⁴¹
- 99 / 102 rated the workshops as 'valuable' or 'very valuable' to enhancing their practice.

Developing workshops that meet a need and enhance learner outcomes

We take a leadership role in developing relevant workshops to serve an identified need, and contribute to better student engagement in learning and learner outcomes. An example is our workshop 'Problem-based learning: Creating student-led activities for work-ready outcomes'.

We commissioned the development and delivery of the Problem-Based Learning (PBL) workshop, recognising the strong value of PBL to support learner-centred teaching. Several of our funded projects have also contributed to the evidence-base. They demonstrate the effectiveness of PBL in different contexts, and the benefits to learners and learner outcomes⁴².

The PBL project is also an example of how we engage other organisations in professional development leadership, as the PBL case study below shows.

WORKSHOP EXAMPLE

Problem-based learning - Creating student-led activities for work-ready outcomes

The workshop and comprehensive workbook about problem-based learning was developed by Cath Fraser (Toi Ohomai Institute of Technology and independent researcher). She facilitates the professional development workshops. Short video clips were also developed to show workshop participants problem-based learning activities in different contexts, delivered by Tertiary Teaching Excellence Award winners from Toi Ohomai Institute of Technology.

Workshop participant Dr Lukasz Swiatek is a lecturer with the School of Communication, Journalism and Marketing at Massey University. For him, the learning from the workshop is effective in refining a problem-based activity, explaining it to other participants, and gaining their feedback. He recently designed a problem-based activity focused on leadership. He reports that the students were fully engaged and enjoyed the activity.

Feedback from two-month post workshop surveys shows some participants are already seeing positive changes for learners because of the changes that they have made.

"The video clips are always well received. It is useful for teachers to see how other teachers teach."

Cath Fraser, July 2017

"Several students approached me after class, acknowledged the learning pace and style and were most appreciative and grateful. I believe there was embedded hunger to learn!"

2017 workshop participant

Section 7



Our role in building Aotearoa New Zealand's future

Our future focus – the next five years

This report provides sound evidence of how Ako Aotearoa continues to increase its reach across the sector, maximises its value-add as an organisation, maintains a tight focus on support for priority learners, and supports the sustainable improvement of tertiary teaching and learning. We consistently achieve or exceed our financial targets and continue to enhance our organisational effectiveness, demonstrating our capability and the return on investment made by the Tertiary Education Commission.

As we look back on the past – noting the size of the sector and the significant challenge in meeting our targets and indicators on a relatively small amount of funding – we can take pride in our work and the contribution we have made to enhance the quality of tertiary education for the benefit of all learners.

As we consider the next five years, we reflect on how we can develop the base we have established, think about areas for improvement and enhancement, and also take into account the nature of learning and teaching in a rapidly changing world.

To inform this reflection we have commissioned the stakeholder survey mentioned above and undertaken further impact evaluation work on the effectiveness of our professional development programme, co-funded projects, and strategic leadership and events – as outlined in the following report sub sections.

Our future planning also draws on important recent developments, including the Productivity Commission Inquiry into New Models of Tertiary Education, a synthesis of Academic Quality Agency audit cycle 5 reports, TEC reviews of Māori and Pacific operational strategies, the emerging TEC capability maturity model, and the report commissioned by TEC on Lifting Sector Capability to Improve Outcomes for Foundation Learners.

In addition, we will examine the business models of two successful local and international organisations – CORE-Ed and the UK Higher Education Academy – that operate in a similar space to us and learn from their strategic and operational approaches. Lessons from successful initiatives such as Georgia State University – which has used a student-centred approach underpinned by predictive analytics to turn itself around from a low-performing university to one that is defying its poor urban demographics – will also inform future approaches to project funding and professional learning.

Firstly however, our core values underpin all that we do and drive our future work. In conjunction with refreshing our brand and redeveloping our website (currently in design phase) we have refined these values to reflect the following:

Ō Mātou Uara (Our Values)

Pūmautanga	Māramatanga	Whakamanatanga	Awhitanga	Whanaungatanga
We are a trusted and credible advocate for tertiary teaching and learning excellence and the best possible educational outcomes for all learners. With our expertise and experience, we lead from the front and alongside to grow and share knowledge, inspire tertiary educators and strengthen sector capability.	We are insightful, with a sound understanding of the tertiary sector and an independent voice. We foster innovation to help transform Aotearoa New Zealand's tertiary sector in a rapidly changing world.	We seek to empower. We are guided by Te Tiriti o Waitangi and our Te Tāuakī Ako framework in our journey to become a bicultural organisation.	We are inclusive. We value and enable diversity, equity and success for all learners, particularly Māori and Pasifika, and the people who support them across our dynamic tertiary sector.	We value our relationships. We work with others through positive, productive partnerships by sharing knowledge and expertise to contribute towards shared goals. We collaborate with educators, learners, communities and industry leaders to generate innovative and sustainable solutions to achieve success for all learners.

The role of Ako Aotearoa in this process is twofold. Firstly, to contribute to the development of professional standards frameworks (that define 'educational capability'), and ensure that they incorporate effective approaches to the success of Māori and Pacific students (i.e. cultural capability).

Secondly, as outlined above, we need to develop the appropriate networks of professional learning and communities of practice that support individuals and institutions to attain recognition against the professional standards. The outcomes of this work will be measurable in the increasing numbers of staff who gain recognition/qualification. Since there is a clear correlation between educational capability and student learning outcomes, we also expect to see a positive effect on the parity gap for Māori and Pacific learners.

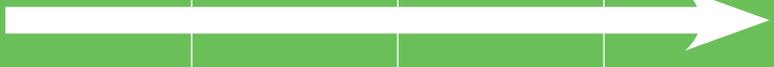
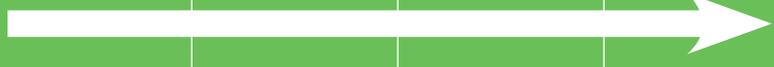
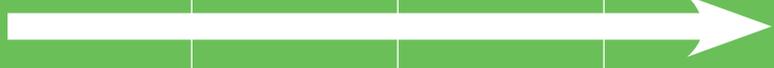
By building on the base we have already established and evolving a new model of educational capability through networked professional learning, we will

continue to enhance our value through more coherent use of our resources and demonstrate significant return on the TEC investment in building sector capability.

This approach also allows for development of a new business model, in which the sector contribution is not only through co-funding of projects and cost-recovery for PD, but creates additional revenue streams through subscription in accreditation schemes and membership in professional learning networks.

While much further work needs to be done in the remainder of 2017 to develop operational parameters, the table in Figure 8 below outlines the enhancement themes and intended outcomes for our work for the next five years. This is work that will be done in collaboration and partnership with our sector stakeholders, to continue our work to ensure the best possible outcomes for all learners.

FIGURE 8: The enhancement themes and outcomes for our work over the next five years

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

Appendices



Appendix 1:

Background to project funding

Our National Project Fund (NPF) and Regional Hub Project Fund (RHPF) support projects designed to enhance effective teaching and learning. The funding is aimed at driving systematic and sustainable change in teaching and learning and is ultimately about contributing to excellent education outcomes for learners.

Our NPF is a strategic change fund that supports large-scale national-level evidence-based change in teaching and learning practice for the benefit of learners. The projects usually have a two or three year lifecycle with grants up to \$150,000. The RHPF supports exploratory and regionally focused projects that seek to enhance outcomes for learners. We usually contribute a maximum of \$10,000 to each project.

Projects were fully-funded by Ako Aotearoa until mid-2012. We have since moved to a co-funding model. Project organisations at least match (internal costs and/or in dollars) our financial contribution.

Since 2012, all funding applications to Ako Aotearoa are required to outline expected learner benefits and how it is anticipated that the benefits can be measured over time. We developed the guide *Creating sustainable change to improve outcomes for tertiary learners* to support project teams with this focus.

The Impact Evaluation Framework was developed and first trialled in 2010/2011 and is representative of our commitment to actively support, cultivate and measure the outcomes resulting from project investment.

Impact is considered in relation to four dimensions: project reach, impact on practice, impact on learners, and impact on the project teams themselves.

Appendix 2:

Examples of projects showing the link between enhanced teaching and learning and enhanced outcomes for learners

Project and impact on teaching and learning practices	Learner benefit / improved outcomes
<p>Impact of student evaluations on teaching behaviour (completed 2012)</p> <p>500+ practitioners likely impacted:</p> <p>Institutional initiatives developed to improve evaluation and self-assessment. More sophisticated student evaluation systems and processes effected</p> <p>Changed teaching practice using student evaluation data</p> <p>Teaching about use of student evaluation data embedded in a post-graduate teaching paper</p>	<p>12,227 learners estimated as benefitting through engagement in revised teacher evaluation processes and teachers' enhanced engagement with students about student evaluation feedback</p>
<p>Improving the effectiveness of large class teaching in law degrees (completed 2012)</p> <p>Changed teaching practice and implementation of a range of activities requiring students to be active rather than passive learners</p>	<p>750+ learners benefitting:</p> <p>Students more actively engaged</p> <p>Increased average success rates</p> <p>One course had a change in its average course pass rate from 50% to 82%</p>
<p>Transforming tertiary science education: improving learning during lectures (completed 2013)</p> <p>Embedded successful interventions into teaching</p> <p>Established a departmental research group</p> <p>Greater learner-centred pedagogy & creative curriculum</p>	<p>Estimated 5,580 learners reached. Evidence of:</p> <p>Increased learner engagement</p> <p>Noticeable improvement in the number of students passing</p> <p>Students strongly prefer new teaching initiatives</p>
<p>Success, productivity and satisfaction in academia: the experiences of early career academics in New Zealand (completed 2013)</p> <p>The project contributed to the formalisation or redevelopment of at least two university academic development programmes and resources</p>	<p>350 practitioners estimated to have benefitted, including impacted 180 practitioners from other countries</p>
<p>Pasifika learners and success in tertiary education (completed 2013)</p> <p>Implementing educational practices that work best and benefit Pacific learners</p>	<p>Estimated 500 learners have benefitted:</p> <p>Improved retention</p> <p>Higher pass rates</p> <p>Improved completion rates</p> <p>Improved progression to higher study</p>

Project and impact on teaching and learning practices	Learner benefit / improved outcomes
<p>Where do they go? The post-classroom journeys of our youth guarantee graduates (completed 2014)</p> <p>Self-assessment has been enhanced through project learnings and has improved industry engagement</p>	<p>Learner employment outcomes have increased from 68 to 82 per cent since Hair to Train set up a temping agency in response to the needs of both local industry and learners</p>
<p>Contemporary assessment practices in University: Impact on teachers and students (2014)</p> <p>Project findings led to a university writing a new assessment policy influencing assessment practices university-wide</p>	<p>Approximately 4,000 first year students benefitting from courses that now operate under the new assessment policy</p>
<p>Project-based learning in visual arts and design. What makes it work? (completed 2014)</p> <p>Redevelopment of Bachelor of Arts and Design degree to incorporate a project-based curriculum</p>	<p>Learner retention lifted to 95 per cent from 85 per cent for first year learners and to 100 per cent for learners in their second year</p> <p>Improved Māori and Pacific completion rates</p> <p>Learner satisfaction increased from an average of 80–83% to 95–98%</p> <p>Improved quality of learner work commented on by industry and resulting in offers of employment</p> <p>Students more confident engaging with business and 'industry prepared'</p> <p>Increased internships offered by local industry</p> <p>Satisfaction and enthusiasm of local industry noted during an external programme approval process</p>
<p>Project-based learning focused on numeracy and literacy skills with Māori second chance learners (completed 2015)</p> <p>Key curriculum change through the implementation of project-based learning</p>	<p>Improved numeracy and literacy</p> <p>Improved course completion results from 28% in 2013 to 47% in 2015</p> <p>Improved NCEA results</p> <p>Learners developed confidence and self-esteem</p> <p>Improved attendance</p> <p>Students more engaged in learning</p> <p>Learners' ability to self-direct their learning has increased</p> <p>Improved progression to further tertiary study</p>

Appendix 3:

Examples of projects showing extensive project page views and dissemination of project results

Project	Page views, downloads, dissemination
A beginner's guide to plagiarism (RHPF)	<p>1,058 page views (913 or 87 per cent were unique users) just six months after project completion.</p> <p>The project resource was viewed 565 times and downloaded 426 times (at the six-month impact evaluation conversation).</p> <p>Feedback from practitioners has conveyed their appreciation of the resource and intended use of it, including from China, Australia, and Ireland.</p>
Teaching adults poster and visual resource project (RHPF)	<p>1,400+ unique page views</p> <p>Outputs downloaded 1,800 times</p> <p>Nearly 13,000 hard copies of the poster requested and distributed</p> <p>Used in the Pacific Islands, Saudi Arabia and Indonesia</p>
Bicultural competence in early childhood education (NPF)	<p>10,000 page views</p> <p>Outputs downloaded 4,000+ times</p> <p>6,500+ downloads of the project resources and nearly 200 sets purchased from the Ako Aotearoa shop</p> <p>A series of 7 resources developed to support bicultural practice in ECE</p>
Dedicated education unit: enhancing clinical teaching and learning (NPF)	<p>4,800+ page views</p> <p>Research report and guide downloaded 2,400+ times each</p>
Success, productivity and satisfaction in academia: The experiences of early career academics in New Zealand (NPF)	<p>2,211 page views with 85 per cent unique users (at 24 month IE conversation)</p> <p>2,101 downloads. 93 per cent of total downloads were by unique users</p> <p>42 outputs purchased</p>
Pasifika learners and success in tertiary education (NPF)	<p>1,626 page views (24 month IE conversation)</p> <p>766 page downloads</p> <p>34 outputs purchased</p>
Impact of student evaluations on teaching behaviour (NPF)	<p>1,525 views (24 month IE conversation)</p> <p>846 downloads</p>

Appendix 4:

Key documents, reports and links

Report	Location
Ako Aotearoa Annual Report 2016	https://ako.aotearoa.ac.nz/sites/default/files/ng/group-4/Ako%20Aotearoa%20Annual%20Report%202016.pdf
Ako Aotearoa Annual Report 2015	https://ako.aotearoa.ac.nz/download/ng/file/group-4/2015-ako-aotearoa-annual-report.pdf
Ako Aotearoa Strategic Plan 2013-2017	https://ako.aotearoa.ac.nz/download/ng/file/group-4/ako-aotearoa-strategic-plan-2014-2017.pdf
Project Funding Impact reports	
Enhancing tertiary teaching and learning through Ako Aotearoa-funded project work: Part 1. Collated results of Impact Evaluation Framework conversations about National Project Fund projects completed from November 2009 to November 2013. K. Weir (2014)	https://ako.aotearoa.ac.nz/download/ng/file/group-4/enhancing-tertiary-teaching-and-learning-through-ako-aotearoa-funded-project-work-part-1-report.pdf
Enhancing tertiary teaching and learning through Ako Aotearoa-funded project work: Part 2. Collated results of Impact Evaluation Framework conversations about Regional Hub Project Fund projects completed from June 2008 to November 2013. Wellington: Ako Aotearoa. K. Weir, R. Thomson and P. Coolbear (2014).	https://ako.aotearoa.ac.nz/download/ng/file/group-4/clone-of-enhancing-tertiary-teaching-and-learning-through-ako-aotearoa-funded-project-work-part-2-report.pdf
Stakeholders' opinions about the work of Ako Aotearoa in the tertiary sector. E. Kalafateli & C. Byrne, Research NZ (2017). (unpublished).	Unpublished report
Contributing to better tertiary teaching and learning outcomes. L. Keesing-Styles (2017)	https://ako.aotearoa.ac.nz/sites/default/files/ng/group-4/Contributing%20to%20better%20tertiary%20teaching%20%E2%80%93%20The%20summary%20report.pdf
Understanding project value and impact and the co-funding approach from the budget-holder perspective. F. Chauvel (2017)	These two reports are combined under: Contributing to better tertiary teaching and learning outcomes
Collation of Information from Impact Evaluation Framework Conversations about 22 Co-funded Regional Hub Project Fund Projects. F. Chauvel (2017)	https://ako.aotearoa.ac.nz/sites/default/files/ng/group-4/Contributing%20to%20better%20tertiary%20teaching%20%E2%80%93%20The%20full%20reports.pdf

Report	Location
Project funding synthesis reports	
Success for Pasifika in tertiary education: Highlights from Ako Aotearoa-supported research. A. Alkema (2013)	https://akoaotearoa.ac.nz/ako-aotearoa/ako-aotearoa/news/what%E2%80%99s-next-pasifika-tertiary-teaching-and-learning
Learning in and for work. A. Alkema and H. McDonald (2014)	https://akoaotearoa.ac.nz/learninginandforwork
Educating health practitioners: What works? A. Alkema (2016)	https://akoaotearoa.ac.nz/educating-health-practitioners
e-Learning in tertiary education: Highlights from Ako Aotearoa-supported research. S. Marshall and D. Shepherd (2016)	https://akoaotearoa.ac.nz/ako-aotearoa/ako-aotearoa/resources/pages/e-learning-tertiary-education-highlights-ako-aotearoa-supported-research
He Taunga Waka Flipbooks	
Ako, aro, whanaungatanga	http://cloud.3dissue.com/139090/139211/162682/HTWMaori4Aug/index.html
Pasifika Wave	http://cloud.3dissue.com/139090/139211/162682/Pasifika/index.html
Wānanga/Fono 2016	http://cloud.3dissue.com/139090/139211/162682/Wanangafono2016/index.html?r=23
Wānanga/Fono 2017	https://akoaotearoa.ac.nz/he-taunga-waka

Notes

Notes

